

The Proposal and Application of the Concept of “Meta-Integration”—Taking the Analysis of the Psychological Mechanism of Game Addiction as an Example

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Abstract

With the development of science and technology and continuous social progress, the material living space of individuals (referring to objective reality) has gradually expanded. As a reflection of the material world, conscious activities have also become increasingly complex and diverse. The “cognitive unit” of an individual is formed through the logical construction of perceptions of the material space at the conscious level. Furthermore, “cognitive units” can be constructed into a “cognitive organic whole” through certain logical connection methods. To maintain balance and stability in dynamic interactions with the environment, it is necessary for the “cognitive organic whole” to remain in a harmonious state. In response, the article proposes the “meta-integration” theory. As a cognitive adjustment method, “metaintegration” can promote the smooth operation of the “cognitive organic whole” by changing the logical connection methods within and between “cognitive units,” thereby breaking through cognitive dilemmas. With the development of science, technology and the internet, the scope of individuals' conscious activities has expanded to the virtual space. If the effective cognitive construction of perceptions of the virtual world cannot be achieved at the conscious level, cognitive dilemmas may arise, which are externally manifested as the problem of online game addiction. This article provides an in-depth interpretation of the concept of “metaintegration” and illustrates its application adaptability through its mechanism of action in solving the problem of game addiction.

Keywords

meta-integration, organic wholism, meta-cognition, integration, game addiction

1. Introduction

With the development of science, technology and the internet, many people are addicted to the virtual online space, leading to the problem of “game addiction”. Excessive indulgence in online games affects the continuous and stable physical and mental development of people and further negatively impacts their real-life conditions. Furthermore, the negative feedback caused by poor real-life conditions intensifies people’s dependence on online games, trapping them in a “vicious circle”. The emergence of the “game addiction” problem in people is driven by complex psychological mechanisms, which reflect the lack of various “psychological adjustment” abilities behind it, such as the ability to generate a “self-concept”, psychological resilience and social adaptability. People can enhance various “psychological adjustment abilities” by improving their “cognitive adjustment ability”, thereby preventing the occurrence of game addiction. On this basis, this paper puts forward the concept of “metaintegration”, which explains that as an advanced cognitive

adjustment method, it can improve people's "psychological adjustment abilities" through "cognitive construction", enabling people to maintain physical and mental stability and self-consistency in the process of interacting with the environment. In the process of concept definition, this paper is based on the cognitive structure of people, illustrating that the "meta-integration" method can promote the smooth operation of the "cognitive organic whole" by changing the logical connection mode between "cognitive units" to maintain the stability of people's state. In addition, in the process of application explanation, the paper emphasizes that the "meta-integration" ability can prevent the problem of game addiction by promoting the formation of multiple psychological adjustment abilities. Moreover, it has universal adaptability in solving psychological or behavioral problems caused by "cognitive dilemmas".

2. The Proposal of the Concept of "metaintegration"

2.1 The Composition of Cognition

"Cognition" refers to the understanding and perception of one's own ideological state, formed when the understanding of objective things is logically constructed at the conscious level. Here, logic refers to the connection mode between cognitive units. The microcomponents of cognition can be called "cognitive units". A cognitive unit is a relatively complete unit of conscious construction. Cognitive units are not unchangeable or indivisible; instead, they constantly combine and change in the flow of consciousness (Klinger, 1978). Macro "cognitive units" can be called "mother units", whereas micro cognitive units can be called "child units". The cognitive units interact with and are compatible with each other. Each cognitive unit can serve as a "mother unit" that contains several "child units" and can also act as a "child unit" that is included in different "mother units". Therefore, cognition is an organic whole composed of "cognitive units" connected by logic.

