

Analysis of the Psychological Crisis Intervention and the Education and Teaching of Overseas Students from the Perspective of Teaching Psychology

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Abstract: From the perspective of teaching psychology, there are psychological crises in overseas students, such as cognitive dissonance and learning adaptability crisis, lack of learning motivation, low self-efficacy, alienation of learning environment and identity crisis, which directly affect the learning efficiency and mental health of overseas students. In response to these psychological crises, it is necessary to apply the cognitive behavioral therapy to improve the learning adaptability, adopt goal-setting and self-regulation strategies to enhance the learning motivation, and provide multicultural teaching activities to enhance the sense of belonging and identity in the learning environment. Thus, the overseas students can always maintain a good mental state and learning state during the study period, and effectively get more comprehensive supports.

Keywords: Teaching Psychology; Psychological Crisis of Overseas Students; Crisis Intervention; Education and Teaching

When studying and living in a foreign country, overseas students often need to face the great challenges of different cultures, languages and even values. These challenges not only affect the learning effectiveness of overseas students, but also profoundly affect their mental health and self-growth. Therefore, exploring the types of overseas students' psychological crisis and their intervention and teaching strategies has become a topic that cannot be ignored in the study of teaching psychology. From the perspective of teaching psychology, this paper will make an in-depth analysis of the types of psychological crisis encountered by overseas students in foreign educational environments, and further discuss the psychological crisis interventions and the education and teaching strategies for

overseas students, in order to provide practical strategies and suggestions for educators, and make joint efforts to create a more healthy and positive learning and growth environment for overseas students.

1. Types of Overseas Students' Psychological Crisis from the Perspective of Teaching Psychology

1.1 Crisis of Cognitive Dissonance and Learning Adaptation

When overseas students enter a new environment, they will encounter the crisis of cognitive dissonance and learning adaptation. The learning methods and cognitive frameworks used by overseas students are often very different from the educational requirements and cultural backgrounds in the new environment. Such differences will cause cognitive dissonance. The original knowledge system and belief of overseas students can not effectively explain the new experience and information, which can result in their psychological discomfort and anxiety. According to the cognitive dissonance theory in the teaching psychology, when individuals find contradictions between their information or belief systems, they may experience the psychological pressure, and this pressure will drive them to adjust their cognitive structure to reduce this sense of psychological inconsistency. For overseas students, this adjustment is not only an adaptation to the academic contents, but also an adaptation to cultures, customs and language communication methods [1]. In the process of adaptation, once overseas students find it difficult to keep up with the pace of the courses or integrate into the new social environment, they will feel frustrated and lonely.

1.2 Lack of Learning Motivation and Low Self-efficacy

In the new environment, overseas students will also encounter the psychological crisis of decreasing learning motivation and self-efficacy. Self-efficacy is an individual's confidence in their ability to complete a specific task, which can largely determine the quantity and the sustainability that an individual puts into. According to Bandura's self-efficacy theory, an individual's self-efficacy is influenced by previous experiences, the feedback of those around him, and his own emotional state. However, when overseas students encounter new learning challenges and cultural gaps, if they cannot get fully support in the learning environment or the social circle, their learning motivation may decrease significantly, and they may feel powerless due to lack of successful experiences or frequent setbacks. Thus, the overseas students will form a negative perception that even with great efforts, they cannot well achieve desired academic achievement or obtain satisfactory social approval.

1.3 Alienation of Learning Environment and Identity Crisis

When overseas students enter the new culture and education environment, the differences of cultural identities and environment often affects their self-identity. This kind of psychological crisis usually comes from the cultural collision and role ambiguity encountered by overseas students in their daily life and learning process, which can make them feel confused in the identification of social roles and cultural positioning. The teaching psychology believes that the construction of individual identity is related to the close connection of the group they belong to^[2]. Facing the cultural differences, overseas students may feel marginalized in society and find it difficult to belong in academic or social circles. This experience of a lack of identity and belonging not only interferes with their social activities, but also triggers mental health issues such as isolation, depression and anxiety, and then affects their academic performance.

2. Strategies of Psychological Crisis Intervention and Educational Teaching for Overseas Students from the Perspective of Teaching Psychology

