

Research on Intervention Measures for Undergraduate Freshmen's Adaptability Problems

Ling Zhang

Philippine Women's University, Manila, Philippines

Abstract

Undergraduate freshmen's adaptability problems are a common phenomenon in higher education, especially in terms of mental health and learning methods. This paper aims to explore the difficulties encountered by undergraduate freshmen in mental health and learning methods when adapting to college life, and propose effective intervention measures. Through literature review, case analysis and empirical research, this paper proposes a series of strategies to help freshmen make a smooth transition and promote their all-round development.

Keywords

Undergraduate freshmen; adaptability; mental health; learning methods; intervention measures.

1. Introduction

College is an important turning point in life. For undergraduate freshmen, entering college means that they will face a completely new learning environment and lifestyle. However, this transition is often accompanied by a series of adaptive challenges, especially difficulties in mental health and learning methods. Therefore, it is of great significance to explore intervention measures for the adaptive problems of undergraduate freshmen. The term "adaptive education" originated from the book "Adaptive Teaching" by educational psychologist Gagne. This theory holds that students' education should make timely adjustments to the content of education according to changes in students' mastery and progress, so that students can dynamically adapt to the educational and teaching process. At present, university adaptive education refers more to students with differences in achievement motivation, previous experience, and learning style who jointly achieve the expected educational goals under the differentiated guidance of the school.

2. The Significance of Intervention for Undergraduate Freshmen's Adaptive Problems

2.1. Promoting personal growth and mental health

Undergraduate freshmen have just entered the university campus and face challenges in many aspects such as study, life and social interaction. Timely adaptive intervention measures, such as psychological counseling and career planning guidance, can help freshmen better cope with these pressures and reduce psychological problems such as anxiety and depression. These measures not only help freshmen establish a positive attitude, but also improve their self-cognition and emotional management ability, laying a solid foundation for future personal growth.

2.2. Enhancing academic performance and academic achievement

Adaptive intervention measures, such as learning skills training, time management and academic resource guidance, can significantly improve freshmen's academic performance.

Through these measures, freshmen can master learning methods more quickly and use academic resources efficiently, thereby achieving better academic results. This not only enhances freshmen's self-confidence, but also lays a solid foundation for their future academic research and career development.

2.3. Building a harmonious campus culture and social environment

Through adaptive intervention measures such as organizing welcome activities, club recruitment and senior mentoring systems, colleges and universities can create a positive campus cultural atmosphere and promote communication and mutual assistance among freshmen. These measures help freshmen quickly integrate into campus life, establish good interpersonal relationships, and provide strong support for their all-round development. At the same time, a harmonious campus culture can also inspire the creativity and innovative spirit of freshmen and promote the prosperity and development of campus culture.

3. Analysis of the Current Situation of Undergraduate Freshmen's Adaptability Problems

3.1. Challenges in mental health

3.1.1. Environmental adaptation and loneliness

Undergraduate freshmen often need to re-establish their social circles when they enter a new university life from a familiar high school environment. In this process, some students may find it difficult to quickly integrate into the new group due to lack of social skills or confidence, which leads to loneliness and social anxiety.

3.1.2. Pressure of academic and future planning

The fast pace of university learning, the increasing difficulty of courses, and the uncertainty of future career planning often make freshmen bear huge academic pressure and career anxiety. If this pressure is not properly managed, it may lead to mental health problems such as anxiety and depression.

3.2. Difficulties in learning methods

3.2.1. Lack of independent learning ability

In high school, students' learning is often led by teachers, while in college, independent learning becomes the mainstream. Freshmen may find it difficult to adapt to this change in learning mode due to lack of self-management and time planning ability, resulting in low learning efficiency.

3.2.2. Cultivation of critical thinking and problem-solving ability

University education emphasizes the cultivation of critical thinking and innovation ability, which requires students to learn to think independently and solve problems while mastering basic knowledge. However, some freshmen may be accustomed to passively accepting knowledge and lack the habit of active exploration and critical thinking, which constitutes a major obstacle in university studies.

4. Research on Intervention Measures

4.1. Strengthening mental health education and support system

Universities should attach great importance to the maintenance of mental health in the adaptation education of freshmen. To this end, it is crucial to set up a special mental health education center. The center not only regularly holds mental health lectures and workshops to teach freshmen how to effectively deal with common psychological challenges such as stress,

anxiety and loneliness, but also enhances their psychological adjustment ability through interaction and practice. At the same time, the establishment of mental health counseling services is also an indispensable part. This service provides freshmen with a one-to-one psychological counseling platform, so that they can get professional psychological support and guidance when they encounter personal troubles. Through professional psychological counseling, freshmen can better understand their emotions and learn positive coping strategies, thereby enhancing psychological resilience. For example, a mental health education center of a certain university successfully helped a freshman who had severe anxiety due to difficulties in adapting to the environment. Through regular psychological counseling and personalized counseling plans, the freshman's anxiety was effectively alleviated, and he gradually adapted to university life and regained his enthusiasm and confidence in learning. This case fully demonstrates the important role of the mental health education center in the adaptation education of freshmen.

