

Analysis of the Impact and Countermeasures of Social Media on Adolescents

-- MicroBlog as an example

Zanxin Chen^{1, a}

¹Yangtze University, College of Education and physical Education, Jingzhou 434000, China

^a1930002657@qq.com

Abstract: Social software has also become a part of our lives, and their appearance has greatly changed people's lives. It not only provides great convenience for people to establish and expand social relationships, but also provides an important way for people to understand the outside world information. Adolescents are also gradually becoming an important group of social media users. The influence of social media on adolescents is a "double-edged sword". Especially, MicroBlog, with its immediacy, interactivity and simplicity, has been widely favored by teenagers. Therefore, it is important to understand the use of MicroBlog by teenage students in China, find out its impact on teenagers, analyze the problems that exist in the process of teenagers' use and put forward corresponding suggestions, which can also provide a reference for the development of other social media platforms.

Keywords: Social media, adolescents, MicroBlog.

1. Definition of Relevant Concepts

1.1. Social media

Social media is a multifaceted online platform (e.g., MicroBlog), which combines online online games, social interactions, information browsing, experience sharing, music videos, and self-presentation, etc., and this collection of multiple online applications has led to a large amount of time spent using it every day, especially as the shift of social media to smartphone terminals has led to more and more people using social media frequently and intensely (Kim,2016). Commonly used social media in foreign countries are Facebook, Instagram and Snapchat (Wegmann et al.,2017), and commonly used in China are WeChat, MicroBlog and QQ (China Internet Network Information Center,2020).

Social Media Dependence (SMD) first gained popularity in 2009 when Happy Farm on Kaixin.com triggered the "Stealing Vegetables" craze. At that time, this virtual farm game was popular across the country, not only among white-collar workers, but also among school students and teachers. A series of extreme social events ("Anti-Lodge Alliance", etc.) were triggered by the addiction to "Stealing Vegetables", and both users and the media began to reflect on the phenomenon of over-reliance on social media, and for the first time "virtual social dependency" appeared in the mass media (The Liberation Army). The first "virtual social dependency syndrome" (Jiefang Daily, 2009) emerged in the mass media, describing social media (SNS) as "a disaster" and social games as "overwhelming". Virtual Social Dependence has since become a psychiatric syndrome of Internet addiction caused by addiction to social media and social media games.

1.2. MicroBlog

MicroBlog is a user relationship-based social media platform, which allows users to communicate with each other via PC mobile phones, cell phone and other mobile terminals

Access, text, pictures, video and other multimedia forms, to achieve instant sharing of information, dissemination and interaction. Microblog Based on the open platform architecture, it provides a simple and unprecedented way for users to post content in real time, and through fission type dissemination, it allows users to interact with others and connect with the world.

The world's earliest and most famous MicroBlog is the U.S. "Twitter" (Twitter), which was launched in March 2006 by the founder of blogger, a pioneer in blogging technology (Evan Williams), the original meaning of the English language is "chattering birds chirping The original meaning was "the chirping of a bird", indicating that "users can update their information using hundreds of tools such as text messaging on their cell phones". In May 2007, there were 111 international websites similar to "Twitter", but the most noticeable and influential one was "Twitter", with more than 1 billion registered users and 330 million monthly active users... ..Twitter is the world's second largest social media platform after Facebook, with 330 million monthly active users.

In China, MicroBlog emerged in 2007, with the first MicroBlog color "rice or not" opened, in less than two years, MicroBlog in a hurricane-like speed swept across the country. Subsequently, major well-known websites have set up MicroBlog platforms to recruit users, and celebrities have also opened microblogs to gather "popularity". More and more ordinary people are entering the microblog, some of them only use a few words, but in the "miraculous spreading effect" of the microblog, they become celebrities in an instant (Hou Guihong, 2013). According to the "2020 Microblog User Development Report", the microblog user group continues to show a trend of youthfulness, of which the proportion of post-90s and post-00s is nearly 80%, and the scale of female users is higher than that of male users. In terms of life consumption and interest concerns, microblog users of different age groups show obvious generational characteristics.

