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The Correction Strategy of Artificial Intelligence Embedding into the Negative Social Mentality of the Marginal Group of College Students in the New Era

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Abstract: - Artificial intelligence is a rapidly developing technology that is gradually changing the pace of modern people's lives and ways of working. As AI enters the field of higher education, it is generating increasingly significant functions and effects. Artificial intelligence is having a certain impact on the growth of college students, and as a marginalized group of college students in the new era, it also presents unique social attitudes and patterns. Strengthening the correction of negative social attitudes towards marginalized groups of college students is of great practical significance for promoting social progress and development. This article takes the marginalized group of college students in a certain university in China as the research basis and concludes that: 1.there are significant differences in the scores of social emotions among marginalized groups of college students of different genders; 2.There are significant differences in the scores of social needs, social cognition, and social emotions among marginalized groups of college students from different disciplines; 3.There are significant differences in the scores of social needs, social cognition, social emotions, social values, and social behavioral tendencies among marginalized groups of college students of different grades. Research has found that artificial intelligence can have a positive impact on academic achievement, career planning, social responsibility, and creativity of marginalized groups of college students. It is suggested that universities should take artificial intelligence as their starting point and think from four dimensions: family factors, school factors, social factors, and personal factors, striving to guide marginalized groups of college students to establish a healthy and positive social mentality.

Keywords: Artificial Intelligence, The New Era, Marginalized Groups of College Students, Social Mentality, Correct

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I. INTRODUCTION

Strengthening the construction of a social psychological service system and cultivating a social mindset of self-esteem, self-confidence, rationality, peace, and positivity is an important foundation for achieving personal growth, social development, and national stability. For college students, the health of their social mentality is related to personal growth, national prosperity, and national rejuvenation. Artificial intelligence is a scientific research field or emerging discipline that utilizes electronic computers to study and simulate human intelligence activities, with three major technical features: big data, deep learning, and algorithms. Artificial intelligence is a new carrier for the innovative development of ideological and political education methods for college students in the new era. Its application in correcting negative social attitudes among marginalized groups of college students is feasible and necessary. [1]The so-called marginalized group of college students refers to a collection of individuals who are detached from the "mainstream group" of college life and deviate from the mainstream values of college students. [2]They are a group without serving as student cadres, without opportunities for awards or evaluations, and with limited opportunities for taking the postgraduate entrance examination; It is a group that complains about social injustice and the unreasonable school system; They are unrealistic, detached from reality, and psychologically distorted groups... These groups have problems such as unstable ideals and beliefs, poor economic conditions, weak stress resistance, and isolated personalities, and are in a disadvantaged situation and position of being belittled and ignored. The negative social mentality they generate will directly affect their own thoughts and actions, as well as the value orientation of society, thereby hindering social development. [3]In college life, artificial intelligence has changed the learning and lifestyle of marginalized groups such as intelligent assistants, online education, research support, and social media. Cultivating emotional intelligence and interpersonal communication skills among marginalized groups of college students through self-learning resources and artificial intelligence technology is an important trend to adapt to social development. This article takes the marginalized group of college students in a certain university in China as the research object, and combines questionnaire surveys and personal interviews to deeply analyze the causes of the negative social mentality of the marginalized group of college students. [4]From four dimensions of family factors, school factors, social factors, and self factors, based on artificial intelligence, it explores effective ways to cultivate positive social attitudes among marginalized groups of college students, In order to enrich the perspective of cultivating positive social attitudes among marginalized groups of domestic college students.

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<center>II. EMPIRICAL ANALYSIS</center>

A. Survey Subjects

The survey object of this study is the marginalized group of college students in a certain university in China. The questionnaire survey adopts a stratified sampling method, and 366 valid questionnaires were collected. The result analysis is as follows: from a gender perspective, there are 211 female students, accounting for 57.65%, and 155 male students, accounting for 42.35%; From a grade perspective, there are 182 freshmen, accounting for 49.73%, 88 sophomores, accounting for 24.04%, 51 juniors, accounting for 13.93%, and 45 seniors, accounting for 12.30%; From the perspective of professional categories, there are 194 students in humanities and social sciences, accounting for 53.01%, and 172 students in science and engineering, accounting for 46.99%; From the perspective of urban-rural distribution, 209 people come from cities, accounting for 57.10%, and 157 people come from rural areas, accounting for 42.90%.