Cognition, as an "organic whole", shares common characteristics with the whole in "organic holism" (Chen, 2022). In "organic holism", an organic whole is an indivisible unity composed of several primitives that are interconnected and coordinated. Among them, the interior and exterior of primitives, as well as parts and the whole, are unified, coordinated and mutually inclusive. In terms of the spatial composition of primitives, "organic holism" is based on "panexperientialism", which holds that the basic constituent units of an "organic whole" are composed of creative and experiential events, including consciousness and the process of consciousness generation. Correspondingly, a cognitive unit acting as a "mother unit" is also constructed by the child units it contains and constantly changes with the variation of the connotation of "child units" and the logical connection mode between them. In terms of the concept of time, under the guidance of "organic holism", the concept of time is influenced by "nonsensory intuition". "Nonsensory perception" holds that the relationship between consciousness and experience is not that experience, as we observe it, takes consciousness as a prerequisite, but that consciousness takes experience as a prerequisite. Correspondingly, in the "cognitive whole", the generation of new "cognitive units" is influenced by the construction mode of the original cognitive whole and may also cause certain changes to the original cognitive whole. Among them, "space" and "time" interact continuously and shape each other dynamically. With the passage of time, new "experiences" are generated and integrated into the "stream of consciousness" (Hammadi, 2023; Neumann, 2015). To construct a new "cognitive organic whole", the original "cognitive organic whole" will be partially or completely reduced, reconstructed into "cognitive units" according to specific logical connection modes, and then combined into a whole. The new cognitive organic whole will be compatible with the new "experiences". At the same time, the construction of the new "cognitive organic whole" in terms of space also reflects the passage of time and the changes in the "stream of consciousness".

To maintain balance in the process of dynamic interaction with the environment and promote continuous and stable physical and mental development, it is necessary to keep the "cognitive organic whole" in a harmonious state, promote its smooth and effective operation, and avoid the phenomenon of dual opposition between "cognitive units".

2.2 Conceptual Definition of "Metaintegration"

"Metaintegration" refers to the adjustment and reconstruction of logical chains to achieve coordination and balance between "cognitive units", thereby enabling the smooth operation of the cognitive whole. Its external

manifestation is the ability to maintain both the self-consistency of one's own state and adaptability to the external environment simultaneously.

In terms of operation, "metaintegration" refers to the organic combination of "metacognition" and "integration", enabling the achievement of dynamic balance in the interaction between the self and the environment.

2.2.1 Connotation and Mechanism of "Meta-cognition"

"Metacognition" reflects the ability to represent, monitor and control psychological functions, enabling the evaluation of the quality of one's own choices, actions and performance. It also allows timely adjustment of current behaviors and optimization of future decisions when there is a lack of external feedback (referring to obvious psychological or behavioral disorder responses here) (Efklides & Misailidi, 2010). When combined with the "cognitive organic whole" theory, it can be understood as avoiding the "dual opposition" between cognitive units and promoting the smooth operation of the cognitive whole by adjusting the logical connection modes within cognitive units and between cognitive units.

The mechanism of action of "metacognition" is divided into three steps. First, the formation of "metacognitive knowledge" is needed. "Metacognitive knowledge" refers to the continuous adjustment of logical connection modes during the process of self-reflection to ensure the smooth operation of one's own "cognitive organic whole" as much as possible. Effective "metacognitive knowledge" is manifested in the ability to clarify the relationship between oneself and the external environment on the basis of one's own cognition and to provide reasonable feedback when receiving stimuli from the external environment. Second, "metacognitive monitoring" is needed. After receiving external stimuli, new "cognitive units" are formed and integrated into the "cognitive organic whole". It is necessary to identify potential cognitive bias problems caused by improper logical constructions by exploring the logical connection modes within the new "cognitive units" and between the new "cognitive units" and the original "cognitive units" and making timely preparations for "cognitive adjustments". Finally, "metacognitive regulation" must be carried out. "Metacognitive regulation" refers to adjusting the logical connection modes related to "new cognition" to make the cognitive whole reach a harmonious state again. Furthermore, this enables the "cognitive organic whole" to maintain balance in a dynamic state.

2.2.2 Connotation and Mechanism of "Integration"

"Integration" refers to the ability to integrate scattered and fragmented elements into a harmonious and coherent whole to achieve the balance and adaptation of psychological functions. In the "meta-integration" operation process, "integration" can be divided into three links. The first link refers to the transmission of external environmental stimuli into cognition to form "cognitive units" and the construction of a smoothly operating "cognitive organic whole" by activating the regulatory function of "metacognition". The second link refers to the combination of cognition and action. It enables the guidance of action by cognition and the awareness of internal cognition reflected in action to achieve a state where cognition and action cooperate effectively. The third link refers to the combination of one's own state and the external environment. Through perceiving the effects generated after one's own actions act on the external environment, new "cognitive units" are produced, and then the next step of action is guided through the action path from cognition to behavior. The above three integration links do not proceed in sequence but interact with each other and cycle repeatedly, enabling the continuous maintenance of dynamic balance with the environment.