1.3. Age mediation of adolescents

At present, there is no clear definition of the concept of "adolescents", which is used in different ways by different institutions and organizations and in different fields of research, and it is confusing because of the phenomenon of crossover and overlap. In 2006, the Manual on Adolescent and Youth Health Management published on the official website of WHO, it is clearly stated that WHO defines the age of "youth" as 15-24 years old, and the age of "adolescents" as 10-19 years old. "youth" (youth) is defined as 15-24 years old, and "adolescents" (adolescents) is defined as 10-19 years old. Mo Xiaochun mentions that there are six views on the age definition of adolescents, including the National Bureau of Statistics, which classifies minors aged 0-14 as the adolescent group. Psychology, on the other hand, mostly considers the period from 12 or 13 years old to 17 or 18 years old as a person's adolescence, the middle school stage as adolescence, and the high school stage as early youth. To sum up, this study mainly identifies school students in junior and senior high school as "adolescents" and takes them as the object of the study (Yang Mingkun, 2021). Teenagers are a generation born with the emergence of the Internet, known as the "e-natives" and the "Generation N" of digital growth, and they commonly communicate on social media platforms and share their inner experiences instantly.

Erik H. Erikson, a famous developmental psychologist and psychoanalyst, suggests that different stages of life have different psychosocial tasks and conflicting pressures, for example, adolescence has the expectation of identity goals: adulthood has the expectation of intimacy, love, and work achievement: old age has the expectation of consummation (Jiang Yongzhi, 2020). According to him, the development of personality includes three inseparable processes of organismogenic heat, self-growth and social relations, and based on the evolution of these three processes, he divides personality into eight stages. These eight stages include infancy, childhood, preschool, early school age, adolescence, early adulthood, middle age and prime, and maturity, of which the age of eleven or twelve to seventeen or eight is adolescence, the core issue of this stage is the determination of self-consciousness and the formation of self-role. In this stage, adolescents have new observations and new ways of thinking about the world around them. They begin to search for their "true selves", recognize the commonalities and differences between their own personalities and those of others in terms of appearance through the attitudes of others and the various social roles they play, and become aware of the relationship between their present and their future in the life of the society. Gradually get rid of the dependence on parents and grow into a truly independent individual (Liu Chenxi, 2016).

2. The Role and Impact of Microblog on Adolescents

In the process of social media use, the way of life and thinking of teenagers are influenced by the online environment. The information on MicroBlog is mixed, and its effect on teenagers is like a double-edged sword.

2.1. Posi

2.1.1. Social media has become a source of information and news gathering for many teenagers

Once they start using social media, they pay attention to

information about what they want to know. According to a study by Statista published in US News & World Report, it is normal for teens to search for news and information on social media sites. According to the study, teens most often search for global, national and regional news, with content such as "about an event or issue you want to know about" appearing at the top of the search results. The survey found that 75% of teens search for information or news about what they want to know on social media, and 33% search for what they want to know through social media platforms.

Social media provides teens with an avenue to learn about what is happening in the world and its implications and solutions. They can follow anyone with a social media account through social networks. They can also share information on social media or with their friends, which means one can get some important and valuable feedback from their friends. As a result, teens will be able to interact with different types of people. Social media platforms are filled with a variety of content and opinions. From authors and athletes to celebrities, chefs, and nonprofit organizations, they are associated with all kinds of information. By following social media, teens can learn more about global events and issues that affect the world.

2.1.2. Social media reduces loneliness

Autism Spectrum Disorders (ASD) is a pervasive developmental disorder that begins in infancy and early childhood, and is characterized by impairments in social interaction, verbal communication, and a narrow range of interests and repetitive behaviors (American Psychiatric Association [APA], 1994). Social interaction deficits are the most predominant characteristic of autistic individuals, who have difficulty understanding and perceiving social cues, and have significant difficulties in sharing experiences and emotions. Emotional empathy, i.e., the alternative sharing and automatic imitation of other people's emotional states, enables individuals to quickly perceive other people's emotions, and is an important foundation for social interaction, including the automatic perception and automatic imitation of other people's emotional states. Facial emotional expressions induce automatic imitation of others' expressions (Dimberg, Thunberg, & Elmehed, 2000) and automatic perception of others' emotional states, leading individuals to develop emotional empathy (Stel, van den Heuvel, & Smeets, 2008).

When people experience disturbing emotions such as loneliness, they often need to reduce their psychological stress by confiding in and receiving social support. Although expressing loneliness can be beneficial to some extent in seeking solutions and obtaining social help, this behavior is potentially risky. Loneliness itself carries a social stigma (Rotenberg, 1999), i.e., loneliness is perceived to mean closed-mindedness, unsociability, or lack of social resources. Therefore, sharing this emotion publicly may damage the individual's social image and may invite negative comments and reactions, thus reinforcing the loner's negative perceptions of himself, others, and social relationships (Berg, 1982).

