

## STUDY ON THE INTERACTIVE RELATIONSHIP BETWEEN SOCIAL EDUCATION AND INDIVIDUAL PSYCHOLOGICAL DEVELOPMENT

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With the rapid development of society and the continuous innovation of educational models, the interactive relationship between individual psychological development and social education has been increasingly paid wide attention in academia and practice. As a comprehensive education process involving knowledge transmission, value shaping and behavior habit formation, social education is of great significance to promote the all-round development of individuals. In this context, exploring the interaction mechanism between social education and individual psychological development can not only provide scientific guidance for educational practice, but also deepen our understanding of the law of human psychological development. At present, although scholars at home and foreign countries have carried out a series of relevant studies, there are still few systematic and in-depth studies on the interactive relationship between social education and individual psychological development. Especially in China, due to the influence of historical and cultural traditions and the reform of educational system, the interactive relationship between social education and individual psychological development is still in its infancy. Therefore, this study aims to fill this gap and provide theoretical basis and practical guidance for optimizing educational strategies and promoting the healthy individual growth through in-depth analysis of the interactive mechanism of social education and individual psychological development.

Considering the complexity and diversity of individual psychological development, as well as the differences in social education methods, this study will collect and analyze individual data from different ages, from different backgrounds, including scale questionnaire and interview outline. By comparing and analyzing the differences of different groups in social education level, psychological development state and social support feeling, it aims to reveal the internal connection and influence mechanism between social education and individual psychological development, so as to provide reference for the construction of a more scientific and effective education system.

This study aims to explore the interaction between social education and individual psychological development, and further reveal the regulatory role of social support by analyzing the differences in the level of social education and how these differences affect their psychological development. This study has

important theoretical and practical value for promoting the healthy growth of teenagers and improving the quality of education [2].

From the theoretical point of view, this study will enrich and expand the social education theory, psychological development theory and social support theory. Through the comparative analysis of the social education level of students of different ages, it can provide empirical data support for relevant theories, and help the theories to more accurately explain the relationship between social education and individual psychological development.

From a practical perspective, the results of this study are able to provide guidance for both educators and parents. By understanding the impact of social education on the psychological development of students at different ages, educators can design educational programs that are more in line with the needs of students and promote their all-round development. At the same time, the results can also help parents realize the importance of social support in childrens psychological development, and guide parents to take a more scientific approach in family education. In short, by exploring the interactive relationship between social education and individual psychological development, and analyzing the regulatory role of social support, this study aims to provide theoretical basis and practical guidance for promoting the healthy growth of teenagers and improving the quality of education, which has important theoretical significance and practical application value.

The theory of mental development explores how individual psychology and behavior change over time from birth to adulthood and even old age. This theory has an important position in the field of psychology, because it not only explains the changes in human behavior and thinking patterns, but also provides a theoretical basis for the fields such as education and psychological counseling. Among them, Piagets theory of cognitive development, Freuds theory of psychoanalysis, Ericksons theory of psychosocial development and Vygotskys socio-cultural theory are the most famous and widely cited theories.

Piaget believes that children experience four stages of cognitive development through their interaction with the environment: sensorimotor period, pre-operational period, specific operational period and formal operational period. Each stage marks a significant leap forward in childrens cognitive abilities.

Freud emphasized the role of unconscious and sexual desire in individual psychological development, proposing five stages of psychological development: oral period, anal period, sexual period, latent period and reproductive period. He suggested that these stages have profound effects on an individuals personality and subsequent mental health.

Ericksons theory divides mental development into eight stages, each centered around a core crisis or challenge. He believes that individuals need a specific support and guidance at each stage to promote the development of their mental health [3].

Vygotsky's sociocultural theory emphasizes the role of the social environment and cultural tools (such as language and symbols) in the psychological development of the individual. He proposed the concept of "proximal development zone", arguing that individuals can be promoted to reach their potential level of development through more experienced guidance and appropriate challenges.

