

An Analysis of the Behavioral Psychology of Addiction Behavior

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Abstract: Addiction is a kind of behavior pattern with complexity in human life. It is an interdisciplinary research topic to deeply explore the behaviorism psychology of addictive behavior. From the perspective of different research fields, there are certain differences in the understanding and understanding of addictive behavior in various disciplines. For example, sociology, physiology, psychology, biology, etc., all put forward their own theoretical content and treatment mode of addictive behavior. In the innovation and development of modern life science and technology, the academic circle has more and more understanding of addictive behavior, but many studies are still put forward from the biological perspective. From the perspective of overall development, social psychological factors play a special role in addictive behavior. Therefore, from the perspective of behaviorism psychology, this paper systematically studies the theoretical overview of addictive behavior, and puts forward several types of self-efficacy, so as to clarify its practical significance in the clinical treatment of addictive behavior.

1. Introduction

Behaviorist psychology, as the main topic discussed in the field of psychology, was first proposed by The American psychologist Watson. On the one hand, the emergence of behaviorism directly presents the social life and production state of the United States at that time. On the other hand, psychologists believe that adaptive behavior should be trained instead of only studying consciousness. Addictive behavior refers to an additional and unusual preference or habit that stimulates the central nervous system to produce feelings of pleasure and excitement, as shown in Table 1 below. The original concept comes from drug addiction, which refers to an individual's inability to control themselves and repeated cravings for certain activities or drug abuse.^[1,2] Although this kind of behavior can have a bad effect on the self, the patient can not control it. Although some hobbies are not harmful to the human body, but some hobbies will affect the physical and mental health of the human body, such as drugs and smoking, etc., these problems are easy to form more serious mental health problems, directly endanger their own and social life safety. The contradictory movement produced by psychology is the main cause of behaviorism psychology. From this point of view, we can discuss the addictive behavior, and put forward effective solutions to specific situations while grasping the basic etiology. Because behaviorism has been playing a dominant role in the field of psychology in the United States and even around the world, there are abundant literatures on the research and analysis of addictive behaviors. Nowadays, after several generations of scholars' in-depth discussion, behaviorism has gradually changed from extreme rejection to the study of behavioral consciousness, and then to the current trend of transformation and development of cognitivism, the development of practical psychology has begun to develop comprehensively towards a variety of theoretical perspectives^[3,4,5].

Table 1 Basic Contents Of Behaviorist Psychology

		conditions	Probability of behavior occurrence
strengthening	Positive reinforcement	Give a pleasant stimulus	Increase
	Negative reinforcement	Get rid of aversive stimuli	Increase
punishment	Is punishing	Present an aversive stimulus	To reduce
	Negative penalty	Undo a pleasant stimulus	To reduce
Fade		Any strong compound	To reduce

2. Analysis of Addictive Behavior Based on Behaviorist Psychology

2.1 Reinforcement Theory

According to the scholar's analysis in Table 2 below, one third of the human brain is a behavioral reinforcement system. Doing the same thing over and over again can overexcite the behavioral reinforcement system and cause constant changes in the sympathetic nervous system, making humans addicted to repeated behaviors. After the first use of an addictive substance, a positive reinforcer is formed by experiencing a unique sense of pleasure, at which point the use of reward can make the hot repeat the behavior until it reaches the addictive position. But if you stop using the addictive substance, it's easy to trigger withdrawal symptoms, and the painful experience will take its toll as a punishment mechanism or negative reinforcement. In order to solve the anxiety problems caused by bad behavior, eliminate the withdrawal reaction and escape the punishment, addicts can only continue to use the addictive substance and force to seek drugs to avoid the pain caused by withdrawal, which will produce indirect positive reinforcement effect. In this process, the coordination of direct and indirect positive reinforcement will constitute primary reinforcement. In addition, social factors will also constitute a strong reinforcement effect, and the dependent conditions and material situation will also strengthen the actual reinforcement effect, also known as secondary reinforcement. Under the psychological influence of surrounding groups, addicts are more likely to form a strengthening effect of social nature, leading to stronger substance dependence. For example, they can participate in activities related to group addiction, which can provide high-quality environmental and economic benefits for addictive behaviors while obtaining emotional communication. Withdrawal occurs when the addictive behavior pattern is frustrated and unable to continue. Under the joint influence of the two reinforcing effects, human addictive behavior will become more and more fixed, thus forming substance dependence^[6,7,8].