B. Survey Tools and Methods

This study used SPSS statistical analysis software to test this. Reliability is mainly achieved through the use of Cronbach's α To verify. [5]Kline (2013) believes that when Cronbach's α When it is greater than 0.60, it indicates that the reliability of the scale is acceptable, when Cronbach's α When it is greater than 0.70, it indicates good reliability of the scale; Validity is mainly determined by using KMO test and Bartlett's spherical test to determine whether factor analysis is suitable. According to scholar Kaiser (1974), exploratory factor analysis is not suitable if KMO is less than 0.5.

The reliability analysis results of the five structures of social mentality of marginalized groups of college students in the new era explored in this study, including social needs, social cognition, social emotions, social values, and social behavioral tendencies. [6] From Table 1, it can be seen that the five structures of negative social attitudes among marginalized groups of college students in the new era have all passed the reliability test. Cronbach's for Social Needs α It is 0.695, indicating that the reliability of the 7 questions required by society is good. Cronbach's of Social Cognition α It is 0.797, indicating that the reliability of the seven questions in social cognition is very good. Cronbach's on social emotions α It is 0.734, indicating that the reliability of the seven questions on social emotions is very good. Cronbach's of Social Values α It is 0.610, indicating that the reliability of the seven questions on social values is very good. Cronbach's Social Behavior Tendency α A score of 0.812 indicates that the reliability of the seven questions on social behavior tendencies is very good.

Before analyzing the relevant factors, it is necessary to conduct sampling adequacy tests KMO and Bartlett spherical tests to determine whether the prerequisite conditions for factor analysis are met. From Table 2, it can be seen that the KMO value for social needs is 0.762, which is greater than 0.7. The Bartlett spherical test results show that the chi square value is approximately 1984.650, which is relatively large, and the corresponding p-value is less than 0.05, indicating good validity of the social needs scale. The KMO value of social cognition is 0.788, which is greater than 0.7. The Bartlett spherical test results show that the chi square approximation value is 3466.508, which is relatively large, and the corresponding p-value is less than 0.05, indicating good validity of the social cognition scale. The KMO value of social emotions is 0.749, which is greater than 0.7. The Bartlett sphericity test results show that the chi square approximation value is 2723.441, which is relatively large, and the corresponding p-value is less than 0.05. The Bartlett sphericity test has significant significance, indicating that the validity of the social emotions scale is good. The KMO value of social values is 0.754, which is greater than 0.7. The Bartlett spherical test results show that the chi square approximation value is 2181.155, which is relatively large, and the corresponding p-value is less than 0.05, indicating good validity of the social values scale. The KMO value of social behavior tendency is 0.856, which is greater than 0.7. The Bartlett spherical test results show that the chi square approximation value is 4435.814, which is relatively large, and the corresponding p-value is less than 0.05, indicating good validity of the social behavior tendency scale.

Table 1. Reliability Analysis of the Social Mentality of Marginalized Groups of College Students in the New Era

Structure	Social needs	Social cognition	Social emotions	Social values	Social behavioral tendencies
Reliability indicators: Cronbach'sα	0.695	0.797	0.734	0.610	0.812

Table 2. KMO and Bartlett Spherical Inspection

Structure	KMO statistical inspection quantity	Bartlett sphericity test		
		Chi square approximation	df	Sig.
Social needs	0.762	1984.650***	21	.00

Social cognition	0.788	3466.508***	21	.00
Social emotions	0.749	2723.441***	21	.00
Social values	0.754	2181.155***	21	.00
Social behavioral tendencies	0.856	4435.814***	21	.00

Note: * * * represents p<0.001, * * represents p<0.01, and * represents p<0.05.

