

Coping Strategies for Mobile Phone Addiction among College Students under Positive Psychological Intervention

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ABSTRACT

In the contemporary era when the digital flood is reshaping the cognitive landscape, the pathological association between college students and mobile terminals is giving rise to a multidimensional psychological and ecological crisis. This study abandons the linear withdrawal paradigm, and instead constructs a four-dimensional intervention system based on positive psychology: breaking the ritualized use cycle through behavioral reconstruction mechanism, this system awakens embodied perception of real-life social interaction through immersive group interaction, constructs an attention buffering barrier through mindfulness focused training, and relies on emotional compensation models to repair compensatory dependence driven by emptiness. The program breaks through the confrontational logic of the traditional corrective framework and activates the endogenous psychological capital of individuals, from cognitive reshaping to behavioral substitution, and from contextual desensitization to value anchoring; it ultimately realizes the paradigm leap from mechanical abstinence to subjectivity reconstruction. This opens up an intervention path with both ecological validity and humanistic tension for mental health education in the digital era.

KEYWORDS

mobile phone addiction; positive psychological intervention; flow experience design; gratitude intervention exercise

1 Introduction

The seamless penetration of digital ecology has reconstructed the mode of existence of contemporary youth. As “digital survivors” in the period of mental shaping, the symbiotic relationship between college students and mobile terminals has overflowed the instrumental category and evolved into a compound crisis of cognitive schema deconstruction and emotional resonance out of focus. While the existing intervention paradigm still indulges in the mechanistic perspective of behavioral abstinence, we need to ask: how to transform the addiction dilemma of college students into a quenching ground for psychological resilience? Instead of a pathologizing narrative framework, this study anchors the catalytic efficacy of positive psychological capital and implants multiple intervention interfaces on the timeline of neuroplasticity. The study suggests that behavioral decision-making mechanisms can be reconfigured through metacognitive mirror arousal; emotional connection density can be recreated through embodied social rituals; attentional resources can be structurally allocated through contextual coding of flow triggers, and negative emotions can be replaced by gratitude interventions to fill the psychological gap. This paradigm shift from “defect repair” to “potential activation” not only points to the entropy reduction management of addictive behaviors, but also attempts to cultivate spiritual antibodies that can resist technological alienation in the cognitive territory of digital natives.

2 The Performance of Mobile Phone Addiction among College Students and Its Effects

2.1 High-frequency Unconscious Swiping Phone Behavior Occupies Fragmentation Time

Among contemporary college students, high-frequency unconscious screen-swiping behavior has evolved into an embodied cognitive erosion pattern. Fingertips automatically swipe the screen in the ten minutes between classes or in the gaps between lines in the cafeteria.

This mechanical repetition not only constitutes a vacuum collapse of attention, but also reshapes the mechanism of time perception at the level of neuroplasticity; the transitional time that could have been used for thought precipitation is cut into transient pleasure units by algorithms. The ever-reinforcing operational circuits in the central nervous system elevate the unlocking action from a behavioral habit to a conditioned physiological craving, embedded in daily rhythms as naturally as breathing.

The most dangerous derivative effect of this unconscious consumption pattern is that it dismantles the brain's elastic space for rumination: as the fragmented information flow continues to crowd the activation cycle of the default mode network, the gaps that should be filled with inspirational connections are filled with a torrent of pixels, ultimately resulting in a vicious vortex of increasing inertia and diminishing metacognitive capacity in the closed loop of cognition. This transforms deep thinking into an extraordinary behavior that requires deliberate activation ^[1].

2.2 Virtual Socialization Replaces Face-To-Face Communication, Forming Social Inertia

When virtual socialization gradually erodes the real conversation environment, college students are experiencing an unconscious degradation of social skills. The emoticons and prefabricated words produced in bulk between finger slides have quietly replaced the subtle interactions of eye-to-eye communication; the empathetic instincts inherited from their ancestors and engraved in their genes are as stagnant as rusty gears under the continuous irradiation of blue light on the screen.

The real social field should be a symphonic theater where all five senses are linked: the hesitation of a raised eyebrow, the emotions in the tone of voice, and the subtext woven by body language. However, these three-dimensional elements of communication are compressed into a single, thin floor plan in digital conversations. What's more alarming is that this communication inertia is like boiling a frog in warm water; when college students are accustomed to hiding behind emoji-built fortifications, they lose not only their biological instincts to decipher other people's emotions, but also the wisdom to regulate emotions and resolve conflicts when facing social friction head-on. The social resilience that should have been naturally acquired in the coffee shop and between laughs is now being gradually swallowed up by the comfortable cocoon woven by algorithms.

