Global Language and Cultural Studies, 2026, Volume 1, Issue 1
https://bbwpublisher.com/journal/GLCS
Online ISSN: 3083-3035
Print ISSN: 3083-3043

Exploration of the Impact of New Media Interactive Language on College Students' Interpersonal Communication Psychology and Guidance Pathways in the Network Era

Yunjing Hu*

College of Technology, Hubei Engineering University, Xiaogan 432000, Hubei, China

**Author to whom correspondence should be addressed.*

Copyright: © 2026 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

Abstract: In the era of networkization, new media interactive language has rapidly developed relying on digital platforms, exhibiting distinct characteristics such as simplification, jocularity, multimodality, compartmentalization, and immediacy. It systematically influences college students' interpersonal communication psychology through triple mechanisms of cognition, emotion, and behavior. New media interactive language plays a positive role in lowering social barriers for college students, alleviating communication anxiety, expanding social circles, satisfying belonging needs, enriching emotional expression, and enhancing communication efficiency. However, it also triggers a series of negative issues, including language skill degradation, real-world social alienation, superficial thinking, lack of deep interaction, cognitive biases in communication, and communication barriers. Based on this, this study proposes targeted guidance pathways and strategies from three dimensions: higher education, college students' self-adjustment, and optimization of social culture and online environment. The aim is to assist college students in constructing healthy interpersonal communication psychology and social patterns, and to promote the positive development of the new media language ecosystem.

Keywords: new media interactive language; college students; interpersonal communication psychology; impact mechanism

Online publication: February 10, 2026

1. Introduction

Currently, from the widespread dissemination of internet buzzwords such as "yyds" (eternal god) and "tangping" (lying flat) among the general public to the extensive use of emojis and niche slang, new media interactive language has evolved beyond a mere tool for communication. It has become a core medium for college students to express emotions, construct identity, and expand their social networks. This linguistic form exerts a dual impact on

the interpersonal communication psychology of college students: On one hand, it lowers social barriers, enriches emotional expression, provides a social outlet for introverted students, and satisfies the emotional belonging needs of adolescents. On the other hand, prolonged immersion in a simplified and playful online linguistic environment can lead to the degradation of language skills, social alienation in real life, superficial thinking, and even cognitive biases and communication conflicts among college students. Based on this, this paper takes new media interactive language as the research entry point, systematically explores its dual impact on the interpersonal communication psychology of college students from the perspectives of characteristics and mechanisms of action, and then proposes targeted guidance paths from three dimensions: universities, college students themselves, and the social and online environment. The aim is to provide theoretical support and practical references for college students to construct a healthy online-offline interactive social model, and assist the youth group in achieving healthy interpersonal communication and psychological growth in the digital age.

2. Characteristics of new media interactive language and its mechanism of action on communication psychology

2.1. Main characteristics of new media interactive language

The emergence of new media has made it easier for people to access the latest information and news. Network communication tools, which carry the evolution and development of new media, are also constantly evolving. Simultaneously, the new media language that arises from this context is continuously changing while altering people's lives [1]. New media interactive language is formed based on digital platforms, breaking free from the constraints of formal contexts in traditional language and displaying distinct characteristics of the times [2]. Restricted by the rhythm of new media communication and the screen reading environment, college students tend to communicate using short sentences, abbreviations, emojis, and other forms, such as internet abbreviations like "yyds" and "Shuan Q," as well as various emotional emojis. They convey core information with minimal symbols to meet the demands of fast-paced social interactions. New media interaction breaks the seriousness of face-to-face communication, with language expressions more closely resembling everyday spoken language and filled with playful elements such as teasing, self-deprecation, and puns, like trendy phrases such as "I'm emo" and "lying flat." These not only reduce social pressure but also serve as symbols of group identity [3].

New media language integrates various forms such as text, symbols, images, and voice. College students continuously enrich the language system by creating new vocabulary and reconstructing semantics, with different social circles developing their own exclusive "jargon" that is both inclusive and exclusive. The real-time feedback function of new media platforms enables interactive language to be quickly transmitted and promptly responded to, forming a bidirectional interactive social loop that enhances the immediacy of interactions.