C. Questionnaire Analysis

1) Analysis of Gender Differences in the Correction of Social Mentality Among Marginalized Groups of College Students in the New Era

Table 3 lists the average, standard deviation, and independent sample T-test results of the five social psychological structures (social needs, social cognition, social emotions, social values, and social behavioral tendencies) of male and female marginalized groups of college students in the new era. Overall, there is a significant gender difference in the scores of social emotions among the surveyed marginalized group of college students in the new era (t=5.01, p<0.001). The score of healthy social emotions in males (M=3.36) is significantly higher than that in females (M=3.08), and more attention should be paid to female emotional counseling; There is a significant gender difference in the scores of social behavioral tendencies (t=5.01, p<0.001), with women's social behavioral tendencies (M=5.07) significantly higher than men's social behavioral tendencies (M=4.85), indicating that women are generally more inclined towards altruistic behavior than men. There were no significant differences between men and women in terms of social needs (t=2.56, p>0.05), social cognition (t=0.05, p>0.05), and social values (t=-0.38, p>0.05).

Table 3. Gender Differences in the Correction of Social Mentality among Marginal Groups of College Students in the New Era

Sex	Social needs		Social cognition		Social emotions		Social values		Social behavioral tendencies	
	M	SD	M	SD	M	SD	M	SD	M	SD
Male (N=155)	3.49	0.51	3.95	0.57	3.36	0.53	3.73	0.44	4.85	0.59
Female(N=211)	3.44	0.42	3.94	0.45	3.08	0.46	3.77	0.41	5.07	0.55
T-test	2.56		0.05		5.03***		-0.38		-3.71***	

Note: * * * represents p<0.001, * * represents p<0.01, and * represents p<0.05.

2) Analysis of Disciplinary Differences in the Social Mentality of Marginalized Groups of College Students in the New Era

Table 4 lists the average, standard deviation, and independent sample T-test results of the five social psychology structures of the marginalized group of college students in the new era, including humanities and social sciences and science and engineering. The survey results show that overall, there are significant differences in the scores of social needs (t=-4.14, p<0.001), social cognition (t=-2.83, p<0,01), and social emotions (t=-3.49, p<0.1) among marginalized groups of college students from different disciplines. In terms of social needs scores, the marginalized group of science and engineering college students (M=3.49) is significantly higher than the marginalized group of humanities and social sciences college students (M=3.39), indicating that the psychological satisfaction of social needs of the marginalized group of science and engineering college students is higher than that of humanities and social sciences college students; In terms of social cognitive scores, the marginalized group of science and engineering college students (M=4.04) is significantly higher than the marginalized group of humanities and social sciences college students (M=3.93), indicating that the social cognitive perfection of the marginalized group of science and engineering college students is significantly higher than that of humanities and social sciences college students; In terms of social emotional scores, the marginalized group of science and engineering college students (M=3.24) is significantly higher than the marginalized group of humanities and social sciences college students (M=3.15), indicating that the negative emotional experience of the marginalized group of science and engineering college students is lower than that of humanities and social sciences college students. However, there was no significant difference in the scores of social values (t=-0.35, p>0.5) and social behavioral tendencies (t=0.41, p>0.5) among marginalized groups of college students from different disciplines.

Table 4. Disciplinary Differences in the Social Mentality of Marginal Groups of College Students in the New Era

Discipline	Social needs	Social cognition	Social emotions	Social values	Social behavioral tendencies

	M	SD	M	SD	M	SD	M	SD	M	SD
Humanities and Social Sciences (N=194)	3.39	0.47	3.93	0.52	3.15	0.48	3.79	0.46	4.14	0.59
Science and Engineering (N=172)	3.49	0.48	4.04	0.53	3.24	0.53	3.81	0.45	4.12	0.56
T-test	-4.14***		-2.83**		-3.49**		-0.35		0.41	

Note: * * * represents p<0.001, * * represents p<0.01, and * represents p<0.05.

3) Analysis of Household Registration Differences in the Social Mentality of Marginal Groups of College Students in the New Era

Table 5 lists the average, standard deviation, and independent sample T-test results of the five social psychology structures of marginalized groups of urban and rural college students in the new era. Overall, there was no significant difference in the scores of social needs (t=0.33, p>0.05), social cognition (t=-0.17, p>0.05), social emotions (t=1.06, p>0.05), social values (t=-0.44, p>0.05), and social behavioral tendencies (t=1.57, p>0.05) between the urban and rural marginalized groups of college students surveyed.

