

Application and Prospect of psychological drama in improving interpersonal communication of College Students

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Abstract

Interpersonal interaction plays an important role in social life and learning, which is of far-reaching significance for college students entering the critical period of society. In recent years, the application of psychodrama to interpersonal communication among college students has been increasing, and a series of progress and results have been achieved. Based on this, the article combs and introduces the relevant literature on the application of psychodrama in college students' interpersonal communication, and discusses the characteristics of these studies. In view of the deficiencies of current domestic research on psychodrama technology in college students' interpersonal communication, the article puts forward the prospects for future research.

Keywords

Psychodrama; College student; Interpersonal communication.

1. Introduction

With the development of society, people's living standards have generally made a qualitative leap, the history of insufficient food and clothing has disappeared forever, and people's demand for health is higher and higher. The CPC Central Committee and the State Council issued the outline of healthy China 2030 plan in October 2016, emphasizing that health is an inevitable requirement for promoting people's all-round development and a basic condition for economic and social development. College students who represent the future of the motherland, their thoughts and health are directly related to the future and destiny of the country. However, affected by factors such as high pressure of study, employment and uncoordinated interpersonal relations, many college students have been in a "sub-health" state for a long time. Therefore, it is indispensable and extremely important for colleges and universities to strengthen and improve mental health education. At the end of 2017, the Ministry of Education issued the implementation outline of the project to improve the quality of Ideological and political work in Colleges and universities, focusing on building a comprehensive education system and opening up the last mile of education. Fully expounding the role and function of psychological education is an important issue in the in-depth understanding of Ideological and political education and psychological education [1].

Psychodrama plays a positive role in promoting college students' self-growth and carrying out mental health ideological and political education in Colleges and universities. First of all, psychological drama is conducive to college students' self reflection and self-education. This way is different from the preaching mode of psychological lectures. It integrates interpersonal guidance and entertainment in the way of performance, shows the actual events between students or the contradictions between teachers, students and roommates, and faces the heart

directly. In this process, students experience the behavior mode of their role through performance, separate themselves from the role, learn to examine themselves and others from different angles, trigger thinking, and learn to think about the situation of others, which is conducive to promoting students' self reflection, and education. Psychodrama is a new model of college mental health education in recent years. It is more and more used in students' practical activities and school management. Specifically, for the interpersonal problems of college students, through psychological drama counseling, it is convenient for the student management department to understand the common and typical psychological puzzles or problems among students to a certain extent, so that the school can carry out mental health education on these problems in time, find and intervene early, and avoid more serious psychological crisis. Secondly, the creation process and rehearsal process of campus psychodrama are conducive to the improvement of group cohesion and make the relationship between managers and students more precise. Therefore, the application of psychological drama to improve the interpersonal communication of college students has great practicability.

2. Current Situation Analysis and Problems of Improving College Students' Interpersonal Communication

At present, colleges and universities mainly affect college students' interpersonal communication through counselor heart-to-heart conversation, "interpersonal communication" theme class meeting, psychological counseling, group psychological counseling and compulsory psychological courses for college students. The above methods play an indispensable role in improving college students' interpersonal communication, but there are also some deficiencies. College Students' heart to heart talks with counselors mostly focus on "how to solve problems as soon as possible". Some counselors have less psychological knowledge and lack experience in the application of practical psychological skills. At the same time, some students will have more psychological concerns when facing counselors and choose to avoid problems; The theme class meeting course and college students' compulsory psychological course are more one-way transmission. Although they teach interpersonal skills and unreasonable cognition that may exist in interpersonal communication, there is a lack of teacher-student interaction and student-student interaction. Group counseling has more advantages in interaction, but group counseling in Colleges and universities is often carried out by recruiting, and screening students in need of help, which is prone to the loss of objects; Psychological counseling can provide more professional guidance to college students, but it is difficult to affect some college students who are unwilling to consult and do not take the initiative to seek help.

2.1. Reflections on the Effectiveness of Psychological Drama in College Students' Interpersonal Communication

Psychodrama was created by American psychotherapist Moreno. Moreno believes that we are actors in our own life. Psychodrama makes our inner world clear, presents our life on the stage, is aware of our past, and bid farewell to the negative past [2]. Guo Xiaoyan, a scholar, believes that psychodrama refers to the use of stage performance to make the helpers express psychological events or psychological problems through drama performance with the help and guidance of the instructor. By performing on stage, help seekers get the opportunity to re experience psychological events, and find their own solutions to problems through behavior imitation and behavior compensation [3]. Combined with the definition of psychodrama by previous scholars, I think that campus psychodrama is in a suitable place, where psychological teachers or "Directors" with relevant experience of psychodrama guide "actors" to reproduce the psychological difficulties or psychological problems that often appear in campus life in terms of interpersonal communication, school pressure, freshmen adaptation and so on, Guide