2.3 Distraction Leads to a Significant Increase in the Rate of Task Interruption

The high-frequency information grabbing by cell phones is dismembering the continuity of college students' thinking. When the blue light of the screen cuts the attention unit with a pulsating rhythm, college students' brains are forced to oscillate back and forth between in-depth thinking and instant feedback. This cognitive tearing not only disintegrates the immersion field required for systematic thinking, but also gives rise to abnormal information metabolism patterns; it is like a puppet being pulled repeatedly by invisible strings, which makes the original complete process of knowledge construction broken down into cognitive fragments.^[2]

The more insidious harm is that continuous task interruption will reverse the stress preference of neural circuits, making thinking inertia slip into the quagmire of shallow information hunting: fragmented reading replaces deep diving in the text, and pop-up interactions dissolve logical deduction, ultimately forming a symbiotic closed circle of inattention and inertia of thinking. This vicious circle not only erodes the sustained concentration necessary for college students' academic research, but also quietly reshapes the cognitive architecture of the younger generation at the level of neuroplasticity.

2.4 Emotional Vacuum and Loss of Control in the Withdrawal Reaction

The emotional vacuum and loss of control exposed by the current college student population during cell phone withdrawal is essentially an aberration of the emotional regulation mechanism unique to the digital age. The sense of anxiety and emptiness that emerges when the device is forced offline reveals the reward circuit formed by the nervous system with screen interaction as the hub. This unnatural reorganization of neural links triggers a double crisis: on the one hand, the brain's emotion-regulating region gradually loses its ability to balance itself, making it difficult for individuals to build a healthy emotional buffer through introspection or real-life social interaction; On the other hand, digital devices are alienated into a all-weather "emotional compensation system", curing psychological needs such as loneliness relief and stress release into mechanical touch screen reflexes.

This kind of inverted regulation mode not only hinders the natural growth of emotional resilience, but also forms a dangerous path dependence at the cognitive level: when encountering real setbacks, college students are not able to mobilize the deeper psychological resources, but also miss the growth opportunity of obtaining emotional restoration through real interpersonal encounters; college students ultimately become "emotional amputees" in the paradox of digital existence.

3 Coping Strategies for Mobile Phone Addiction among College Students under Positive Psychological Intervention

In response to the manifestation of mobile phone addiction among college students, colleges and universities should reshape the sense of ritual and time blocking of cell phone use with behavioral activation therapy, activate the power of real social-emotional connection with strengths-oriented group activities, and strengthen the depth of concentration and the threshold of task immersion with the design of the mind-flow experience, based on positive psychology; at the same time, colleges and universities should fill in the psychological vacancies with the alternative of negative emotions with the practice of gratefulness intervention, so as to help college students to solve the mobile phone addiction problem.

3.1 To Reshape the Ritualistic Sense of Mobile Phone Use and Time Blocking with Behavioral Activation Therapy

Behavioral activation therapy can reconstruct the symbolic value of college students' behavioral logic, transforming mechanized cell phone operation into a ritual system that requires conscious intervention. First, spatial anchors should be established; specific physical trigger fields should be designed (e.g., limiting the standing area as the device interaction area), and the chain of automated behaviors should be cut off by the coupling effect of body mechanics and scene symbols; then, intermittent time segmentation should be adopted, and respiratory rhythm regulation should be embedded in front of the short-term focusing module, so as to reshape the alert threshold of the neural system by the periodic oscillation of physiological rhythms; ultimately, the universities should import the haptic prioritized alternative reward mechanisms. Forced switching to materialized activities (e.g., handcrafted creations) after completing each behavioral module allows college students to dissolve visual dependency inertia through interactive inhibition across sensory channels.^[3] This intervention is in fact a reconfiguration of the ritual framework that transforms digital behaviors from instinctive reflexes to cognitively invoked decision-making procedures; this weakens algorithmic manipulation while strengthening the subject's embodied perception of temporal flow and behavioral boundaries.

3.2 To Activate Realistic Social-Emotional Bonding Dynamics Through Strengths-Oriented Group Activities

Colleges can adopt a hierarchical group interaction model to reconstruct the path of social-emotional connection through multimodal experiences. On the cognitive level, colleges and universities set up "trait narrative workshops" to guide college students to transform their core strengths into concrete behavioral expressions in improvisational situations, such as breaking through social defense mechanisms through immersive role modeling; on the emotional level, colleges and universities introduce "non-verbal emotional decoding training", which uses dynamic mirror feedback technology to activate real social-emotional bonding dynamics. For the emotional level, universities have introduced "non-verbal emotion decoding training", which adopts dynamic mirror feedback technology, requiring duo teams to transmit compound emotions only through vocal rhymes and micro-expressions in a scene with obscured vision; it can strengthen amygdala's sensitivity to real social cues; for the behavioral level, universities have designed the "strengths integration task chain", which is based on the cross-domain collaborative tasks (e.g. On the behavioral level, universities design "strengths integration task chains", which use cross-domain collaborative tasks (e.g., challenges requiring creative expression combined with logical reasoning) to motivate members to establish complementary interaction patterns. Through the cyclic reinforcement of embodied cognition, the system gradually dismantles the inertia of emotional dependence formed by virtual socialization; this makes the emotional resonance and immediate feedback flowing in real interpersonal relationships an important carrier for reshaping the dynamics of social connection.