Table 5. Household Registration Differences in the Social Mentality of Marginalized Groups of College Students in the New Era

number of households and total population	Social needs		Social cognition		Social emotions		Social values		Social behavioral tendencies	
	average	standard deviation	average	standard deviation	average	standard deviation	average	standard deviation	average	standard deviation
City (N=209)	3.43	0.50	3.98	0.53	3.19	0.52	3.79	0.45	4.15	0.56
Rural (N=157)	3.42	0.45	3.99	0.51	3.16	0.48	3.80	0.45	4.10	0.58
T-test	0.33		-0.17		1.06		-0.44		1.57	

Note: * * * represents p<0.001, * * represents p<0.01, and * represents p<0.05.

4) Analysis of Grade Differences in the Social Mentality of Marginal Groups of College Students in the New Era

Table 6 presents the average, standard deviation, and one-way ANOVA test results of the five structures of social psychology among marginalized groups of college students of different grades in the new era. As shown in Table 6, overall, there were significant differences in scores among college students of different grades in terms of social needs (F=2.652, p<0.05), social cognition (F=7.141, p<0.001), social emotions (F=6.647, p<0.001), social values (F=4.266, p<0.01), and social behavioral tendencies (F=3.812, p<0.05). Further post hoc comparison was conducted on the differences in social psychology among marginalized groups of college students in the new era. The results are shown in Table 7. In terms of social needs scores, senior students were significantly higher than freshmen, indicating that their social needs psychological satisfaction was higher than that of freshmen; In terms of social cognition scores, both third and fourth year students are significantly higher than first year students, and fourth year students are significantly higher than third year students, indicating that the social cognition perfection of third and fourth year students is higher than that of first year students, and the social cognition perfection of fourth year students is also higher than that of third year students; In terms of social emotional scores, fourth year students are significantly higher than first year students, indicating that first year students have a higher negative social emotional experience than fourth year students; In terms of social values, senior students are significantly higher than freshmen, sophomores, and juniors, and junior students are significantly higher than freshmen, indicating that senior students have a better perception of the values advocated by society than freshmen, sophomores, and juniors, and at the same time, junior students have a better perception of the values advocated by society than freshmen; In terms of social behavior tendency scores, sophomore, junior, and senior students are significantly higher than freshmen, while senior students are significantly higher than junior students, indicating that sophomore, junior, and senior students are more inclined towards altruistic behavior than freshmen, while senior students are more inclined towards altruistic behavior than junior students.\

Table 6. Grade Differences in Social Mentality of Marginal Groups of College Students in the New Era

Grade	Social needs		Social cognition		Social emotions		Social values		Social behavioral tendencies	
	average	standard deviation	average	standard deviation	average	standard deviation	average	standard deviation	average	standard deviation
Freshman year(N=182)	3.29	0.50	3.72	0.57	3.05	0.46	3.58	0.46	3.87	0.65
Sophomore year(N=88)	3.32	0.41	3.87	0.42	3.09	0.40	3.71	0.44	4.15	0.59
Junior year (N=51)	3.36	0.42	3.92	0.54	3.21	0.48	3.71	0.46	4.08	0.63
Senior year (N=45)	3.45	0.49	4.02	0.52	3.19	0.52	3.85	0.45	4.15	0.55
F-test	2.652*		7.141***		6.647***		4.266**		3.812*	

Note: * * * represents $p<0.001$, * * represents $p<0.01$, and * represents $p<0.05$.

Table 7. Post Hoc Comparison of Grade Differences in Social Psychology Among Marginalized Groups of College Students in the New Era

Structure	Grade (I)	Grade (J)	Mean Difference (I-J)	Standard Deviation (SD)	Significance (P)
Social needs	Freshman	Senior	-0.15**	0.05	0.004
Social cognition	Freshman	Junior	-0.22**	0.08	0.003
		Senior	-0.31***	0.07	0.000
	Junior	Senior	-0.10*	0.04	0.010
Social emotions	Freshman	Senior	-0.14*	0.07	0.025
Social values	Freshman	Junior	-0.12*	0.056	0.043
		Senior	-0.24***	0.05	0.000
	sophomore	Senior	-0.13**	0.06	0.030
	Junior	Senior	-0.12***	0.03	0.000
Social behavioral tendencies	Freshman	sophomore	-0.27**	0.10	0.006
		Junior	-0.17*	0.08	0.027
		Senior	-0.26***	0.07	0.000
	Junior	Senior	-0.10*	0.04	0.019

Note: * * * represents $p<0.001$, * * represents $p<0.01$, and * represents $p<0.05$.

