

的心理机制。研究结果提示教师和家长针对遭受校园欺凌的学生及时进行心理疏导,防止其形成消极人格,进而削弱校园受欺凌对外化问题行为的影响。

关键词 校园受欺凌,外化问题行为,冷酷无情特质,亲子亲合

The relationship between campus bullying and externalizing problem behaviors of middle school students: the mediating role of callous-unemotional trait and the moderating role of parent-child affinity

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Abstract: Adolescence is a key period for individuals to transition from childhood to adulthood. Compared with childhood, it is a period when individuals' externalized problem behaviors such as smoking, drinking and truancy increase sharply. According to the survey, the detection rate of externalizing problem behavior among Chinese teenagers has reached 6.9%, and is on the rise. In order to effectively protect the physical and mental health development of adolescents, this study explored the mechanism of externalizing problem behavior of middle school students in the context of school bullying, in order to provide theoretical basis for the mental health promotion of middle school students. In this study, 362 students in Liaoning province were surveyed by the school bullying Behavior Scale, self-rating Adolescent problem Behavior Scale, Parent-child Affinity Scale and callousness Trait Scale. SPSS 25.0 was used for data processing and analysis to explore the relationship between bullying in school and externalization problems of middle school students, and the role of callousness and parent-child affinity. After controlling for gender and grade, the results showed that : (1) being bullied in school positively predicted the externalizing problem behaviors of middle school students, that is, the more students were bullied in school, the more likely they were to externalize problem behaviors. (2) The trait of callousness mediates the relationship between bullying in school and externalizing problem behaviors, that is, bullying in school influences the externalizing problem behaviors of middle school students through the trait of callousness. (3) The direct path of mother-child bonding moderates the mediation model. Specifically, the lower the mother-child bonding level of middle school students, the stronger the positive prediction effect of bullying on middle school students' externalizing problem behavior. This study verifies the negative impact of bullying on externalizing problem behaviors of middle school students, and reveals the psychological mechanism of externalizing problem behaviors based on the interaction model. The results suggest that teachers and parents should provide psychological counseling to the bullied students in time to prevent them from forming negative personality and thus weaken the influence of bullying on externalizing problem behaviors.

Keywords: campus bullying, externalized problem behavior, callous-unemotional trait, parent-child affinity

运动兴趣对留守学生心理健康的重要性及提升策略

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摘要 目前留守学生心理健康问题逐年加重,而体育锻炼对心理问题的治疗和心理健康的促进作用与效果已得到大量的证实,如今更是成为国内外对心理问题治理的常用手段。运动兴趣的提升对留守学生心理健康水平的促进有着直接的影响,运动兴趣可以让留守学生对体育锻炼富有积极性,促进他们形成运动习惯,增加运动量,从而提升他们的心理健康水平。对留守学生运动兴趣的提升可以从教师、校园环境、家庭和社会等多方面着手。教师与学校及家庭必须在思想上重视学生对运动兴趣的培养,给予学生更多体育锻炼的的课外时间。教师要提升自身素质和创新意识,创新教学形式,对体育课程内容加以游戏性和竞赛性。对运动的表现,老师要给学生多加肯定与表扬及鼓励。校园要对体育氛围做出渲染,大力对体育运动进行宣传,广泛开展思想教育,让学生了解到运动的重要性。多举办竞技和趣味性运动,让体育运动变得游戏化和趣味化,使学生从中获取愉快的体验。在体育课程中,让学生拥有获得感和成就感,从而让学生产生运动兴趣。在体育设施上,学校要对运动场地和体育器材进行充足的保障,改善与完善体育运动的条件。体育锻炼对促进留

守学生心理健康具有十分重要的意义,对留守学生应采用不同的方法,从多个视角出发,多措并举地使学生的运动兴趣浓厚起来,从而提高他们的体育锻炼量,促进留守学生的心理健康发展。

关键词 运动兴趣,心理健康,体育锻炼

大学生对人工智能机器人的态度:基于心智感知理论

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摘要 随着科学技术的腾飞,人工智能机器人(以下简称机器人)作为人工智能的主要载体在人们日常生活中的应用领域越来越广泛。未来几年,人与机器人的互动将会像现在的人与人互动一样,成为我们日常生活的一部分。那么人们对机器人的态度到底如何?什么因素影响人们态度的动态变化呢?心智感知是指人们对其他实体心理能力的感知,包括两个维度,即感受性和能动性。心智感知理论整合了经典的恐怖谷理论、媒体等同理论和拟人化理论,对机器人感受性、能动性的感知会对消极态度产生不同影响。本研究基于心智感知理论,旨在探讨大学生对机器人感知的基本情况,及其对对机器人态度的影响并进一步探讨了解程度和专业类别的调节作用。本研究采用心智感知问卷(Mind perception Scale)、对机器人消极态度量表(Negative Attitudes towards Robots Scale)、人工智能的了解程度访谈和心智感知二维坐标模型,对339名大学生进行问卷调查及访谈。使用SPSS进行数据处理与分析,通过简单斜率分析进一步对调节效应进行检验。在控制了性别、年龄等因素后,结果发现:(1)对人工智能有中等程度了解的人最多,有283人,占83.5%;(2)对机器人的心智感知负向预测消极态度;(3)对人工智能的了解程度和专业类别在对机器人感知与消极态度的关系中起调节作用,高了解程度缓解了两者的关系;与理工科相比,文史类对机器人的感知对消极态度的预测作用更大;(4)大学生对期待的及未来的机器人感知水平存在矛盾认知,被试期望的机器人在能动性($M_{X1}=9.82$)、及被试认为未来的机器人在能动性($M_{X2}=9.50$)上可以与人类能动性($M_{X3}=10$)媲美,但被试期望的机器人在感受性($M_{Y1}=7.19$)、及被试认为未来的机器人在感受性($M_{Y2}=7.64$)要比人类感受性($M_{Y3}=10$)低一些,且低于相应机器人的能动性。研究结果表明对机器人的感知水平和对人工智能的了解程度都会影响对机器人的态度,人们对未来人工智能机器人不同方面的发展存在矛盾的态度,未来研究应该更加关注个体因素对对机器人态度的影响以及人与人工智能机器人的关系。

关键词 人工智能,机器人,了解程度,对机器人的态度,心智感知

College Students' attitude towards artificial intelligence robots: Based on the theory of mind perception

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Abstract: With the science and technology to take off, as the main carrier of artificial intelligence, artificial intelligence robot (later referred to as robot) is more and more widely in the field of the application of the people's daily life. In the next few years, the interaction between human and robots will become a part of our daily life just like the current human interaction. Then what's people's attitude towards robots? What factors influence the dynamic change in attitudes? Mental perception refers to the perception of the psychological ability to other entities, there are two dimensions, they are experience and agency. Mind perception theory of integration of the classic theory of the uncanny valley, media equivalent theory and the theory of anthropomorphic, Perception of the experience and the agency of robots will have different influence on negative attitude. Based on the theory of mind perception, this study aimed to explore the basic situation of College Students' mind perception of robots and its impact on their attitude towards robots, and further explored the moderator effect of understanding degree and professional category. In this study, 339 college students were investigated and interviewed by using the Mind perception Scale, Negative Attitudes