

Psychological Crisis of College Students in the Self-media Era and Its Intervention Ways

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ABSTRACT. *Self-media has a strong influence on college students' thinking mode, learning mode, interpersonal communication, mental health, etc. The traditional mental health education model for college students can no longer meet the needs of college students' mental health education in the self-media environment. With its strong independence, rapidity, openness and interactivity, self-media has been widely spread among college students. It brings new opportunities and challenges to the traditional mental health education, especially the psychological crisis monitoring of college students. Based on the author's learning and practical experience, this work first analyzed the personality characteristics of college students in the self-media era, then discussed the role of self-media in college students' psychological crisis warning, and finally constructed the intervention system of college students' psychological crisis in the self-media era.*

KEYWORDS: *Self-media; College Students; Psychological Crisis; Intervention Ways*

1. Introduction

Psychological crisis refers to the psychological imbalance state that the existing resources and behavior patterns can not meet the needs of getting rid of difficulties when an individual is facing a difficult situation [1]. Psychological crisis is an important node of life, with both danger and opportunity. If the psychological crisis can be solved smoothly, the development of individuals will enter a new stage and gain new growth. On the contrary, individuals will suffer psychological trauma, form psychological barriers and affect healthy growth. College students are in the

critical period of life development, and psychological crisis has the characteristics of high incidence and secrecy. At present, we have entered the era of self-media. It is a problem that college student education managers must face to give full play to the important role of self-media in college students' psychological crisis warning and intervention.

2. Personality Characteristics of College Students in the Self-media Era

2.1. Full Individuality and Outstanding Personality

Freud, a master of psychoanalysis, believes that personality is divided into id, ego and superego. The id is an individual's inborn self, following the principle of happiness and pursuing the individual's biological needs. The ego is the self in the social reality, following the principle of reality and pursuing the balance of interests between the individual and the society. The superego is the ideal self, following the principle of ideal, pursuing perfection and ideal personality, taking morality as the operating mechanism and maintaining the sense of morality. In different environments, the character of personality has a distinct difference. Due to the concealment and virtuality in the self-media platform, college students enter various self-media platforms anonymously [2]. They can remove the mask of the real self and become the most primitive id, or they can disguise themselves as the role of various ideal selves. Some thoughts and behaviors are no longer bound by the ego and superego. The thoughts and feelings that they are unwilling to express in life are expressed in the self-media environment, and even appear to be full of personality in order to seek the needs of the id and ego.

2.2. High Dependence on the Internet and Lack of Real Interpersonal Communication

In real interpersonal communication, college students are bound by the lack of communication skills or the different appearance, identity, status and communication skills of both sides. The freedom, equality and openness of self-media meet the needs of college students' interpersonal communication and expand the scope of interpersonal communication. In the self-media environment, college students can not only ignore the differences in appearance, identity, status and communication skills, but also get equal communication opportunities. They can also break through the limitation of time and space, quickly acquire information resources, and make up for some obstacles in real interpersonal communication. However, the increase or even dependence of network communication will inevitably lead to the decrease or even indifference of real communication. Some college students are not thinking about the problems in real interpersonal communication, but are addicted to virtual social communication, which leads to the degradation of social ability and is not conducive to mental health and the sound development of personality.

2.3. Affected by the Network and Lack of Independent Thinking Consciousness

The freedom, equality and openness of self-media information dissemination greatly meet the psychological needs of college students to obtain information and participate in public opinion. At the same time, it also weakens the independent thinking consciousness of college students. Due to the secrecy and virtuality of the self-media, some college students' self-awareness deviates. They mistakenly think that their behavior in the network situation is not bound by the real morality, and their self-control is reduced, showing reckless and irresponsible words and deeds. When college students share self-media resources, they are also involved in higher self involvement. In the face of new information and new ideas, it's easy to follow the trend of thinking. In the face of a hot social event, it's self forwarding, free to express personal opinions and high degree of self involvement. However, the ability of independent thinking and judgment is relatively low, which is greatly affected by the self-media environment [3].