III. CAUSE ANALYSIS

The causes of negative social attitudes among marginalized groups of college students in the new era are multifaceted, including both external and internal factors. [7] External factors include family factors, school factors, and social factors, while internal factors are self factors. Internal factors play a decisive role in the generation of negative social attitudes, and the four factors interact and work together, The main reason for the formation of negative social attitudes among marginalized groups of college students. [8]

A. Family Factors.

The influence of education on the educated in the "first environment" of life often shows an indelible imprint, which leaves an unchangeable mark on their lifelong development. The education of the original family has a subtle impact on every child, and the words and actions of parents have a profound influence on their children. Inappropriate educational methods and upbringing methods can lead to unconscious changes in the mindset of the next generation. The traditional Chinese belief that filial piety emerges from under a stick has also led to many college students developing unhealthy qualities such as sensitivity, suspicion, rebellion, irritability, anxiety, and paranoia. The unsound personality leads to a gradual marginalization of mentality, a tendency towards negative views on things, and gradually becomes a marginalized group within the university campus. [9]According to the latest data from the Ministry of Civil Affairs, in the first quarter of 2022, the number of marriages and divorces in China was 2.107 million and 514000. From the perspective of divorce registration, 514000 couples were registered in the first quarter of this year, an increase of 218000 from the first quarter of 2021. The increasing trend of divorce rate in China has led to the fragmentation of many families. [3] Single parent families often only provide one-way fatherly or maternal love, causing the next generation to constantly struggle with the unstable life of a broken family, which can easily lead to gradually introverted personality, isolation, lack of communication, and a sense of inferiority. Unconsciously, they form an excessive sense of self-protection, and

then neglect to interact with others, leading to an increasingly serious marginalization trend, resulting in negative and suspicious emotions. [10] A portion of students from economically impoverished families are deeply lost, resulting in negative psychology such as confusion, anxiety, inferiority complex, and jealousy, gradually closing themselves off and forming a marginalized group among college students, which in turn leads to the formation of negative social attitudes.

B.   School Factors.

School education plays a crucial role in the formation of a personality. A school with profound cultural heritage subtly influences and infects every teacher and student, enhancing their sense of identification with the school, forming centripetal force and cohesion, thereby promoting campus construction and guiding students to strive for progress. However, higher education is no longer the same as the "nanny style" management in middle schools. [11]In addition, some high school teachers, seniors, and senior students are misled by the so-called "authentic style", which causes some students with weak self-control to lose their goals and go to the extreme of self relaxation after entering university. They lose interest in learning, even dislike learning, and tend to become "marginalized". Over time, negative emotions gradually develop in their hearts from being isolated. In addition, due to the formation of a sense of responsibility during the university stage, the marginalized group of college students is easily influenced by their peers in the life of the school dormitory, which manifests as losing themselves in thought, drifting with the flow in behavior, gradually trapped in the ivory tower of their own hearts, not wanting to make progress, unwilling to show others, and developing a negative mentality. Meanwhile, over the years, many schools have still struggled to break free from the cycle of exam oriented education and have not achieved a fundamental transformation from exam oriented education to quality education. [12]In the process of opening classes in universities, the formalization of mental health education courses is prominent, and many teachers use a "task oriented" teaching form to instill complex psychological concepts in order to achieve semester goals, which cannot fundamentally correct the negative self-awareness of marginalized groups of college students.

C.   Social Factors.

Obstacles to social competition adaptation and institutional barriers to social competition are important social factors that contribute to the formation of negative social attitudes among marginalized groups of college students. Firstly, social competition, as an inevitable state of market economy development, often leads to confusion and confusion among marginalized groups of college students in the fierce social competition. Some even experience constant troubles and anxiety, and their social experience is limited and insufficient. They lack a deep understanding of themselves and a comprehensive understanding of society. In the process of participating in social activities and facing social competition, It is highly susceptible to various difficulties and obstacles. In this fierce social competition, the self needs of marginalized groups of college students are difficult to meet, as well as the loss of personal interests, which may lead to the formation of their negative social mentality; They find it difficult to find a good job and achieve their goals and values under such institutional barriers, which often makes the marginalized group of college students more prone to negative social attitudes. [13] It can be seen that the impact of institutional barriers to social competition on the negative social mentality of marginalized groups of college students cannot be underestimated.