Although these theories have different priorities, they jointly focus on the process of individual psychological change from birth to growth, providing a multi-dimensional perspective for understanding individual psychological development. Researchers can design experiments, observations or interviews based on these theories to explore the effects of social education on individual psychological development [4].

Social support theory is a theory that studies how individuals can obtain emotional, information, material and other help through social networks. It emphasizes the important role of social support in coping with life stress, promoting mental health, and improving individual behavior patterns. This theory mainly consists of three core points: first, support can be divided into emotional support, information support and substantial support; second, the sources of support are diverse, including family, friends, colleagues, community, and third, the effect of support is affected by the close relationship between supporters, the type of support and individual needs [5].

In the study of the interactive relationship between social education and individual psychological development, social support theory provides a framework for understanding the influence of social environment on individual development. According to the social support theory, effective social support can provide necessary resources for individuals to help them better adapt to the process of social education and promote individual psychological development. For example, emotional support can enhance the individuals self-esteem and self-efficacy, information support helps the individual to acquire successful experience and strategies, while substantive support directly meets the individuals material or skill needs.

Moreover, social support is also considered as a buffer mechanism to mitigate the negative effects that may be encountered in social education. When individuals encounter challenges or difficulties in the process of social education, support from friends and relatives can help them reduce stress and enhance their ability to cope with problems, thus protecting their mental health from damage.

In conclusion, the social support theory provides an important theoretical basis for exploring the interactive relationship between social education and individual psychological development. Through in-depth study of the nature and sources of social support and its specific impact on individual psychological development, a more comprehensive understanding of the promoting role of

social education on individual growth and provides practical guidance for promoting individual mental health.

Social education covers school, family, occupation and community education, and aims to promote the all-round development of individuals, adapt to social needs, and enhance social participation and responsibility. It emphasizes the whole-person education, cultivates social skills, emotional attitudes and values, attaches importance to social interaction and experience learning, and enhances the social sense of belonging and self-efficacy through practical activities. Social education believes that a good environment is crucial to growth and advocates the establishment of a supportive social environment. With social changes, the contents and methods of social education are also being updated. Information technology is used to provide rich learning resources, pay attention to individual differences, meet different needs, and promote the personalization and diversification of education. In general, social education improves individual social adaptation, innovation ability and comprehensive quality through diversified ways, and lays a foundation for all-round development.

Individual psychological development refers to the gradual maturity process of individual psychological characteristics and abilities occurring through the interaction with the social environment and the change of internal psychological activities on the basis of their physiological growth. This process involves the development of cognition, emotion, character and other aspects, and is an important way for human beings to adapt to society and realize self-value.

1. Cognitive development: According to Piagets theory, individual psychological development has experienced the process from the sensorimotor stage to the preoperational stage, the specific operational stage and the formal operational stage. Each stage has its own specific thinking mode and problem-solving ability, and the improvement of these cognitive abilities is the basis for individuals to adapt to society, learn and create.

2. Emotional development: Individual emotional development includes emotional cognition, emotional expression, and emotional regulation. With the growth of age, individuals have a deeper understanding of emotions, which can better manage and regulate their emotions, and form a healthy emotional attitude and interpersonal relationships.

3. Personality development: Personality is a stable feature of individual behavior, emotion and way of thinking. The formation of personality is influenced by many factors such as genetics, environment and education. Individuals constantly learn and adapt in the social communication, forming a unique personality characteristics.

4. Social adaptation: An important aspect of individual psychological development is how to find their own position in the society and establish effective social relations. This requires individuals to have good social skills, such as communication skills, teamwork skills, etc. The cultivation and development of these abilities is the key to achieve social adaptation.

5. Self-realization: Maslow regards self-realization as the highest stage of individual psychological development. After meeting the basic physiological and safety needs, individuals pursue respect, love and belonging, and finally achieve the state of self-realization. This process emphasizes the development of individual potential and the realization of self-worth.