The link between social media and social isolation has been well researched, with a study published in 2015 finding that today's teens have fewer friends than teens did a decade ago, but they are less lonely than their peers, and they don't feel isolated. The authors of the study argue that this is because social media and technology have changed the way people relate to each other. More teens are playing games, watching

movies, reading newspapers, or playing video games than a decade ago, and these behaviors are driven by changes in their socialization process and may be the result of changes in their environment in society.

Social media allows teens to engage in online activities, such as online quizzes, to get the information they need about teens' social networking and social interaction skills and to stay connected with others. Although more signs of "isolation" were seen in teens' use of social media, they remained more socially connected than they were a decade ago because they developed social skills on a larger scale. The researchers suggest that the difference is that social media and technology have made it easier for people to connect with each other, not because they have more in common with each other, but because they offer a different way to build relationships with others online while staying connected. This approach facilitates teens to exchange information about each other on the Internet and reintegrate these exchanges in some way. As a result, even though teens have fewer friends, they are happy and have plenty of socialization to share and maintain connections. Social media are a tool for interdependence with others because they can help teens develop social skills.

These studies show that making connections online through the use of social media can promote the development of social competence in adolescents, while also keeping them connected to their peers. As a result of social media use, teens are developing stronger social skills. Through social media, teens learn alternative methods of communicating online, which makes them better communicators in an increasingly digitalized world.

2.1.3. Social media allows for personal expression

Whether teens enjoy singing, writing or acting, they can share these talents with the world around them. In these activities, teens show their talents to others so they gain more self-esteem and confidence. Therefore, it is important to share their abilities with their peers and teachers.

Adolescents need to express their talents and show them to others. Providing this means of self-expression is important to adolescents, and there is a direct link between self-expression and self-confidence. When teens are given the means to be their true selves and show themselves off, they are satisfied with themselves and are happier overall. This is why teens will choose to express themselves. In real life, we tend to be less likely to be satisfied with showing off our talents, often because we want others to know how good or smart we are. Virtually everyone has the ability to express themselves and needs the opportunity to do so throughout their teenage years. Parents and teachers should encourage children to show their talents to others; schools should provide young people with a variety of opportunities to show their individual talents; and society must ensure that adults are aware of and supportive of the talents of this group.

2.2. Social media use can also have a negative impact on adolescents

Pathological and destructive content is also readily available online (Belfort, 2018). Interactions with social media and their adverse effects can be heterogeneous and complex and may be influenced by psychiatric symptoms.

Illuminating research suggests that social media forums dedicated to describing, characterizing, and encouraging nonsuicidal self-harming behaviors may have a contagious effect, increasing the risk of suicidal thoughts, self-harm, and

even suicide among vulnerable youth (Moreno, 2016). In addition to access to material, the way social media is used (e.g., passive scrolling of content, dangerous self-disclosure, relentless use) may exacerbate depression, anxiety, and cyberbullying, with potentially devastating effects.

2.2.1. Impact on social functions

Prolonged media browsing behaviors can significantly reduce the number of times adolescents participate in physical activities or engage in face-to-face interactions. In addition, adolescents' use of social media may affect their social functioning. In addition, the content that adolescents view on social media (e.g., violence, cyberbullying, etc.) and the way they internalize it (e.g., treatment of others, self-worth) may lead to trouble. Adolescents may also be excited about the Internet because of the support and encouragement they can receive from it.

Teenagers are also active on social media these days, and they often turn on their cell phones in order to find someone to be interested in, or to hang out with, their friends. Many teens are now using video software to video chat. While many believe that these social media apps make it easier for them to make friends, studies have shown that social media doesn't necessarily keep them socially connected.