4.2. Training to improve autonomous learning ability

In order to improve the autonomous learning ability of freshmen, universities should take a series of effective measures. First, we offer self-study skills courses to systematically teach freshmen how to make study plans, manage time, read effectively, and take notes. These courses not only impart theoretical knowledge, but also focus on practical operations to help freshmen transform what they have learned into practical skills. For example, freshmen who have just entered college feel overwhelmed by the heavy academic tasks and diverse learning resources. Fortunately, his college provides a wealth of online learning resources and platforms. By using these resources, students not only quickly mastered learning skills such as making study plans, managing time, and reading and taking notes efficiently, but also demonstrated excellent critical thinking skills in teamwork projects.

4.3. Strengthen career planning and guidance

In order to enhance freshmen's career planning awareness, colleges and universities need to carefully plan a series of career planning lectures and seminars. These activities bring together senior experts and outstanding alumni in the industry. As guest speakers, they will personally share their valuable experiences and insights in their respective careers. By listening to these voices from the front line of practice, freshmen can get a glimpse of the true face of different industries, including the broad and changing employment prospects, the clear development trends and potential challenges, and the professional skills and qualities required for different positions. For example, in the field of information technology, an industry expert may analyze in detail the development trends of emerging technologies such as artificial intelligence and big data, as well as the demand for talents in these fields; in the field of education, a senior alumnus may share his struggle from an ordinary teacher to a school leader, as well as the changes and opportunities in the education industry. These vivid cases and in-depth analysis help freshmen to have a more comprehensive understanding of the current situation and future of different industries, and provide useful references and inspirations for their career planning.

4.4. Promote the integration of campus culture and the improvement of social skills

In order to promote the rapid integration of freshmen into campus culture, colleges and universities should take diversified measures. First, organize colorful welcome activities and club recruitment to provide freshmen with a platform to show themselves and make friends. By participating in these activities, freshmen can not only feel the charm of campus culture, but also quickly meet like-minded friends and establish a preliminary social network.

Secondly, offer social skills training courses, such as public speaking, teamwork and communication skills, to enhance the social skills of freshmen. These courses help freshmen

master basic skills such as effective communication and teamwork through a combination of theoretical explanation and practical operation, and enhance their self-confidence and coping ability in interpersonal communication. Finally, a tutoring system for seniors is established to allow experienced seniors to provide freshmen with all-round guidance in study and life. This form of one-on-one or group tutoring not only helps freshmen solve confusion in study and life, but also promotes communication and mutual assistance between new and old students, forming a positive campus atmosphere. Through the implementation of these measures, freshmen will adapt to college life more quickly and start a wonderful campus life.

5. Conclusion

In the process of adapting to college life, undergraduate freshmen face multiple challenges in mental health and learning methods. In order to effectively cope with these challenges, colleges and universities, counselors, parents and students themselves need to work together and adopt comprehensive strategies. Strengthening mental health education and support systems, improving independent learning ability, strengthening career planning and guidance, and promoting the integration of campus culture and the improvement of social skills are the keys to helping freshmen make a smooth transition. These strategies not only help freshmen overcome current difficulties, but also lay a solid foundation for their long-term development. By implementing these measures, we can expect freshmen to face college life more confidently and positively, achieving a win-win situation of personal growth and academic achievement. At the same time, this will also create a healthier, more positive and inclusive learning environment for colleges and universities, and promote the improvement of the overall quality of education.

References

- [1] X.Z. Fu, W.R. Zhuang, Q.S. Teng, W.Z. Li: Discussion on the Adaptation Problems of Undergraduate Freshmen and Analysis of Countermeasures, Education Teaching Forum, Vol. (2024) No.11, p.49-52.
- [2] J.P. Wang: Research on the Adaptability Education of College Students from the Perspective of "Three-Full Education", Journal of Hanjiang Normal University, Vol. 43 (2023) No.03, p.56-59.
- [3] C.S. Han: A Study on the Learning Adaptability of College Students Majoring in Physical Education in Undergraduate Universities in Nanning, Guangxi University for Nationalities, China, 2023.
- [4] Q. Hu: Analysis of the Adaptability Problems of Freshmen Born After 1995 in Private Undergraduate Universities, Think Tank Era, Vol. (2019) No.24, p.172-176.