2.2. Analysis of the mechanisms influencing college students' social psychology

New media interactive language systematically influences the interpersonal communication psychology of college students through cognitive, emotional, and behavioral dimensions. From a cognitive perspective, the symbolic and simplified nature of new media language affects college students' cognitive judgments about their communication partners [4]. On the one hand, emojis, internet buzzwords, and other symbols can quickly convey emotions and attitudes, helping college students establish initial perceptions. On the other hand, over-reliance on simplified language may lead to superficial cognition, making it difficult to gain an in-depth understanding of others' inner qualities through language. From the perspective of emotional mechanisms, interactive language on new media

has the function of emotional projection. College students express their emotions and seek resonance through personalized language expressions, such as using the phrase "my defenses are breached" to convey inner being deeply moved and using positive emojis to convey goodwill. This form of emotional expression can satisfy their needs for emotional catharsis and a sense of belonging. Simultaneously, immediate language feedback can enhance positive emotional experiences, while negative language or inappropriate expressions may trigger emotional conflicts [5]. From the perspective of behavioral mechanisms, the social rules of new media language guide college students in adjusting their interaction behaviors. The online anonymity and low barriers to entry make introverted college students more willing to initiate interactions, gradually forming online social habits. However, prolonged immersion in an online language environment can lead to the degradation of offline interaction behaviors, resulting in behavioral discrepancies characterized by being active online but silent offline.

3. Positive impacts of interactive language on new media on college students' interpersonal communication psychology

3.1. Lowering social barriers and alleviating interaction anxiety

In traditional face-to-face interactions, college students face multiple pressures, including facial expressions, body language, and tone of voice, which can easily induce anxiety in students who are introverted or lack social experience. Interactive language on new media effectively lowers social barriers through symbolic expressions and anonymity [6]. On the one hand, emojis and internet buzzwords can buffer the seriousness of direct communication and reduce the psychological burden caused by expression errors. For example, using a smiling face emoji can resolve embarrassment in communication, and light-hearted teasing can narrow the psychological distance. On the other hand, the non-instantaneous nature of online interactions allows college students to fully consider what they want to express, avoiding on-the-spot nervousness in face-to-face interactions and enabling them to be more daring in initiating communication and expressing their viewpoints. Such low-pressure social scenarios can help college students gradually build social confidence, alleviate real-world social anxiety, and accumulate experience for subsequent offline interactions.

3.2. Expanding social circles and fulfilling the need for belonging

New media platforms have eliminated traditional physical barriers such as geography, major, and grade, while new media interactive language is becoming the core bond for college students to construct circle-layered identities. College student groups with shared interests and hobbies can quickly forge emotional connections through the use of exclusive online language and meme culture, thereby coalescing into diverse niche social circles such as e-sports circles, anime circles, and academic sharing circles [7].

In such circle-layered fields, college students can not only find communication partners with shared values but also freely express their viewpoints and emotions, experiencing psychological resonance of being understood and recognized, thus precisely meeting the deep psychological needs for a sense of belonging and identity during adolescence. Meanwhile, cross-circle language interactions can broaden college students' cognitive horizons, promote exchanges, mutual learning, and symbiotic integration among different groups, further enriching the dimensions and experiences of their interpersonal relationships.

3.3. Enrich emotional expression and enhance communication efficiency

Traditional text-based communication has limitations in conveying emotions, whereas new media interactive

language compensates for this deficiency through diverse forms, enriching the emotional expression dimensions of college students. Elements such as emojis, voice messages, modal particles, and emoticons can precisely convey complex emotions such as happiness, anger, sorrow, and joy, making abstract emotions more concrete. For example, using a crying emoji to express sadness or a cheering emoji to convey encouragement enhances the infectiousness of communication [8]. Simultaneously, the concise and symbolic nature of new media language helps college students convey core information in a short time, aligning with the fast-paced rhythm of academic life and enhancing communication efficiency. For instance, college students complete task communication through concise expressions like "received" and "OK," and convey positive motivation with trendy terms like "mutual encouragement" and "go for it," achieving efficient and warm interactions.

4. Negative impacts of new media interactive language on the interpersonal communication psychology of college students

4.1. Language skill degradation and alienation from real-world social interaction

Long-term reliance on the fragmented and simplified expressions found in new media interactive language can have a negative impact on college students' language abilities. Some college students excessively use online abbreviations and meme-based vocabulary in their daily communication and studies, resulting in disorganized logic and a lack of vocabulary in written expression. This makes it difficult for them to engage in rigorous language organization and in-depth expression, even leading to issues such as "forgetting how to write characters when picking up a pen" and "stiff oral expression" [9]. Meanwhile, the low-pressure social model online can cause college students to develop path dependency, gradually avoiding complex real-life interactions. When engaging in face-to-face communication, they may encounter issues such as stuttering in expression and psychological tension due to their unfamiliarity with coordinating body language, tone, and facial expressions. This can lead to a degradation of their real-world social skills, fostering a sense of social alienation and impeding the establishment of offline interpersonal relationships.