In summary, "meta-integration" is a cognitive adjustment method oriented toward promoting the smooth operation of the "cognitive organic whole". It needs to be realized through the organic combination of "metacognition" and "integration" mechanisms and can enable the maintenance of internal self-consistency and an external harmonious state in the process of dynamic interaction with the environment.

3. Application Verification (Theoretical Analysis of the Cases)

This article introduces the concept of "metaintegration", which explains that as a cognitive adjustment ability, "metaintegration" can first be transformed into several psychological adjustment abilities and then used to solve the "cognitive dilemmas" caused by the poor operation of the "cognitive organic whole".

This study identifies the widely occurring problem of game addiction from existing cognitive dilemmas in the internet era, identifies several psychological adjustment abilities related to the problem of game addiction, and identifies abilities such as self-concept generation, psychological resilience, and social adaptability. This study selects these three abilities because they conform to the discussion logic of the “meta-integration” concept (Bhagat et al., 2020; Canale et al., 2019; Green et al., 2020, 2021; Jeong & Kim, 2011; Leménager et al., 2013; Melodia et al., 2022; Ramirez, 2012).

“Metaintegration” refers to the process where the understanding of objective things is first reflected in consciousness and then logically constructed to form a “cognitive organic whole”. Among this process, the most direct result of the logical construction of consciousness is the concept at the cognitive level, which is the “self-concept”, followed by the psychological feelings brought by this cognitive construction method, which is “psychological resilience”. Finally, the externalized behavioral performance, which can also be understood as the life state, namely, “social adaptability”.

3.1 Ability to Generate a “Self-concept”

3.1.1 Theoretical Interpretation

“Self-concept” refers to the holistic cognition of one’s own personality, abilities, values and identity. The ability to generate a “self-concept” refers to the capacity to form rational evaluations of one’s own traits in various aspects through comparisons with different social groups at different life stages and, on this basis, develop stable motivation for development to maximize the realization of one’s own value (Yu & Du, 2009). The process of cultivating the ability to generate a “self-concept” through the “meta-integration” method is reflected in the ability to develop strengths and accept shortcomings on the basis of self-identity, thereby forming the capacity to evaluate one’s own traits and make clear judgments on the direction of development.

3.1.2 Formation Mechanism

The process of cultivating the ability to generate a “self-concept” through the “meta-integration” method is reflected in the following steps. During the process of cultivating the ability to generate a “self-concept”, the “cognitive units” that constitute the overall “self” cognition can be called “trait points” and “standard points”. “Trait points” refer to the evaluations and understandings of one’s own actual traits formed through social comparison. “Standard points” refer to the evaluations of the objective standards that one should achieve, formed through social comparison (Liu, 2021). First, multidirectional development can be pursued. External “objective standards” are transformed into internal “development anchors” to provide directional guidance for development. Second, since social groups also conduct comparisons driven by different social standards, the relative relationship between oneself and the group can be identified in this process, as can one’s relative advantages and relative disadvantages (Xing & Yu, 2005). Finally, on the basis of self-identity, strengths need to be brought into play; on the basis of self-acceptance, the negative impacts caused by disadvantages need to be reduced. This helps form a dynamic balance between the self and the group, maintains room for realizing self-value at all times, and maximizes the value contributed to the social environment.

The application of the “meta-integration” method is reflected in the establishment of specific logical connection modes in cognition. If it is considered that “the setting of objective standards inspires the exertion of more value”, then “standard points” can be transformed into “trait points”. Therefore, advantages are continuously promoted on the basis of self-identity, and the impacts caused by disadvantages are weakened. However, if one’s ability is considered to meet the needs of the object in the future and to make oneself conform continuously to the object, then when objective standards continue improving and become unattainable, a phenomenon of dual opposition may arise between “constantly rising objective standards” and “personal traits being unable to meet the standards”—that is, the dual opposition between “trait points” and “standard points”. This may lead to a sense of self-denial and the belief that one cannot realize one’s own value.

In the virtual space, personal traits and objective environmental conditions are not restricted. The objective environment can be constantly changed, enabling the achievement of conformity with objective standards. The personal traits of one’s virtual avatar can also be constantly adjusted to continuously meet the needs of the objective environment. In this case, although the ability to generate a “self-concept” is not strong, “personal traits” can always conform to “objective standards”, resulting in an unrealistic sense of self-identity and a sense of value. This leads to indulgence in the online space and the emergence of the problem of game addiction.