D.   Self Factors.

The internal factors that contribute to the formation of negative social attitudes among marginalized groups of college students, namely their own factors, can be mainly summarized into two parts: the impact of personality disorders and ability differences, as well as the impact of difficulty in meeting their own needs. Personality disorders are more common among marginalized groups of college students, and their formation is often related to their own growth experiences and life backgrounds. The marginalized groups of college students are often prone to various negative emotions such as anxiety and despair, unable to actively accept themselves, having low psychological resilience, unable to face difficulties and pressures soberly, and often entangled in the results of failure, easily falling into a cycle of self denial, causing interpersonal communication obstacles. [14] In addition, they are afraid to enter the psychological counseling room, and even if they muster up courage, they are mostly shy of speaking up, Ultimately, it leads to the emergence of negative attitudes among marginalized groups of college students. At the same time, when the self needs of marginalized groups of college students are difficult to meet, it can also lead to the emergence of negative social attitudes. The marginalized group of college students, like other college students, also aspire to become useful talents who can make their own contributions to society and achieve their life ideals. Most of them have strong self-awareness and do not want to rely on their parents and

friends. They want to independently contact society and participate in social activities. However, due to their immature psychology and weak social adaptability, their behavior, interpersonal communication, mental health, academic performance There are varying degrees of difficulties and obstacles in teacher-student interaction, and when these self needs fail to meet one's expectations, marginalized groups of college students are prone to developing negative social attitudes.

IV. SUGGESTIONS

A. Corrective Strategies under Family Factors

Family factors are one of the important factors that affect the social mentality of the marginalized group of college students in the new era, and have a profound impact on the healthy social mentality of the marginalized group of college students in the new era. For such situations, parents should use artificial intelligence technology to provide personalized learning resources and plans for children from marginalized groups, meet their different learning needs and interests, improve learning effectiveness and self-identity, pay attention to the cultivation of children's social and emotional abilities, enable children to correctly understand and handle the relationship between themselves, others, and society, integrate into the collective, rather than just focusing on the cultivation of learning abilities, Study for the sake of exams. Secondly, it is necessary to help all students establish correct consumption concepts. One of the important causes of "marginalized groups" is the wealth gap among students. Therefore, the most important method is to minimize the impact of the wealth gap on students. [15] Advocate for rational consumption among all students, avoid blindly following, do not pursue luxury products, do not show off their wealth, and bring the consumption level of various classmates closer, so that marginalized college students do not significantly feel the significant differences in material life, so that they can better integrate into the collective and remove the label of the periphery. Finally, insufficient parental nurturing ability can also lead to negative social attitudes in children. Emphasis should be placed on guiding parents' educational methods, in order to promote correct value guidance for their children, establish correct values, and strengthen psychological education for their children. Parents should enhance parent-child interaction with their children, replace material compensation with spiritual communication, reduce the erroneous educational concept of "either hitting or scolding", encourage children to express their own ideas, and explore more with them, Cultivate children's independent thinking ability and sense of responsibility, so that they can make the right choices independently and approach mainstream life in university, a place away from their parents. Promote them to develop good living habits, adapt quickly to group living in university, and reduce conflicts and friction with roommates or classmates. Under such a good family education, children can have a healthy social attitude and actively face society when they grow up.