3.3 To Strengthen Deep Concentration and Task Immersion Thresholds with Flow Experience Design

Flow experience design aims to create a dynamic balance between cognitive challenges and individual capabilities, not only by designing a task flow with stepwise progression, but also by weaving a consciousness flow with continuous feedback. In practice, the task structure can be developed through a "modularized puzzle" model. The basic unit carries a clear goal, while the embedded challenge nodes act as hidden cognitive triggers (e.g., inserting metaphorical discursive propositions during literature study), forcing the mind to switch between calmness and agitation; the consciousness guidance relies on the environmental interaction system, which turns physiological signals, such as respiratory rhythm and muscle tension, into dynamic regulators. Therefore, the spatial illumination and the frequency of the acoustic field respond to the ups and downs of concentration like a tidal wave.^[4] A more subtle design is the "cognitive reconstruction" training, which requires college students to weave the fragmented cognition into a concrete mental model in the form of story reconstruction, , after completing the milestones. This strategy of transforming linear outcomes into three-dimensional narratives essentially reshapes the framework of the college students' brain's assessment of the value of the task. This enabled the gradual metamorphosis of focused behavior from a depletion mode requiring willpower to maintain to a self-nourishing neural reward circuit.

3.4 To Replace Negative Emotions with Gratitude Intervention Exercises to Fill Psychological Void

Colleges and universities can also guide individuals to reconstruct their emotion regulation patterns through structured training. The innovation is reflected in a three-dimensional cross-intervention framework: in the spatial dimension, participants are asked to complete the record of figurative gratitude in different contexts (e.g., study rooms, boulevards) to break the inertia through the positive anchoring of the environment and emotions; in the temporal dimension, the mechanism of "bi-temporal observation" is constructed, which retraces the subtle moments of goodwill

with a microscope-type narrative, and previews potential positive events with a telescope perspective, weaving a continuum of positive events on the timeline. In the temporal dimension, the mechanism of “dual-temporal observation” is constructed to retrace the subtle moments of goodwill with microscopic narratives and preview potential positive events with a telescopic perspective, so as to weave successive emotional support points on the timeline; in the relational interaction, the anonymous collaboration of “shadow gratitude circle” is designed, in which the members observe the positive behaviors of others in a silent way and write encrypted letters of appreciation, so as to prolong the rippling effect of positive emotions with the use of inter-temporal transmission mechanism.^[5] This multi-channel training prompts college students to shift their cognitive resources from passive response to external stimuli to active shaping of internal mental pictures; through repeated reinforcement of the psychological cycle of “awareness-transformation-consolidation”, the practice of gratitude eventually becomes an autonomous choice to fill the psychological void, forming an environment that does not require external intermediaries. Through repeated reinforcement of the “awareness-transformation-consolidation” psychological cycle, the practice of gratitude will eventually become a self-choice to fill the void of psychology, forming a closed loop of self-nourishment without the intervention of external media.

4 Conclusion

In the field of tension between digital existence and psychological development, college students' cell phone addiction reflects the deep game relationship between individuals and technology. This study breaks through the traditional paradigm of withdrawal and builds a three-dimensional path of “combining blocking and easing” through positive psychological intervention, shifting from behavioral correction to psychological capital cultivation, and realizing the creative transformation of intervention logic from symptomatic confrontation to a healthy psychological mechanism. The synergistic effect of behavioral activation and heart-flow experience not only reshapes the individual college students' mastery of digital tools, but also reconstructs the rhythm of life in the temporal dimension, while the integration of group intervention based on strengths orientation and gratitude diary activates the emotional resonance network of real social interaction and forms psychological antibodies against digital alienation. The innovation of this intervention paradigm not only provides a way to break the dilemma of digital civilization, but also indicates the paradigm revolution of mental health education from passive defense to active construction. Subsequent studies should focus on building a collaborative psychological support ecosystem between home, school and society, and exploring the path of cultivating the psychological resilience of digital natives in the dialectical unity of technological ethics and humanistic care.

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