Table 2 Research Scholars And Theories Based on Behaviorist Psychology

figure	The theory of	Main ideas about learning
Pavlov	Classical conditioning theory	Several basic learning phenomena are proposed: reinforcement, inhibition, recovery, generalization and differentiation
Watson	Behaviorist theory	Learning is the process of creating a conditioned response by substituting one stimulus for another
thorndike	Connectionist theory	The essence of learning is to form stimulus-response linkages. Humans and animals follow the same laws of learning. The process of learning is a gradual process of trial and error
skinner	Operant conditioning theory	Reflex learning is an S-R process. Operational learning is an (S) -R-S process. It's not so much the s-R connection that the stimulus strengthens, but the frequency of the behavior
bandura	Social learning theory	Social cognitive theory. Interactive decision view. Observe the learning process; Attention, retention, replication, motivation

2.2 Conditional Emission Theory

According to the physiological learning and memory theory analysis, the formation of psychological addiction requires the use of operational conditioning and other performance, to obtain a joint learning process. For example, according to the analysis of the flow chart of judging students' Internet addiction as shown in Figure 1 below, it can be seen that in the early stage of addiction, both the environment and games and entertainment activities belong to irrelevant stimuli, while in the gradual operation, these irrelevant stimuli will form a certain sense of pleasure. After a long period of surfing the Internet, irrelevant stimuli and pleasant feelings will appear simultaneously for many times, and gradually form conditional stimuli. As a result, students gradually show that when they see Internet tools such as computers or mobile phones, they will reflexively trigger memories of pleasant feelings of surfing the Internet, and thus form a strong desire to surf the Internet. Because the above operational conditioning is caused by many operations, will be completed after activating the brain endogenous reward system, so the Internet addiction

body has three levels of memory, and the cerebral cortex will also appear local thickening, this “heart addiction” on the physical and mental health of students is very large.