4.2. Superficial thinking and lack of deep interaction

The fragmented nature of interactive language on new media platforms reinforces the fragmented reading and interaction habits of college students, easily leading to superficial thinking patterns [10]. In their interactions, college students tend to pursue instant gratification and superficial resonance, using brief memes and emojis as substitutes for deep thinking and emotional exchange, making it difficult to engage in in-depth discussions on topics. This superficial mode of interaction hinders the establishment of deep interpersonal relationships based on understanding and trust among college students, with most interactions remaining superficial and entertainment-oriented, lacking deep emotional connections and honest communication. Prolonged exposure to such interactions can weaken college students' empathy and critical thinking abilities, making it difficult for them to handle complex interpersonal issues.

4.3. Cognitive biases in interaction and communication barriers

The ambiguity and compartmentalized nature of interactive language on new media platforms can easily trigger cognitive biases in college students' interactions, leading to communication barriers. On one hand, some online language is highly context-dependent, and college students from different social circles may have varying interpretations of the same words or memes. For example, the term "Buddhist lifestyle" may represent a laid-

back attitude towards life in one group, while being interpreted as negative and slack in another. Such cognitive differences can easily lead to misunderstandings and conflicts. On the other hand, the jocular expressions in new media language may be overused, with some college students extending banter and self-deprecation to formal social settings or using negative online language to convey negative emotions, such as "slacking off" and "good-for-nothing," which can easily provoke others' aversion and undermine the atmosphere of interaction. Additionally, the anonymity of online interactions may lead some college students to express themselves casually, disregarding the feelings of others and fostering a self-centered mindset in interactions, further exacerbating communication barriers.

5. Pathways and strategies for guiding healthy interactions among college students

5.1. Guidance at the level of higher education institutions

As the primary front for talent cultivation, higher education institutions should take the initiative to play a leading role in regulating the use of new media language among college students and fostering their healthy interaction psychology. On the one hand, it is necessary to offer targeted courses and thematic lectures, incorporating media literacy education, interpersonal psychology, and language expression skills training into the general education or elective modules of the talent cultivation system. This will help college students understand the inherent characteristics and potential impacts of new media language, master scientific language application strategies and effective communication skills, and comprehensively enhance their written and oral expression abilities. On the other hand, it is crucial to establish diverse offline interaction platforms. Through organizing campus cultural festivals, thematic discussion salons, volunteer services, and other practical activities, real face-to-face interaction scenarios can be created, encouraging college students to actively break out of the comfort zone of online socializing, hone their social skills through real-world interactions, and alleviate the sense of alienation fostered by online interactions. In addition, colleges and universities need to strengthen the provision of mental health services, focus on the psychological confusion arising from new media interactions, and regularly carry out special services such as individual psychological counseling and group psychological counseling to help college students adjust their interaction mindset, correct cognitive biases, and build a solid line of defense for mental health.

5.2. Self-adjustment at the level of college students

As the main participants in social activities, college students need to strengthen their self-awareness and psychological adjustment abilities to achieve a healthy balance between online and offline social interactions. On the one hand, they should enhance their media literacy and linguistic self-awareness, establish a scientific view of language use, accurately distinguish the differences in language norms between online and offline social scenarios, actively accumulate high-quality language materials, deliberately hone their abilities of deep thinking and expression, and abandon excessive reliance on internet buzzwords. On the other hand, they need to reasonably plan their social time, set time thresholds for online social interactions, reduce fragmented interactions without substantive meaning, actively reserve time for building offline interpersonal relationships, and hone their empathy and communication skills through face-to-face interactions. Furthermore, they should maintain a healthy social mindset, respect the language habits and cognitive differences of their interaction partners, learn to rationally channel and express emotions, tolerate diverse viewpoints, avoid interpersonal conflicts caused by language ambiguity, while adhering to social boundaries and refraining from using vulgar or aggressive language

expressions.