2.2.2. Impact on mental health

Teenagers may develop symptoms such as anxiety and depression. In social media use, when people are not able to use social media or their cell phones are not around, individuals will be afraid of missing out on self-relevant information or the latest information posted by others and become anxious, and this generalized psychological concern due to the fear of missing out is also referred to as the "fear of missing out" (Gil, 2015). As a diffuse state of anxiety, fear of missing out has a significant impact on people's specific behaviors and psychosocial adaptations, just like anxiety (Chai, 2018). It has been found that individuals with higher levels of misplaced fear are more likely to develop more severe problematic social media use behaviors (Oberst, 2017), and that misplaced fear also negatively affects adolescents' academic performance (Abeele, 2016. Gokler 2015). There is a significant positive correlation between social media use and misplaced anxiety, and individuals with higher levels of social media use also have higher levels of misplaced anxiety (Yali Zhang, 2021). Adolescents are a "group for self-satisfaction" and feel protected or controlled when they feel noticed. Adolescents' use of social media, such as MicroBlog, may cause depression, and as an important measure of an individual's level of psychosocial adjustment (Cheng Baojue, 2018; Gong Xu et al., 2010), depression is a common and extremely concerning psychological adjustment problem (Chen Chunyu et al., 2018), which not only increases an individual's experience of sadness (Li Hong et al., 2019), but also affects an individual's moral cognitive capacity (Yin Xiyang et al. 2019), but also has a strong link with maladaptive behaviors such as smoking (Zang Fuyun, 2017), aggression (Zhu Xingxing et al., 2017), and suicide (Zhao Jingbo et al., 2019).

2.2.3. Impact on self-control

MicroBlog provides teenagers with a platform for catharsis and expression, as well as a virtual world with powerful applications (Zhang Yali, 2021). However, teenagers' own self-control and resistance to temptation are not yet well developed, and it is easy to become addicted to swiping microblogs. Because of MicroBlog, some teenagers begin to

rely on MicroBlog, and even spend a lot of time on MicroBlog, and some middle school students appear to utilize every opportunity to write and send MicroBlog, which makes them far away from the real life that they should originally be close to, and they are not willing to face the pressure of the real society seriously, and weaken the courage to face the difficulties, and thus they also lack of the responsibility to the reality.

2.2.4. Social media addiction

The use of social media services has grown exponentially and social network addiction has become a new form of addiction after internet addiction, gaming addiction, and pornography addiction (Yamikani Ndasauka et al,2016). Numerous scholars agree that overuse behaviors are mainly reflected in the negative consequences caused, or even the excessive use of the Internet despite experiencing certain negative outcomes, resulting in addictive use behaviors. Social media addiction manifests itself as a failure to regulate use with negative consequences (Andreassen et al,2016), such as the user's psychosocial health and life being affected. Users spend more than the normal length of time using social media and have difficulty in imposing appropriate limits on their behavior, making using social media a compulsive activity (Kardefelt et al,2014). At the same time, social media addiction manifests itself as an addiction to technology, a unique type of non-substance addictive behavior that includes excessive interaction with information technology under conditions of psychological dependence (Griffiths, 1999), based on which social media addiction can be defined as a psychological state of non-adaptive dependence in the use of social media and the formation of behavioral addiction symptoms.

Each type of social media operates in a different way, and there is no scale specifically designed to measure MicroBlog addiction in prior research. Since Facebook is one of the most popular and commonly used social networking platforms, researchers usually focus on Facebook addiction first, and the development and application of scales for the study of Facebook overuse behaviors are relatively mature, with the following representative ones: 1) Bergen Facebook Addiction Scale (BFAS), a questionnaire developed by Andreassen C S et al. The questionnaire developed by Andreassen C S et al. Each of the 3 constructs represents the 6 core characteristics of addiction, which are salience, mood alteration, tolerance, withdrawal, conflict, and relapse (Andreassen,2012); 2) Facebook Attitude Inventory: Facebook Attitude Inventory: Facebook Attitude Inventory was developed by Ellison N B, Steinfield C developed 6-item questionnaire (Ellison, 2006) with 6 constructs to assess users' attitudes towards Facebook; 3) Addiction Tendency Scale: Wilson K et al. combined the NEO personality scale Cooper Smith Self-Esteem Inventory (SEI) (Wilson, 2010) and counted the relevant users' social media use time, on the basis of this overall design of addiction tendency measurement work, which contains 3 constructs, Facebook use on the salience, out of control and truncation; 4) Facebook Addiction Symptom Scale (FASS) (Folaranmi, 2013) is a 15-item constructs developed and researched on the basis of Young's Internet Addiction Scale's content and categories of questions. Scale (Young, 1998), which is divided into 3 parts, the first part aims to count the basic information of the respondents; the second part utilizes a dichotomous response model; and the third part utilizes a Likert scale, which is scored according to a four-point scale. Measurement tools for holistic social media addictive