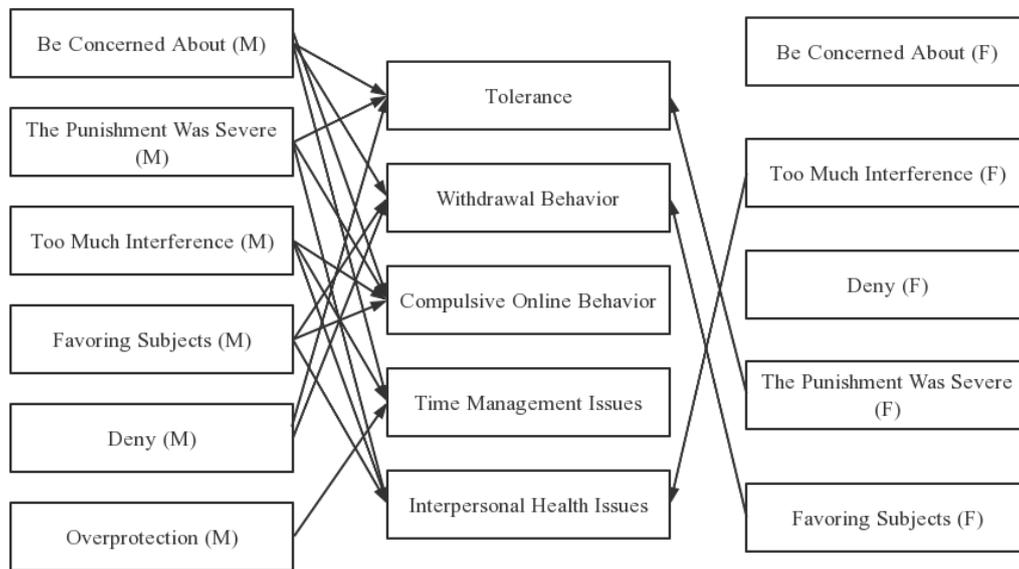


Fig.1 Flow Chart of Judging Students' Internet Addiction

2.3 Case Description

In daily life, the most common addiction behavior is that students are addicted to the Internet and neglect their studies, and eventually their grades decline, or even drop out of school directly to give up their studies. From the perspective of behavioral psychology, Internet addiction behavior can be seen as two main manifestations: on the one hand, online game addiction psychology. When humans step into the virtual world in real life and construct online games, they can reshape their self-consciousness and appearance, and have greater psychological expectations for the self-expression of the virtual world. Under the influence of internal and external factors, most students do not build a correct learning attitude, and they are bored with the knowledge they have learned, and do not get recognition and support from others in daily life. Finally, they can only express their own value according to the virtual network. Most students can easily get high achievements in the game, or win excellent game equipment, and thus generate a sense of pleasure and satisfaction, and this is a virtual model created by the designer based on human vanity. On the other hand, Internet social addiction psychology. Most students are withdrawn in real life, are not good at communicating with others, and do not get good friends. Finally, they have to rely on the network platform to fill their psychological deficiency. Online social networking is not limited by region and time, and shows a strong freedom and openness, and it is easy to build close relationships with people you do not know. From the psychological point of view, the main reason why students are addicted to online social networking is that they do not get encouragement and care from others in daily interpersonal communication. They want to get more considerate friends, but there is too much pressure in real life, so they can only start from online platforms.

3. Result Analysis

3.1 Cognitive Therapy

Based on behavioral psychology analysis of addiction behavior, it is found that in order to carry out effective treatment for specific situations, cognitive therapy can be chosen. The study of addictive behaviors in this paper mainly takes students' surfing the Internet as an example. According to the content of the Internet addiction survey shown in Table 3 below, the choice of cognitive therapy requires students who are originally addicted to the Internet to change their

original cognition. In this process, both teachers and students and students' parents should care for the students with Internet addiction, avoid preaching in words, not to use violence to deal with problems, and learn to respect and listen to their ideas. Teachers and students should actively help students with Internet addiction to correctly understand the harm of the Internet, so that they can accurately judge the relationship between themselves and the Internet, and fully understand the importance of physical and mental health and study. For example, organize them to participate in other activities that interest them; Make friends with them; Let them feel the gap between the real world and the virtual world. It is crucial to change the belief of Internet addiction behavior. It is necessary to let them truly realize the importance and uniqueness of real life, encourage and support them to do something meaningful, and let them get their attention out of the virtual environment of the Internet.

Table 3 Survey Results Of Students' Internet Addiction

The research variables	Item number	Item content
Internet addiction	SN1	You can't live without the Internet
	SN2	Surfing the Internet excessively affects normal study and life
	SN3	Spending too much time online
	SN4	I can't stand being without the Internet
	SN5	Once you start surfing the Internet, it's hard to stop
anxiety	SC1	Always worried that something bad is going to happen
	SC2	Often upset by trifles
	SC3	Often unable to control their hands or body shaking, stiff
	SC4	There's no reason to be afraid
depression	SD1	I wake up in a very low mood
	SD2	Lack of responsiveness and concentration
	SD3	Often feel guilty
	SD4	Feeling worthless
	SD5	They feel that life is meaningless and they are not interested in anything