5.3. Optimization at the level of social culture and online environment

Society and platforms should make concerted efforts to jointly create a positive and healthy linguistic ecosystem and social atmosphere. Media and cultural institutions should strengthen the guidance of positive values, actively disseminate knowledge of linguistic norms, promote excellent Chinese linguistic culture, and deeply explore the positive elements within the new media linguistic system, thereby helping college students establish a scientific paradigm of linguistic aesthetics and healthy concepts of interpersonal communication. Social platforms need to effectively fulfill their regulatory responsibilities, improve content review and governance mechanisms, severely crack down on vulgar and aggressive online language, and standardize the order of online language dissemination. Meanwhile, they should optimize platform functional designs, encourage positive interactive expressions, and mitigate the excessive influence of fragmented and entertaining content on college students. In addition, it is essential to establish a collaborative education mechanism integrating families, universities, and society, strengthen the linkage and cooperation among the three parties, and consolidate educational synergy. Relying on family education to cultivate college students' etiquette in communication, leveraging social forces to build healthy and orderly social practice platforms, and comprehensively promoting college students to develop positive psychological qualities and behavioral habits in interpersonal communication.

6. Conclusion

The interactive language of new media in the age of networkization has exerted a profound and complex dual impact on the interpersonal communication psychology of college students through its unique forms and mechanisms. It not only provides new avenues for college students to expand their social spaces, alleviate social anxiety, and enrich emotional expressions, meeting the social and psychological needs of the youth group, but also, to a certain extent, triggers issues such as language proficiency degradation, real-world social alienation, superficial thinking, and cognitive biases, posing challenges to the physical and mental health development of college students and the establishment of positive interpersonal relationships. This paper systematically analyzes the characteristics, mechanisms of action, and dual impacts of interactive language in new media. It constructs a collaborative guidance system from three dimensions: university education and guidance, self-adjustment among college students, and optimization of social and online environments, providing theoretical insights and practical pathways for addressing the psychological dilemmas faced by college students in their new media interactions. It is important to clarify that interactive language in new media, as a product of the times, is not inherently good or bad; the key lies in guiding college students to develop a scientific view of language use and a healthy social mindset, thereby achieving a positive balance between online and offline social interactions.

Funding

Project of the Science and Technology Bureau of Xiaogan City, Hubei Province: Project Title: Research on the Impact of New Media on College Students' Mental Health and Countermeasures in the Networked Era (Project No.: XGKJ2023010003);

Exploring a New Model for Promoting Employment among Students of Independent Colleges through the Application of MBTI in Group Counseling: A High-Quality Project for Counselor Work in Philosophy and Social Sciences Research by the Hubei Provincial Department of Education(Project No.: 22Z278).

Disclosure statement

The author declares no conflict of interest.

References

[1] Wang XF, 2018, Exploration of the Linguistic Expressions in New Media Communication and Interaction. Chinese and Foreign Exchange, (51): 53.

[2] He TQ, 2024, Theory, Method, and Material: A New Perspective on New Media Language Research—A Review of Interactive Research on New Media and Online Language. Journal of Hanjiang Normal University, 44(5): 55-60.

[3] Zhu LL, Li D, 2015, Analysis of Linguistic Expressions in New Media Communication and Interaction. Henan Science and Technology, (9): 6-8.

[4] Ma J, 2021, Research on the Linguistic Characteristics of New Media Communication. Media Forum, 4(23): 10-12.

[5] Wang Q, 2012, A Brief Analysis of Psychological Barriers in Interpersonal Communication among College Students. China Science and Education Innovation Herald, (13): 252.

[6] Liu Q, 2014, Psychological Barriers in Interpersonal Communication among College Students and Their Adjustment. Science Education and Culture, (9): 198-198, 201.

[7] Gao SS, 2013, A Brief Discussion on Psychological Problems in Interpersonal Communication among College Students. Youth and Society, (30): 53-53, 54.

[8] Zhou LX, 2015, Strategies for Overcoming Psychological Barriers in Interpersonal Communication among College Students. Journal of Hebei Normal University for Nationalities, (2): 103-106.

[9] Yang YH, 2012, An Analysis of Psychological Aspects of Interpersonal Communication among Contemporary College Students. Mass Culture Field, (8): 230.

[10] Huang YB, 2010, Perspectives on Psychological Problems in Interpersonal Communication among College Students and Strategies for Their Elimination. Education and Teaching Forum, (35): 209.

Publisher's note

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.