2.4. Affected by Fragmented Information and Lack of Patience

The timeliness of the self-media information dissemination meets the college students' pursuit for hot spots and interests, and greatly impacts the traditional reading habits and thinking patterns. Research shows that in the self-media environment, more than half of college students think that personal reading interest has increased, but reading patience has decreased, and the content of reading is superficial. Fast food and fragmented reading habits affect college students' life style, thinking mode and psychological outlook. In the self-media environment, college students spend more time on leisure and entertainment learning through the Internet. However, the time of self-directed and planned learning and thinking is reduced, and the patience and interest of interpersonal communication are affected.

3. The Role of Self-media in College Students' Psychological Crisis Warning

3.1. Self-media is an Important Channel for College Students to Reveal Themselves

In real life, personal experience establishes good interpersonal relationship through different degrees of self disclosure, thus meeting the needs of their own integration into society. This is especially true for college students in adolescence. According to the social information processing theory and clue reduction theory, individuals need to offer more information to build interpersonal trust due to lack of body language. Therefore, college students will show more personal information on the self-media platform. The anonymity of cyberspace will also reduce the individual's self-awareness and increase the identity of the network environment, so that the individual's self-disclosure in cyberspace is more and more than in real life.

3.2. Self-media is an Important Window to Discover Students' Psychological Crisis Information

Based on the social compensation theory, the excessive disclosure for individuals in the self-media is more to make up for the needs of interpersonal relationships in reality. In other words, college students who reveal too much information in self-media are more likely to have bad interpersonal relationships in real life. Leili's research confirmed this view. He found that the network self disclosure of individuals with poor social skills is to make up for the bad interpersonal relationship in reality. Individuals with good social skills are more willing to expand their social network and individual influence through the form of network [4].

4. Psychological Crisis Monitoring System of College Students in the Self-media Era

4.1. Improving the Effect of Technical Monitoring System

It is a common practice in colleges and universities to test the mental health of freshmen, and the indicators reflected do not represent the long-term mental state of students. Therefore, it is necessary to establish a real-time psychological crisis monitoring system and update the information in time. A three-level system of "cloud terminal—mobile application software—user access group" can be built to form a psychological crisis technology monitoring system (as shown in Fig. 1). Teachers and students in colleges and universities, mental health center experts, medical institutions, parents, etc., can log in to the system application program through mobile terminal or computer terminal at any time without time and geographical restrictions. The application of the system can include psychological evaluation, mental health knowledge learning, online consultation, etc. Senior users can report psychological abnormalities or psychological crisis events. According to the authority and functions of people at different levels, the platform pushes real-time information, thus finding problems and intervene in the first time.

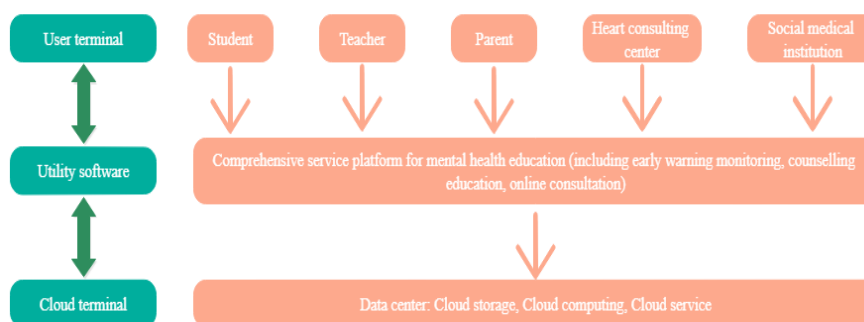


Fig. 1. College students' heart monitoring system

4.2. Establishing a Real-time Network Public Opinion Monitoring System

Schools can establish a network public opinion monitoring system by using the characteristics of self-media era. Public opinion monitoring should establish a three-level monitoring system with the school Party committee as the main body (as shown in Fig. 2). Each department shall manage, coordinate and cooperate with each other, and establish a network public opinion monitoring team. According to the early-warning indicators, it is monitored from five aspects: stressor, stress response, risk factors, personality characteristics and individual background. Social networking platforms, such as campus networks, Microblog, WeChat, Forums, etc., should be closely watched. The status of students reflected under the self-media platform should be observed regularly, and the problems should be detected and reported in time to prevent the occurrence of problems.