B. Corrective Strategies under School Factors

Universities are a place to cultivate talents, and college students are the pillars of future society. Therefore, no student should be abandoned. As a relatively vulnerable group, marginalized groups should receive more attention from universities. In the era of artificial intelligence, the focus of professional teaching in universities is no longer on acquiring unique knowledge, skills, and methods required for future careers, but on possessing reasonable values, strong innovative thinking, and the ability to learn independently. Professional courses, general education courses, intelligence courses, and the field of intelligence should be gradually integrated to cultivate knowledge of edge group intelligence among college students in the new era, such as making intelligent robots Design smart furniture, etc., to exercise the innovation awareness and independent thinking ability of the marginalized group of college students, and improve the positive social mentality of the marginalized group of college students. Firstly, it is necessary to create a harmonious and stable campus environment. It is said that universities are a small society. In the current era of globalization, diverse cultures from various countries are mixed, and the marginalized group of college students is particularly affected by their outlook on life. University educators should be vigilant, strengthen the allocation of student clubs and faculty, and build a campus platform that integrates student ideological education, entertainment activities, learning activities, and teacher-student dialogue, Provide channels for communication and exchange between students and teachers, allowing teachers to proactively understand college students with signs of marginalization, provide timely guidance and education in various aspects, and improve the psychological counseling institutions of universities. Actively carry out psychological counseling activities and appropriate psychological intervention mechanisms to prevent signs of marginalization among college students. In the new era, universities should build a stronger education system that integrates knowledge imparting ability, quality cultivation ability, and value shaping ability in practice. Adhering

to the purpose of cultivating morality and cultivating people, they should cultivate high-quality new era college students who are positive, proactive, and proactive, and reduce superficial negative work styles such as following procedures and formalism. [16] By organizing various time blocking projects such as poetry recitations and speech competitions, more college students can participate. At the same time, it is necessary to strengthen the incentive efforts, so that more students have the opportunity to be encouraged and praised, and thereby promote the upward mindset of the marginalized group of college students. [17] By improving the learning environment, the negative attitude of the marginalized group of college students towards learning can be gradually changed, and the words, deeds, and teachings of excellent teachers can become benchmarks on the growth path of students, achieving a process from marginalization to de marginalization.

C. Corrective Strategies under Social Factors.

The marginalized group of college students in the new era with negative social attitudes should form a correct worldview and outlook on life. In the fierce social competition, their own value should not be judged by the benefits they gain. Using technologies such as virtual reality and role-playing to showcase positive role models and successful cases for marginalized students, inspiring their initiative and confidence. Firstly, the marginalized group of college students should understand that measuring a person's achievements and value is not entirely based on money. The manifestation of a person's value includes both economic and cultural factors, and it requires a comprehensive evaluation of various factors to assess a person's value. [18]To learn to view oneself from a multidimensional perspective and discover one's shining points. Secondly, the marginalized group of college students should gradually transform their original sensitive psychology. Even if they repeatedly suffer setbacks in fierce social competition, they should continue to strive and strive, have a brave and strong heart, and not give up easily. Once again, the marginalized group of college students should form a scientific employment perspective. [19]In the current situation of fierce social competition, it is necessary to recognize the current form of employment in China. Social competition, in a certain sense, is also a competition for talent. Therefore, the marginalized group of college students should strengthen their understanding of the field of work and clarify what aspects of preparation are needed for employment. In this way, it can reduce the confusion of the marginalized group of college students in the field of employment, thereby alleviating the negative social mentality of the marginalized group of college students. [20]

D. Corrective Strategies Based on Personal Factors.

In the era of artificial intelligence, there will be many new opportunities for ideological transformation. The marginalized group of college students with negative social attitudes should first recognize reality, have a correct understanding of themselves, continuously learn new skills such as programming and data analysis, while cultivating interdisciplinary thinking, integrating knowledge and skills from different fields, and paying attention to the latest development trends of artificial intelligence technology, in order to timely challenge learning directions and career planning, Enhance self-control and the ability to adapt to negative emotions, so as to go further on the path of future life development; Efforts should be made to cultivate one's good psychological qualities. When encountering difficulties and failures, one should analyze and think correctly, face them with a positive and optimistic attitude, and better understand oneself; The cultivation of a positive social mentality among the marginalized group of college students requires the guidance and cultivation of correct core values in society. The correct core values in society can condense a positive social mentality and fundamentally help the marginalized group of college students generate confidence in their values. [21]The marginalized group of college students should also learn to accept themselves unconditionally, accept their true selves, and recognize that everyone has their own weaknesses and weaknesses, as well as their own strengths and weaknesses. You cannot doubt all of your abilities just because you have a deficiency in one aspect of your abilities. You need to evaluate yourself correctly. When the marginalized group of college students encounters personality disorders, they should enhance their self-confidence and shape a positive and upward mindset. A person's changes always come from the inside out. [22] Everyone is guarding a door that opens from the inside out. The famous psychologist Berkowitz believes that "pain often leads to anger, and the stimulation of pain leads to a negative emotional state." Therefore, a complete change must be related to inner firm confidence. When inner confidence gradually becomes firm, it will naturally eliminate pessimism. The cultivation of self-esteem, self-confidence, rationality, peace, and positive social mentality among the marginalized group of college students is also inseparable from social psychological services and guidance. [23]Faced with the marginalized group of college students in universities, teachers should strengthen their humanistic care, be good at listening to their voices, pay attention to the development of the personality of the marginalized group of college students, guide the marginalized group of college students to

