“Research on the course of Marine Auxiliary Machinery certificate examination”. (Project No.Y2021022)

RESEARCH ON COLLEGE STUDENTS’ MOBILE PHONE ADDICTION BASED ON EMOTION REGULATION AND MEDICAL PSYCHOLOGY
Yajun Gu1,*; Yusheng Long2; Yilei Ren3
1 Tongji Zhejiang College, Jiaxing 314000, Zhejiang, China 2 Peking University Shenzhen Hospital, Shenzhen 518000, Guangdong, China 3 Dr. Ren SinoDe Consulting eK, Frankfurt, Germany *These two authors contributed equally to this work and are marked as co-first authors.

Background: the popularity of mobile phones not only brings convenience, but also brings dependence on mobile phones. This dependence is more obvious among college students who lack self-control and unsupervised. This paper studies and analyzes the physiological and psychological characteristics of mobile phone dependence from three aspects: mobile phone use time, browsing content and browsing repetition rate, and obtains the consequences of mobile phone dependence. Mobile phone addiction has brought a series of physical and mental reactions to college students, affecting their physical and mental health. Based on this, this paper starts with analyzing the manifestations of mobile phone addiction, and studies the causes of mobile phone addiction and the effects of anxiety and depression from the perspective of medical psychology.

Subjects and Methods: Based on the limitations of the survey objects, the undergraduates in this paper only refer to the students of four-year applied research and applied undergraduate colleges. According to the subject type, undergraduates from grades 1 to 4 were selected for real-time observation and questionnaire survey to obtain sample data. Because the data obtained by different methods are very different, the second survey was conducted, and the data results are consistent. Therefore, the measurement results are weighted and summarized, and the real-time observation data is used as the basis of follow-up research. Study the correlation analysis of mobile phone dependence from the perspective of emotion regulation. In order to investigate the relationship between mobile phone addiction and emotion regulation ability, this study used the mental health locus of control scale to measure it. MHLC measures people’s evaluation of the treatment effect from two poles. One pole reflects the view that mobile phone addiction should be responsible for the curative effect, that is, internal control, and the other pole reflects the role of the healer, that is, external control. MHLC is a self-assessment scale with 22 items and 6 insertion questions (no score). The original version included 61 items, which were tested in the group and simplified into the current scale through statistical processing. The scale is scored on a 6-point scale. 6 points represent the most external control and 1 point represents extreme external control. In this way, the score range of the scale is between 22 (extreme internal control) and 132 (extreme external control).

Results: the research shows that the main causes of group mobile phone addiction are external behavior and internal psychological disorder, but the causes of the two are the same, which come from material inducement, physiological inducement, psychological inducement and emotional inducement respectively. Among them, material inducement shows obvious external characteristics, physiological inducement and emotional disorder inducement show pathological characteristics, and psychological inducement shows internal characteristics. Based on the above analysis of mobile phone addiction, the higher education system needs physiological and psychological intervention.

From the test results of the subjects, the test-retest reliability of a = 0.840 has not been reported. It showed that MHLC had little relationship with Rotter’s I-E scale, but had a certain correlation with mental health origin scale (r = 0.40, P < 0.001). Further research suggests that gender and socio-economic status also have a certain impact on the score of this scale. Aggregation validity study shows that MHLC has high correlation with lenenson’s I, P and C scales. Social expectation scale only has a certain correlation with CHLC subscale, r = -0.24, and has little relationship with IHLC and phlc. It shows that the test can show a good prediction potential of mobile phone addiction. However, so far, there is a lack of data on the validity of the scale, especially in those who are receiving treatment. At the same time, there is also a lack of reports on the comparison between the scale and other locus of control scales. Comparing the scale with special psychotherapy will be a very interesting research work.

Conclusion: through the analysis of inducements, the basic way to solve mobile phone addiction is obtained, that is, effective intervention is needed from both physiological and psychological aspects. Due to the particularity of the research object and research path, the research results have not been effectively tested. In addition, the social maladjustment of group mobile phone addiction is limited to the analysis of primary phenomena, and the research is not deep enough. From the perspective of medical psychology, according to the behavior and psychological performance of group mobile phone addiction, this study observed the pathological changes caused by it, explained the physiological trigger mechanism of mobile phone addiction, and put forward the countermeasures to solve mobile phone addiction. The above physical and psychological pressure will play a positive role in the correction of group physical and mental health in the future.