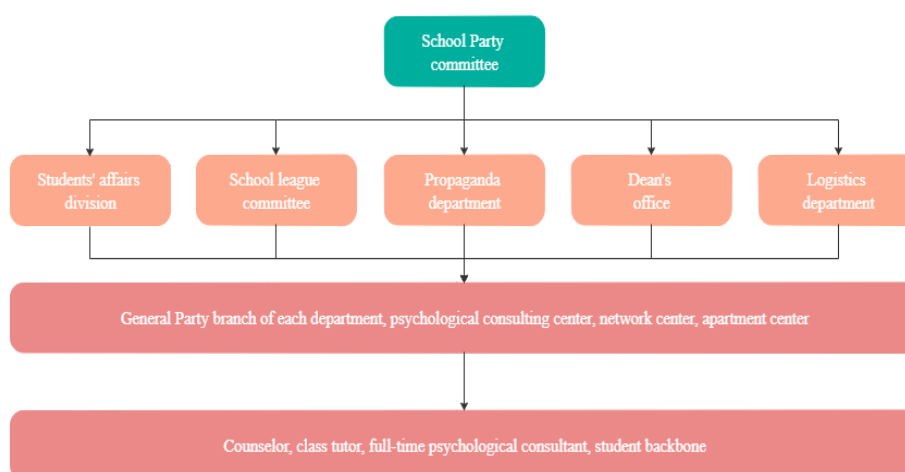


Fig. 2. Network public opinion monitoring work system

4.3. Training the Self-media Psychological Crisis Intervention Team

There are many new characteristics in using self-media for psychological crisis intervention, such as the traditional psychological crisis intervention is one-to-one, or one to many. The self-media psychological crisis intervention can be many to one, or many to many. At the same time, self-media also has many new technical features, such as video editing technology, image insertion technology, etc. In terms of language literacy, insight, analysis power, network technology, etc., these characteristics of self-media psychological crisis intervention put forward higher requirements for practitioners engaged in self-media psychological crisis intervention. Therefore, colleges and universities should strengthen the training of self-media psychological crisis intervention team.

4.4. Encouraging Self-media Psychological Crisis Intervention Behavior

When many colleges and universities calculate the workload, they count the psychological crisis intervention work of offline students into the workload. However, the online psychological crisis intervention is not included because of its difficulties in identification, which greatly weakens the enthusiasm of students' education managers in using self-media to carry out online psychological crisis intervention [5]. In practical work, the interventionists need to pay more time and energy by using self-media to intervene in psychological crisis, and the quality of the interventionists is also higher. Colleges and universities need to combine online with offline psychological crisis intervention work, and formulate corresponding management system to encourage the majority of students' education managers to use self-media for psychological crisis intervention.

5. Conclusion

The rapid development of self-media has greatly changed the way and attitude that college students pay attention to social hot focus events, and also put forward higher requirements for the management of college students. The use of self-media to implement psychological crisis intervention is the product in the self-media era. At present, many colleges and universities have gradually attached importance to the construction of new media platforms such as Microblog, post bar, official accounts, etc. However, the contents of popularizing psychological knowledge are still lacking, and the form of using self-media to realize psychological crisis intervention needs to be innovated. Therefore, colleges and universities should actively tap and stimulate the advantage of self-media platform in psychological crisis intervention work.

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