"actors" and "audience" to examine themselves, urge students to perceive, reflect and change unreasonable cognition or excessive emotional expression, and provide students with channels to vent their emotions and ways of self-education[4]. Maslow, the founder of the school of psychological needs theory, combed people's different needs and promoted the communication between people to a higher level, that is, the necessary way of self realization. Interpersonal communication is an important way of socialization. It meets the needs of College Students' study, life, communication and cooperation. It realizes self-development and improvement through the process of verbal or nonverbal media and other human information exchange, ideological exchange, emotional expression and behavior coordination [5].

2.2. The Psychology Play Could Improve the Communication Skills of College Students

The psychology drama technique was used to improve students' negotiation and communication skills. With the help of the team leaders, the students broadened the way to deal with problems and learned to use different negotiation methods and interpersonal skills to negotiate. While mastering these skills, students could understand their emotional reaction in communication and better deal with the problems in real life [6]. Huiting Zou studied the role and effect of the TV series in the group psychological guidance center on the interpersonal relationship of the minority students through an actual study. She used the "University interpersonal relationship scale" to test the subjects of the study. In the pre and post tests, she found that the performance and watching of the TV series in the group psychological guidance center were tested. The test group was being treated, talked to others, made friends The four aspects of communication with the opposite sex had been significantly improved. Through group psychological guidance, coupled with the psychological drama technique, it would be helpful to improve the interpersonal relationship of the minority college students and promote their psychological healthy development [7].

2.3. Psychological Drama Is Helpful to Promote College Students' Emotional Perception

In the two study, Peter Kellermann found that the key to improving the interpersonal relationship of psychological drama is to enhance the individual's insight into the self emotion and make the negative emotion get the window of persuasion, so that it can be reflected in interpersonal communication [8].Based on the investigation of 150 college nurses' empathy level, Luo Xianglian selected 46 college nurses with low empathy and randomly divided them into experimental group and control group. After 8 weeks of psychodrama intervention, nursing students in the experimental group significantly improved in three dimensions: emotional nursing, viewpoint adoption and empathy [9]. Wang Wenfeng studied the work of college psychological commissars and found that psychological commissars who master psychological drama technology can experience their true feelings faster, enter the real state of students' hearts and provide targeted help for them, especially through the role-playing technology of psychological drama, It can solve students' interpersonal confusion [10]. At the same time, in the process of peer counseling, they also learned the methods and concepts of empathy in psychology. The research of Man Shu and Huang Huan found that the intervention of psychological situational drama guidance can not only improve the mental health level of college students, but also regulate the interpersonal relationship of college students [11].

2.4. Psychological Sitcoms Can Adjust the Cognitive Level of College Students' Interpersonal Communication

Through psychodrama intervention, Ma Jiafeng found that college students have high recognition and strong acceptance of campus psychodrama. Through the comparison of pre-test and post-test data, he confirmed the role of campus psychodrama on College Students'

mental health level and interpersonal communication in the dimensions of personality psychology and interpersonal relationship [12]. Tan Yuqing found that college students not only popularize mental health knowledge through campus psychodrama activities, but also make students aware of the distorted and generalized cognition of "actors". The "director" uses the script to guide the "actor" to reproduce psychological confusion or psychological problems, guide the "actor" and "audience" to examine themselves, and urge the protagonist to perceive, reflect and change unreasonable cognition [13].

2.5. Psychodrama Technology Is Helpful to Improve College Students' Self-esteem and Interpersonal Safety in Interpersonal Communication

Wendi tested 30 college students by using self acceptance scale and accommodation scale, and carried out psychodrama group intervention for 8 weeks; The results show that the psychodrama method has a significant effect on Improving College Students' self acceptance and tolerance of others, and has a considerable application prospect in improving college students' interpersonal relationship. [14] Zhao Danfeng conducted group counseling for college students through fictional psychodrama, and compared the status before and after counseling with Rosenberg Self-Esteem Scale. Practice has proved that through interpretation and empathy, the self-esteem of participants in the process of activities and teaching can be effectively improved. At the same time, in the process of group counseling and psychodrama performance, college students' sense of anxiety and inferiority have also been reduced to a considerable extent. Some people also believe that the sense of belonging brought by group activities has improved the self-confidence of members [15].

3. Deficits and Countermeasures to Psychological Repertoire Technology in the Study of Interpersonal Interactions Among College Students

3.1. Deficits

Recent years of psychological repertoire technology in the interpersonal interaction of university students, I think there are mainly the following characteristics.