Individual psychological development is a complex and long process, which is not only affected by the internal and individual factors, but also closely related to the external environment. As important external conditions, social education and social support play a positive role in promoting individual psychological development.

Social support is crucial to individual psychological development and social education, including emotional, information, material or practical help, and can come from a variety of social relationships. Social support is divided into four categories: emotional, ritual, information and practical support, providing emotional comfort, enhancing social connections, providing advice and meeting specific needs. High levels of social support can help to improve mental health, reduce anxiety and depression, and enhance coping. It also promotes learning and cognitive development, especially in the development of teamwork, responsibility, and critical thinking. Studying the role of social support in individual psychological and social education is important for optimizing educational strategies and improving individual well-being.

This study uses a mixed methods approach combined with quantitative and qualitative research to explore the interaction between social education and individual psychological development. Through questionnaires and in-depth interviews with students of different ages, we analyzed the differences in social education level, and studied how social support regulates the relationship. The study is divided into three parts: the quantitative research using scale questionnaire, which identifies the difference in social education level; the qualitative research obtains in-depth information to explore the influence of social education and social support on individual psychological development; the comprehensive analysis integrates quantitative and qualitative results to enhance the reliability of research and explore the practical application value. The study aims to provide a multi-dimensional perspective for deeply understanding the interaction between social education and individual psychological development and provide reference for theory and practice.

A questionnaire using the Likert scale included 40 questions and aimed to capture respondents' views of the relationship between social education and individual psychological development. The questionnaire design included both open and closed questions to ensure the reliability and validity of the findings. All the data were processed anonymously and were used for academic research only. The study also collected in-depth insights through interviews, which covered the basic information of the respondents, the understanding of social education, personal experience, the evaluation of social education impact, the

role of social support, the analysis of age differences, and suggestions for improvement. Data collection combines quantitative and qualitative methods to ensure comprehensiveness and depth. The questionnaire and interview outline were the main tools, and data collection followed the steps of random sampling, introducing the study purpose, issuing the questionnaire and interview outline, and collecting data. In order to ensure the reliability of data, measures such as pre-test, professional training and data audit are taken. Data processing and analysis combine quantitative and qualitative methods, statistical analysis using SPSS software, and content analysis to comprehensively explore the interactive relationship between social education and individual psychological development.

Primary school is a critical period of psychological development, and social education has a significant impact on childrens growth. The difference in social education level of primary school students are influenced by family environment, school education and personal characteristics. Different family backgrounds, children are exposed to different social resources and opportunities. Differences in resource allocation, teachers and education methods also affect students social education level. Personal traits such as personality and social skills are equally important. Understanding these differences can help you take steps to promote overall development. The social education level of junior high school students varies greatly obviously, which is manifested in social skills, social responsibility and moral concepts. These differences were related to family background, personal traits, and school environment. In order to improve the social education level of junior high school students, the family, school and society need to work together.

Social education has a significant impact on the psychological development of primary school students and promoting self-cognition, emotional regulation and social skills. It helps students recognize their own strengths and weaknesses, enhance self-confidence and self-esteem, learn to manage emotions, develop empathy, and build a positive self-image through team activities and discussions. Social education also promotes students ability to build friendship, communicate effectively and resolve conflict, which has long-term implications for social adaptation and the development of interpersonal relationships. Families, schools and society should jointly provide social educational opportunities to support the improvement of students mental health and social adaptability. In junior high school, social education helps students understand social norms and cultural values, enhance their ability to solve problems and conflicts, and convey social values and shape a sense of responsibility through the interaction between school and family. Social education also contributes to the formation of positive interpersonal relationships and social support networks, but its effects are influenced by factors such as personal traits, family environment and school resources, requiring creating a supportive and inclusive educational environment.