3.2 Psychological Intervention

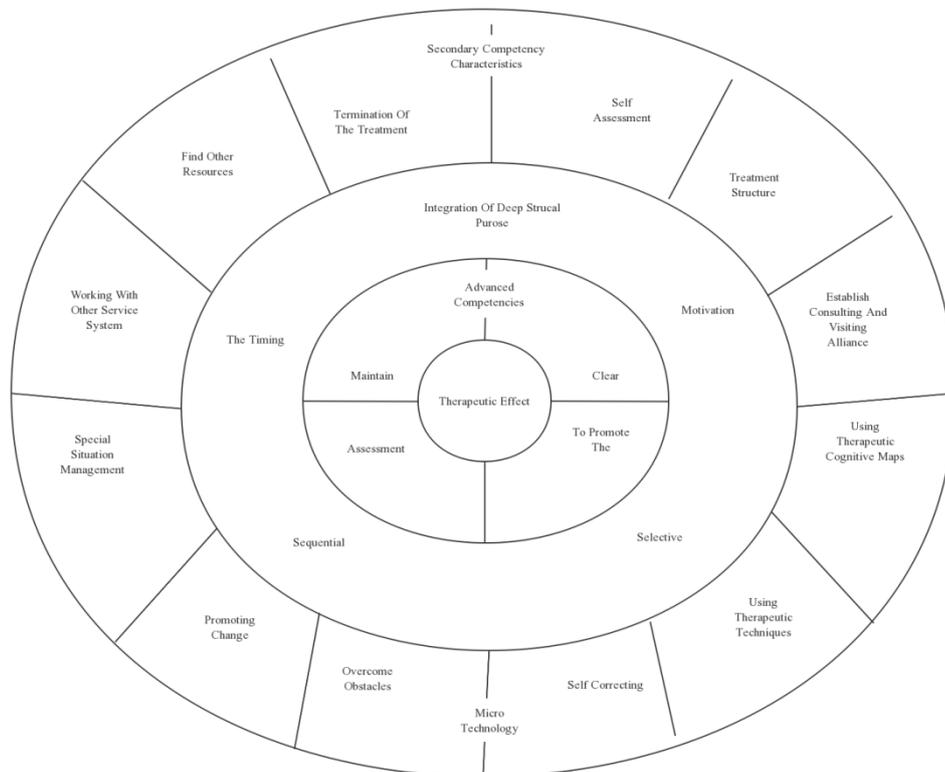


Fig.2 Flow Chart of Psychological Intervention

Both teachers and students and parents are to have more patience to focus on Internet addiction behavior, can let the students in their daily life and learning form their own network of relationships and interests, guide them to use rational thinking to understand the real world, and according to the accumulated knowledge and experience in the nature of the virtual world attractive, thus strengthening their self judgment and cognition ability. According to the analysis of psychological intervention flow chart shown in Figure 2 below, it can be seen that students with Internet addiction should be helped to build confidence in life and study, so that they can gradually form a sense of responsibility and mission, and clearly realize that only by studying hard can they improve their life value and moral quality. The sense of honor and pleasure brought by the virtual network are temporary and empty.

3.3 Self-Efficacy

First, action. This coping style refers to the individual's confidence in achieving the goal of abstinence. Assuming that an individual can set a clear deadline for quitting an addictive behavior, he will make a commitment that takes them beyond thinking about withdrawal. As the addict moves from behavioral awareness to concrete action, he needs to develop optimistic and positive beliefs to plan. Second, coping type. This coping style refers to an anticipated ability to overcome a relapse crisis. After students successfully abstain from Internet addiction, they will face the risk of relapse. In this process, addicts are likely to encounter tempting scenes in real life, and coping self-efficacy can be used to deal with them in order to effectively avoid them. Myers et al., in their study, proposed that in the treatment of adolescents' Internet addiction, they could be asked to propose different coping strategies in a variety of possible temptation scenarios to improve their self-efficacy. Finally, recovery. This coping style refers to the belief that one can recover his ability to cope after the relapse of the addictive behavior. According to the analysis of research results presented by Marlart, Dordon et al., humans tend to self-blame themselves after abstinence from an addictive behavior, assuming a relapse. For example, attributing this repetitive behavior and consciousness to oneself and exaggerating the mistake, believing oneself to be irredeemable. Under this condition, restorative self-efficacy can help individuals find effective ways to solve problems through self-control on the basis of challenging high-risk situations.

4. Conclusion

To sum up, psychological development is a preparation process of human objective behavior, and addictive behavior must go through a certain psychological preparation process. As the basic condition of addiction, personality gradually becomes the addict, and the actual personality will also have defects. Some behaviorist psychologists put forward in their research that the reason for the emergence of addictive behavior is that they lack the ability and awareness of future planning, their self-will is too weak, and there is no self-respect and recognition. Therefore, future research scholars should not only start from behaviorist psychology, but also conduct in-depth exploration from biological, psychological and social perspectives, so as to provide effective theoretical basis for the prevention and treatment of addictive behaviors. In this way, we can not only put forward more effective solutions, but also lay a foundation for relevant theoretical research.

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