behaviors: 1) Social Networking Addiction Scale (SNWAS): Turel O et al. compared three types of addictions: computer and video game addiction, auction site addiction, and social networking addiction, and showed that, unlike bidding and gambling addictive behaviors that generally have monetary and financial consequences, social networking addiction is more akin to online game addiction. addiction, both of which can produce immediate social conflict and damage (Turel O, 2012). Researchers developed the Social Networking Addiction Scale (SNWAS) (Charlton, 2007) based on a combination of the findings of Charlton J P et al. related to online video game addiction; the Bergen Social Media Addiction Scale (BSMAS): this scale is a revised version of the Bergen Facebook Addiction Scale (BFAS) (Andreassen, 2017). Modifications include the use of "social media" instead of "Facebook" and defining social media as "Facebook, Twitter, Instagram" and other social media software that are commonly used. The scale is based on general addiction theory and defines social media addiction based on the six basic addiction symptoms mentioned earlier (i.e., salience, conflict, mood change, withdrawal, tolerance, and relapse).

3. Advice on Using Social Media Wisely

3.1. Guiding the transformation of social media from an entertaining tool to a learning tool

MicroBlog has become a source of information and news collection for many teenagers. Due to the huge amount of information on the Internet and its very fast transmission speed, social media has also triggered many public opinion events, and some untrue and unhealthy information is often reproduced. Teenagers still lack the ability to differentiate the public opinion orientation of social media, and one of our important goals is to make the application of social media, especially MicroBlog, which has the property of entertainment, into a learning tool for teenagers. First, we should strengthen the portal's guidance of MicroBlog speech to curb the negative impact of undesirable speech on teenagers from the root. Second, issues have a strong potential for public opinion. Portal networks need to guide controversial remarks and development trends in a timely manner to curb undesirable remarks at the first time. Specifically, it is to cultivate online opinion leaders who adhere to the correct orientation, are familiar with online language, and understand online communication technology and techniques. At the same time, it is also necessary to encourage more social authorities and well-known media to open MicroBlog, they are more authoritative and influential in the hearts of the majority of netizens, and can guide the development of events in a positive direction. At the same time can also open the background audit mechanism, due to the media has now more background real name system, both to protect the privacy of Internet users, but also allows speakers to their own speech to bear the corresponding responsibility. Add another step of background audit, the release of information for further filtering, more conducive to the purification of cyberspace. These initiatives also need the government and all sectors of society to cooperate with each other.

3.2. Utilizing MicroBlog to guide adolescents' independent learning

Adolescents are at an imperfect stage psychologically and physiologically, and are relatively weak in terms of self-consciousness about life and learning. This is mainly due to unclear learning goals, lack of motivation and lack of good behavioral habits, especially vulnerable to external interference and influence. Individual self-consciousness refers to the unity of opposites between the individual's evaluation of his or her ability to act and the individual's interests and ultimately inspired by responsibility, power and consciousness, and the conscious quality of the will enables the individual to generate enthusiasm and interest, and to form a specific sense of initiative and responsibility. Self-consciousness is important for the growth and development of young people.

Make full use of MicroBlog, an attractive tool for teenagers, to show students' real ideas and stimulate their interest through MicroBlog communication. Understanding and respecting teenagers through MicroBlog, trying to narrow the distance with them, and creating a new environment of expectation. Through the exchange of MicroBlog to discover the strengths and specialties of teenagers and grow self-confidence. Jiang microwave is used as a tool to supervise and test learning, urging teenagers to constantly engage in self-reflection, self-evaluation and self-correction, and to develop a rigorous learning attitude and good thinking character (Hou Guihong, 2013).

3.3. Utilizing MicroBlog for resource sharing

MicroBlog, as a large social media platform, is open to information and includes many educational resources, such as the "Super Education Festival" hypertext and many learning bloggers. The operation of MicroBlog is relatively fast and convenient, so that everyone in the social network can quickly obtain information, contribute information, and realize information sharing.

MicroBlog involves a wide range of content and scope, users can choose, create, and share educational resources according to their own needs, for example, users can choose to follow the MicroBlog content posted by a certain part of the user to learn, or allow others to follow them, as for the choice of what way (pictures, videos, text, documents, etc.), when, and where to share are also completely in accordance with their own wishes.

4. Summary

With the popularization of social media, MicroBlog has also been applied to people's lives, and for teenagers, the development of MicroBlog and the Internet has had a profound impact on them, and today's environment is filled with information of mixed quality. Learning to utilize the resources brought by MicroBlog reasonably, giving full play to its strengths, as well as avoiding the negative impacts will be of great benefit to the development of teenagers in the network era. Since there is little research on MicroBlog abroad, this paper mainly focuses on the concept of social media. More localized research is needed on how MicroBlog affects adolescents' learning and psychology.

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