3.1.3 Regulatory Effect

The ability to generate a sound “self-concept” can be cultivated through the “meta-integration” method, thereby preventing the occurrence of the problem of game addiction. If the problem of game addiction has already emerged, a sound ability to generate a “self-concept” can also be developed to foster positive psychological and behavioral performance, thus resolving the problem.

After the formation of “objective standards” in the virtual world—i.e., the formation of standards for winning in game scenarios—characteristic equipment or skills should not be constantly changed according to the needs of the objective scenario, nor should game scenarios be constantly switched on the basis of the settings of one’s own virtual character. To maintain the original game scenario, virtual characters need to achieve self-improvement and progress at the skill level. Alternatively, through multiplayer games, the level of one’s own character can be evaluated through comparison to achieve skill progress. Therefore, the virtual space can serve as an extension of the real space, allowing rational views on online games and preventing the formation of the problem of game addiction.

3.2 Psychological Resilience

3.2.1 Theoretical Interpretation

“Psychological resilience” refers to the ability to quickly recover, maintain a positive psychological state, and gain growth when facing adversity, pressure, or trauma (Li & Zhang, 2006). The process of applying the “meta-integration” method to cultivate “psychological resilience” is reflected mainly in the ability to transform external pressure into internal motivation through cognitive adjustment, thereby maintaining a stable spiritual core and effectively responding to the external pressure environment.

3.2.2 Formation Mechanism

According to “ecosystem theory”, entities exist within five nested environmental systems, namely, microsystems, mesosystems, exosystems, macrosystems, and chronosystems. These five systems interact with each other, jointly influencing psychological states and behavioral patterns and shaping the growth process. In the context of “psychological resilience”, the “cognitive organic whole” includes a comprehensive understanding of stress factors in multiple external environments and internal potential (Nie, 2021). Therefore, “cognitive units” can be divided into two categories: “stress sources” and “motivation sources”. A “stress source” refers to reflection in consciousness of external events that may trigger negative emotions such as trauma and pressure. A “motivation source” refers to the awareness of the internal potential to cope with external stress events. Under the guidance of the “meta-integration” method, the mechanism of “psychological resilience” enables the transformation of “stress sources” into “motivation sources”, thereby achieving continuous and stable growth.

The “meta-integration” method can promote better operation of the “psychological resilience” mechanism. It cultivates internal motivation and shapes a stable spiritual core through the steps of “stress perception”, “motivation activation”, and “postadversity growth”. First, negative emotions caused by adversity shocks can be perceived, and the “stress sources” triggering such emotions can be traced back. Second, through thinking and analyzing “stress sources”, the perspective of thinking can be shifted to identify internal capabilities that can resolve external stress events. That is, under the drive of “stress sources”, “motivation sources” can be retrieved and identified. Finally, by converting pressure into motivation, the internal potential in “motivation sources” can be fully exerted to achieve mental balance under pressure. Furthermore, confidence is enhanced in the process of self-growth, and a positive understanding of self-potential is gained, thus achieving “postadversity growth”.

If the “meta-integration” method is improperly applied, irrational logical connection modes will be formed during cognitive construction. Specifically, when the “meta-integration” method is properly applied, tracing back external “stress sources” is regarded as a way to inspire internal motivation and activate internal “motivation sources”. Furthermore, the full use of internal potential enhances confidence and improves the ability to cope with pressure. In this case, “stress sources” and “motivation sources” transform into each other and achieve balance in a dynamic state. If the “meta-integration” method is improperly applied, the internal motivation can be obtained only by eliminating external pressure. Therefore, activating internal “motivation sources” aims to eliminate external “stress sources”. This will shift the focus to changes in the external

environment rather than concentrating on self-improvement. In this scenario, when internal “motivation sources” surpass external “stress sources”—that is, when the activation of internal potential resolves stress events—positive psychological feelings will be experienced. However, when “stress sources” surpass “motivation sources”, a lack of internal motivation and the resulting sense of helplessness will be felt. In other words, dual opposition occurs between the need to enhance internal “motivation sources” and the expansion of external “stress sources”. This prevents the restoration of motivation in environments such as trauma and pressure and hinders the formation of strong “psychological resilience”.

The inability to form strong “psychological resilience” leads to indulgence in virtual space and the problem of online game addiction. In the virtual space, there is no need to proactively activate internal “motivation sources” to resolve external “stress sources”. Online games match appropriate game scenarios and difficulty levels on the basis of the level of ability and the development of potential, thereby ensuring that “motivation sources” surpass “stress sources”. In this way, internal motivation and confidence in one’s own abilities can be obtained. However, this is not based on strong psychological resilience but rather a false psychological feeling created by games for those lacking psychological resilience. This makes up for the sense of discomfort experienced in real life, thereby triggering the problem of game addiction.