When exploring the regulating effect of social support on the social education and psychological development of primary school students, the

research shows that the family environment, school culture and peer relationship jointly affect the social education effect and mental health state of primary school students. Social support not only provides the necessary emotional comfort and cognitive resources, but also further promotes the psychological development of primary school students by enhancing the individual self-efficacy and social adaptability [14].

The research points out that primary school students with a high level of social support are more able to maintain a positive attitude and effectively use social education resources in the face of learning pressure and interpersonal communication challenges, so as to achieve better results in psychological development. This support may come from positive feedback, encouragement, and reasonable expectations, which create a safe, supportive environment for pupils to grow up.

In addition, social support also reduces the occurrence and occurrence of negative behaviors by alleviating their anxiety and stress emotions, thus helping to maintain and promote their mental health. For example, when pupils experience learning difficulties or interpersonal problems, support from family, school or peers can help them establish problem-solving strategies and enhance self-regulation, thus showing more positive and adaptive traits during psychological development.

In conclusion, social support plays an important role in the social education and psychological development of primary school students. By providing stable emotional support, cognitive resources and positive feedback, social support not only helps to improve the level of social education, but also significantly promotes their mental health development. Therefore, it is of great significance to build a good social support system to promote the comprehensive and healthy growth of primary school students.

Social support plays an important role in the social education and psychological development of junior high school students. Research shows that junior high school students with higher levels of social support are more active in social education and individual psychological development. Social support mainly helps students to better adapt to the changes in adolescence and promote the development of their social skills by providing emotional support, resource access, and encouraging participation in social activities [15].

Emotional support, especially support from family and friends, can reduce the stress and anxiety faced by junior high school students, and enhance their self-confidence and social skills. When junior high school students feel the understanding and care from the people around them, they are more willing to share their ideas and problems, and this open communication is conducive to the improvement of their mental health and social adaptability.

In addition, social support can provide junior high students with necessary resources, including learning materials, channels for information exchange and opportunities to participate in social practice. These resources not only enrich

the students knowledge reserve, but also broaden their horizons, enabling them to understand the society more comprehensively, so as to better participate in social educational activities.

Social support can also encourage junior high school students to participate in social activities, such as volunteer service, community activities, etc. Through these activities, students can practice what they learn and enhance their sense of social responsibility and citizenship. At the same time, these activities also provide opportunities for students to communicate with people from different backgrounds, and promote the development of their social integration ability and teamwork ability.

To sum up, social support plays a positive role in regulating the social education and psychological development of junior high school students. It not only helps students to relieve pressure and enhance their self-identity, but also promotes the comprehensive development of their social skills and psychological quality. Therefore, strengthening the social support for junior high school students and creating a supportive growth environment is of great significance for promoting their social education and psychological development.

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## **EXPLORATION OF THE ASSOCIATION BETWEEN SOCIAL SUPPORT SYSTEM AND ADOLESCENT MENTAL HEALTH EDUCATION**

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In today's society, adolescent groups are faced with increasingly complex mental health challenges. With the rapid development of science and technology and the constant change of social environment, teenagers face more and more pressure. These pressures may come from multiple aspects, such as school, family, relationships, and future career planning. Therefore, how to effectively support adolescent mental health education has become a problem of discussion.

As an important social resource, the social support system plays a crucial role in the adolescent mental health education. Social support systems include multiple levels of family, school, friends and community. They provide emotional support, information support and help teenagers cope with various challenges in life by providing emotional support, information support and substantive help.

In recent years, the research on the association of social support system and adolescent mental health education has increased. These studies reveal the positive role of the social support system in adolescent mental health education, but also point out the existing problems and deficiencies. For example, some studies show that although the social support system has a positive impact on adolescent mental health, in practice, this effect is not fully played out due to the uneven distribution of resources and the single support mode [1].

In view of this, this study aims to deeply explore the association mechanism between social support system and adolescent mental health education, aiming to provide a scientific basis for optimizing adolescent mental