actively adapt to the mainstream group, and enable the marginalized group of college students to truly obtain a sense of security Happiness.

V. CONCLUSION

Based on the analysis of survey questionnaire data, the following conclusions have been drawn: firstly, there is a significant gender difference in the scores of social emotions among the surveyed marginalized group of college students in the new era (t=5.01, p<0.001). Men's healthy social emotions score (M=3.36) is significantly higher than women's healthy social emotions score (M=3.08), and more attention should be paid to women's emotional counseling; There is a significant gender difference in the score of social behavioral tendencies (t=5.01, p<0.001), with women's social behavioral tendencies score (M=5.07) significantly higher than men's social behavioral tendencies score (M=4.85). Secondly, there are significant differences in the scores of social needs (t=-4.14, p<0.001), social cognition (t=-2.83, p<0,01), and social emotions (t=-3.49, p<0.1) among marginalized groups of college students from different disciplines. In terms of social needs scores, the marginalized group of science and engineering college students (M=3.49) is significantly higher than the marginalized group of humanities and social sciences college students (M=3.39); In terms of social cognitive scores, the marginalized group of science and engineering college students (M=4.04) is significantly higher than the marginalized group of humanities and social sciences college students (M=3.93); In terms of social emotional scores, the marginalized group of science and engineering college students (M=3.24) is significantly higher than the marginalized group of humanities and social sciences college students (M=3.15). Thirdly, a post hoc comparison was conducted on the differences in social attitudes and grades among marginalized groups of college students in the new era. In terms of social needs scores, fourth year students were significantly higher than first year students; In terms of social cognition scores, both third and fourth year students were significantly higher than first year students, while fourth year students were significantly higher than third year students; In terms of social emotional scores, senior students are significantly higher than freshmen; In terms of social values, senior students are significantly higher than freshmen, sophomores, and juniors, and junior students are significantly higher than freshmen; In terms of social behavior tendency scores, sophomore, junior, and senior students are significantly higher than freshmen, while senior students are significantly higher than junior students. In the face of a survey questionnaire on the social mentality of marginalized groups of college students and its analysis of the reasons, this article believes that family factors, school factors, social factors, and self factors should be taken as the research basis, and artificial intelligence should be used as the starting point to propose targeted suggestions for cultivating positive social mentality of marginalized groups of college students.(1) Artificial intelligence can enhance the academic achievements of marginalized groups of college students. Artificial intelligence technology can track and analyze the learning behavior and methods of edge group students, gain a deeper understanding of their cognitive and behavioral habits, and provide them with more personalized teaching support and feedback.[24] With the assistance of artificial intelligence technology, students from marginalized groups can independently master subject knowledge, better utilize the educational resources provided by the school, achieve better academic results, and cultivate a positive social mentality.(2) Artificial intelligence can assist marginalized groups of college students in making career plans. Through technologies such as natural language processing and data mining, artificial intelligence can provide more accurate career planning and employment information for students from marginalized groups, helping them better understand market dynamics and career development directions. [25]Artificial intelligence can also provide more personalized training and guidance for students from marginalized groups, improve their employment competitiveness and career development ability, and help them develop a positive social mentality. (3) Artificial intelligence can cultivate the social responsibility and creativity of marginalized groups in college students. Nowadays, artificial intelligence technology is increasingly focusing on guiding students from marginalized groups to participate in social services and public welfare, encouraging them to engage in social undertakings, initiate innovative creativity and public welfare projects, and cultivate their sense of social responsibility and creativity. Artificial intelligence can also simulate real work scenarios, providing edge group students with more realistic career experiences and simulation practices, helping them gradually adapt to future work environments, and thus promoting edge group students to have a positive social mentality.

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