2.1 The Application of cognitive behavioral

therapy to Improve the Learning Adaptability

From the perspective of teaching psychology, the application of cognitive behavioral therapy (CBT) can promote the improvement of overseas students' learning adaptability and help students discover and change negative cognitive and behavioral patterns. To this end, educators should build partnerships with international students based on trust and understanding, lead students to engage in open dialogues and self-reflection, and help students identify and recognize negative perceptions they may hold, such as doubts about their abilities, anxiety or fears. This requires educators to have excellent communication skills and acumen to truly understand the inner world of students and the problems they encounter. At the same time, educators should guide students to learn and use positive cognitive adjustment skills, such as positive thinking, problem-solving methods and emotional management skills, so that students can change their original negative cognition into a more positive thinking mode, so as to enhance their learning adaptability. For example, educators can encourage students to view learning challenges as opportunities for growth, rather than as signs of failure, which can enhance students' learning motivation and ability to resist setbacks. In addition, practical tasks and assignments that are closely related to real learning situations can be designed to strengthen students' grasp and application of new cognitive and behavioral patterns^[3]. For example, through activities such as group discussion or role play, students can solve learning problems in simulated situations, practice newly learned cognitive adjustment skills, and test the effectiveness of these new models through actions. Through the application of these strategies, overseas students can gradually improve their learning adaptabilities, more effectively face the pressure and emotional problems in learning, and then improve the learning effectiveness and mental health level. In short, in the whole process, educators need to provide continuous support and encouragement for overseas students, create a positive learning atmosphere and team spirit, and encourage them to overcome psychological challenges, so as to promote the growth of overseas students individually and as a team.

2.2 Enhance Learning Motivation by Using

Goal Setting and Self-regulation Strategies

In order to effectively pursue and achieve established goals, individuals need to set clear and specific goals and implement corresponding strategies. In teaching psychology, the application of goal setting and self-regulation methods is particularly important to enhance the learning motivation of overseas students. In practice, educators should work with overseas students to identify learning goals and plan specific steps to achieve those goals. These goals can include academic achievements (improve grades, acquire specific knowledge or skills), personal growth (increase self-confidence, develop self-management skills), or social goals (build strong relationships, adapt to new social situations). By setting and jointly tracking these goals, students can effectively increase their learning motivation and responsibility, and then improve their academic performance and satisfaction^[4]. In addition, the self-regulation strategy is also crucial to enhance the learning motivation of overseas students. The self-regulation is the ability of individuals to adjust their behavior to achieve goals through self-observation, self-assessment, and self-feedback. To this end, educators can teach students self-regulation skills such as time management, task decomposition, concentration and emotional regulation to help them more effectively control learning process, improve learning efficiency, reduce learning pressure, and further enhance their learning motivation. At the same time, there is a need to provide timely feedback and necessary support to help students identify and overcome difficulties and challenges in the learning process, and motivate them to continue working hard until they successfully achieve their goals. Through these goal setting and constant self-regulation, overseas students not only can increase their learning motivation, but also can develop the ability to study independently and manage themselves, so as to lay the foundation for their future studies and life.

2.3 Enhance a Sense of Belonging and Identification with the Learning Environment by Using Multicultural Teaching Activities

Under the new educational background, overseas students need to adapt to different learning styles, social cultures and interpersonal communication models. The implementation of multicultural teaching activities can enhance the

sense of belonging and identification of overseas students to the learning environment and counter the challenges of cross-cultural adaptation. To this end, educators should introduce diversified teaching activities such as international cultural exchange, cross-cultural communication training and cultural experience, so as to help overseas students deeply understand and integrate into the local culture, and promote the communication and understanding between them and local teachers and students. On the one hand, educators should create an open and inclusive learning atmosphere through multicultural teaching activities, so that overseas students can feel recognized and respected. In particular, students should be encouraged to show their own cultural characteristics, values and traditions, and be promoted to understand and communicate with each other, so as to reduce the misunderstandings and conflicts caused by cultural differences. At the same time, through organizing cultural exchange and experience activities, students are guided to explore and respect the diversity and commonality of different cultures, and their cross-cultural awareness and sensitivity are enhanced. On the other hand, educators should enrich the learning experience of overseas students and stimulate their learning enthusiasm and motivation through multicultural teaching activities^[5]. To this end, educators can organize cultural experiences such as museum visits, art exhibitions and traditional festivals, so that overseas students can experience the unique charm of the local culture, and then enhance their interests and participations in learning. In a word, multicultural teaching activities can help international students better adapt to and integrate into the new cultural environment, effectively enhance their sense of belonging and identity, and thus promote the overall development of their comprehensive quality.

3. Conclusion

With the acceleration of globalization, transnational educational exchange has become an inevitable trend of the time. As an important participant in this trend, overseas students' mental health and learning adaptability have attracted the wide attention from all walks of life. From the perspective of teaching psychology, this paper makes an in-depth analysis of the types of psychological crises faced by overseas students and their intervention and teaching

strategies, aiming to explore how to more effectively support overseas students to overcome the dual barriers of culture and psychology, and promote their healthy growth and academic success. It is worth emphasizing that supporting overseas students' mental health and learning adaptation is not only the responsibility of educators, but also the task of the entire education system, social institutions and even the nation. Building a supportive learning environment to promote the all-round development of overseas students requires the joint efforts and supports of educators, classmates, families and all sectors of the society. Looking forward to the future, with the deepening of international exchanges, the mental health and adaptability of overseas students will continue to receive attentions. Through continuous research and practice, we can provide a more healthy, inclusive and stimulating learning and living environment for overseas students, so as to help them flourish in the study journey in a foreign country. The students will eventually become an important bridge connecting different cultures and societies, and contribute to the diversified development and progress of the world.

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