One is that the field of research is continually expanding. From the description of the phenomenon that can have an impact on the interpersonal communication of college students, to the study of the relationship between different aspects, such as the promotion of interpersonal communication skills, the emotional perception of college students, the cognitive level of interpersonal interaction, and the self-esteem level.

The second is that psychological series show a whole range of situations regarding the application ways to improve the interpersonal interactions of university students. It can be group psychological intervention coaching, the integration of psychological repertoire into curriculum teaching, can be an experimental intervention, can be conducted in the way of college student psychological series activities or psychological series contest, can also be used in the college student psychological commissioners to the regulation and help of the psychological problems and conflict in the daily learning life of college students.

However, at present, there are still many deficiencies in the domestic research on the interpersonal interaction of psychological Theatre Technology in university students.

One is that the mastery of theory and technology of the psyche theatre needs to be improved by relevant personnel. The psychological series has a very prominent flexibility characteristic, and from the current students' growth, students' comprehensive psychological literacy presents a more perfect and improved space. However, in current mental health education, many teachers and psychological theatre interventionists need to improve their own literacy, which will not only affect the large inter-vention effect on students' interpersonal interactions, but also may make college students misinterpret mental health education knowledge, many

mental health professional because of the lack of training in a major that has not undergone the psychological theatre system, So it remains to be improved in the construction of expertise, and psychological opera technology cannot be fully used to conduct counseling interventions.

The second is that quite a few students want to be "Quick effect " when they seek mental health services, and some mental health services are of low professional level and simply adopt a combination of cognitiveism and behaviorism in order to cater for the needs of the requestors. The drawback that comes from the theory of integrating only the two is the phenomenon of easy to produce and incurable disease, which is a big challenge facing mental health services in China.

The third is that some students have relatively little and shallow knowledge of the psychological series, which leads to a low degree of positive participation in participating in the psychological series, but the subject of the study is always the students themselves, the not strong positivity of the students will make it difficult for the teachers to actively guide the students in education and improve the overall psychological effect, and the application of the psychological series technology will also be constrained by the factors of low positivity of the students. The real use of psychological operas to improve the interpersonal interaction of students requires the joint effort and participation of teachers and students, at the same time, the communication and communication between teachers and students as well. Only then can the effect of improving the interpersonal relationship between college students be reached.

3.2. Countermeasures

3.2.1. On the Premise of Policy Interpretation, Increase Publicity and Guidance and Improve the Subject's Health Concept

Establish the concept of great health and abandon the concept of "health" as long as there is no disease in the past. The traditional concept of health believes that health is the absence of physical diseases. Under the influence of this concept, it is easy to focus on diseases with physiological symptoms and ignore mental health problems. College students should realize that health is not without physical "discomfort", but the integration of strong body, healthy psychology and good social adaptability. Only when college students improve their understanding of mental health can they perceive and experience their inner feelings and actively seek psychological help. To improve the subject's health concept, short-term publicity cannot achieve immediate results. We must make continuous efforts through various parties. In the process of mental health knowledge publicity, we should change the practice of only paying attention to the dissemination of knowledge and ignoring the acceptance of college students. The dissemination of psychodrama activities is the same. We should push through the old and bring forth the new and look for new ways of publicity.

3.2.2. Take Innovation as the Driving Force, Strengthen the Construction of Professional Psychological Team in Colleges and Universities, and Get Close to the Student Group

Firstly, the research perspective should be multidimensional. Any single perspective and theory has its limitations. Therefore, when studying the application of psychological drama in college students' interpersonal communication, we should be good at changing perspectives, comprehensively and dialectically analyze the changes of "actor", "director" (perhaps teacher) and "audience" from a multi-dimensional perspective, so as to deeply discuss its influence mechanism. At the same time, we should emphasize comprehensive research and give full play to the functions and roles of different research methods. In the research, we should pay attention to the combination with practice to overcome the phenomena of fuzzy concept, ambiguity, vagueness and absolutization in the previous research. Only from multiple perspectives can we solve the good relationship between students, teachers and students and heterosexual peers at the same time.

Secondly, we should not forget to strengthen the skill training of counseling and intervention personnel using psychodrama. In order to make the users of psychological drama, especially the full-time psychological teachers, firmly grasp the theoretical knowledge and application technology of psychological drama, and integrate the relevant concepts of psychological drama when writing the script of psychological drama, so as to make it conform to the cognitive laws and characteristics of college students and make it more vivid, practical and meaningful. In the application of psychodrama, it can mobilize the enthusiasm of students, actively communicate with participating college students and participate together to achieve the intervention purpose of psychodrama. It should be emphasized that students should be able to intuitively feel, participate and experience in learning, and make students aware of their subjectivity in learning.

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