Acknowledgements: This research is based on the educational planning project of Zhejiang Province, “constructing the ideological and political ecosystem of college curriculum with internet thinking”.

MORAL EDUCATION GUIDES PEOPLE TO CONSTRUCT THREE DIMENSIONS OF A HAPPY LIFE AND REDUCE EMOTIONAL BARRIERS
Hai Yan1,2,*; Qiang Ke3
1 School of General Education, Wuchang University of Technology, Wuhan, Hubei 430223, China 2 Institute of Moral education, Central China Normal University, Wuhan, Hubei 430079, China 3 Hubei Yangxin Vocational Education Center, Yangxin, Hubei 435200, China

Background: Traditional moral education cuts off the connection between the knowledge world and the life world, denies the important role of life practice in the formation of students’ morality, and embodies the disadvantages of knowledge moral education, just like teaching people to swim outside the water from a human perspective, morality, life and happiness are Trinity. Morality is for human life, and life is for happiness. The mission of moral education is to cultivate happy people. Paying attention to people’s happiness, guiding the construction of a happy life and reducing emotional barriers are not only the important mission of moral education in the new era, but also the problem to be solved in this study.
Research Objects and Methods: This study takes life moral education as the research object. Starting from life epistemology and moral education, this study adopts literature analysis, qualitative research and interdisciplinary research methods based on the perspectives of psychology, ethics and pedagogy. Taking human life as the research object, this paper analyzes the internal relationship between life and morality from the three dimensions of material life, spiritual life and possible life, expounds the ethical value of moral education in guiding a happy life, demonstrates the realistic path, and establishes a happy life. In order to explore the impact of moral education on the three-dimensional degree of well-being and reduce emotional barriers, this study attempts to conduct a questionnaire survey on 200 subjects from an empirical perspective. The main tool used in the survey is the generalized anxiety disorder-7 (GAD-7). GAD-7 is mainly used to screen the symptoms of generalized anxiety and assess the severity of anxiety. Domestic studies have shown that GAD-7 also has high reliability and validity in Chinese population. There are 7 items in the scale, which are scored at levels 0 (not at all) ~ 3 (almost every day), with a total score of 21 points. ≥ 10 points indicates anxiety. The higher the score, the more serious the anxiety level. The scale Cronbach’s α is 0.93. In addition, the study also used the Cognitive Emotion Regulation Questionnaire (CERQ) to evaluate the different cognitive emotion regulation strategies selected by individuals after experiencing negative life events. Some scholars have launched a simplified version of cerq18 topics and proved that it has good reliability and validity. There are 18 items and 9 dimensions in the questionnaire, which are self-blame, meditation, disaster, blaming others for acceptance, self-comfort, refocus on planning, active re-focus and active refocus.

Results: The reason why moral education can be related to human happiness is that happiness is the state of human subject consciousness. The essence of moral education is to construct and transform people's subject world, which is directly related to people's internal spiritual activities. A reasonable consumption mode and a reasonable outlook on material life need moral education to cultivate and educate. Moral education must pay attention to the individual spiritual world in order to change people's happy life. People's spiritual happiness is produced in their spiritual life. Only by living a dignified life can one be happy. Moral education is the grasp of a dimension of possible life. It places people's consciousness and behavior in the possible world in real life, and examines and evaluates good and evil according to what should be and what should be. This leads people to pursue ideal mental state and behavior.

Conclusion: Moral education is a special form of life, a purposeful and purposeful activity, which has the characteristics of coexistence of reality and possibility. Moral education should play a unique leading role in people's moral growth, guide people to correctly deal with the relationship between material consumption and material happiness, promote people to realize the unity of spiritual freedom and spiritual happiness, and encourage people to constantly surpass themselves and pursue the truth of their own life. Moral education can show its charm only if it is rooted in life, coexists with life and leads the construction of life. Only by guiding people to be good through moral education and realizing the unity of knowledge and practice can we achieve the goal of happiness in life.

Acknowledgements: Supported by 2019 National Social Science Foundation Educational General Project “Research on Teachers’ Anomie of Teachers' Ethics and Professional Ethics Construction from the Perspective of Organizational Ethics” (Grant No.: BEA190114)