3.2.3 Regulatory Effect

Strong psychological resilience can be formed through the “meta-integration” method, thereby preventing the occurrence of the problem of game addiction. Moreover, the problem of game addiction can be resolved by developing strong psychological resilience. For example, many games are designed with a “reward mechanism”. Driven by this mechanism, game players barely experience the sense of frustration caused by game failure but often feel the excitement and pleasure brought about by winning game challenges. These feelings lead to indulgence in the virtual online space and result in game addiction. To solve this problem, a shift in the attribution mode may be needed. In the state of game addiction, obtaining game rewards is considered to be the result of activating internal potential to eliminate the external pressure environment. This will intensify the expectation for changes in “stress sources” in the environment and keep one indulged in the pressure environment created in games that can always be “surpassed”. If strong psychological resilience can develop, obtaining game rewards should be regarded as the result of activating internal “motivation sources” and constantly surpassing oneself. This will stimulate subjective initiative and cultivate stronger internal motivation. Therefore, the problem of game addiction can be resolved by developing psychological resilience.

3.3 Social Adaptability

3.3.1 Theoretical Interpretation

“Social adaptability” refers to the ability to adjust one’s own behavioral patterns to maintain a state of relative integration with the social environment when in different social systems while gaining an internal sense of happiness and satisfaction (Li et al., 2021). As the internal driving force for the development of “social adaptability”, the “meta-integration” method enables the acquisition of skills to balance “self-will” and “others’ will”, thereby realizing common interests with others on the basis of maintaining multiple social relationship systems.

3.3.2 Formation Mechanism

In different types of social systems, social “schemas” are formed through the “assimilation-accommodation” mechanism in cognition. As a cognitive adjustment method, “metaintegration” can promote the operation of the “assimilation-accommodation” mechanism under the guidance of “social interest theory”, thereby cultivating “social adaptability”.

According to the assimilation-accommodation mechanism in Piaget’s cognitive development theory, a schema is a “mental framework” or “cognitive template” formed through long-term cognitive activities, which is used to understand and respond to the external world. “Assimilation” refers to the incorporation of new information or experiences into one’s existing and mature schemas. “Accommodation”, on the other hand, refers to the adjustment, modification, or even reconstruction of original schemas to adapt to new experiences. The purpose of “assimilation” and “accommodation” is to achieve balance, meaning that one’s “cognitive schemas” can adapt to the constantly changing external environment. In the context of social systems, a social “schema” refers to the understanding of “self-will” and “others’ will”. “Assimilation” here means transforming

others' will to conform to one's own will, whereas "accommodation" means changing one's own will to align with others' will (Lang, 2011).

Under the guidance of social interest theory, the cultivation of social interest is required—a psychological tendency to identify with others, sympathize with others, cooperate with others, and contribute to the well-being of the collective (Li & Pan, 2015). First, after social "schemas" are established, it is necessary to balance "self-will" and "others' will" and realize common interests. Second, it is essential to recognize that although "personal needs" and "others' needs" arise simultaneously, they are not necessarily contradictory. Since individuals and others coexist in social systems, "meeting others' needs" can reflect the value of one's existence, whereas the satisfaction of one's own needs relies on "the role of others". Therefore, the process of alternating "assimilation" and "accommodation" must be carried out on the premise of the survival of the "social system". At the conscious level, the state of abandoning one's own will to meet others' will is called "accommodation", and the state of transforming others' will to meet one's own will is called "assimilation". The purpose of "assimilation" and "accommodation" is to achieve the harmonious coexistence of self-will and others' will. Finally, in a dynamically changing social environment, constant assimilation and accommodation are needed to achieve a balanced state of social schemas, which runs through different life stages. This enables the maintenance of harmonious social relationships and joint development with others (Zhang, 2011).

The purpose of "assimilation" and "accommodation" is to achieve a balanced state of social "schemas", which results in an internal sense of happiness and satisfaction (Zarski, 1981). "Assimilation" and "accommodation" need to be carried out alternately to achieve the balance of social "schemas". Conversely, failure to do so may lead to dual opposition between "cognitive units" and the formation of cognitive dilemmas, thereby triggering the problem of game addiction. For example, if it is believed that internal balance can be achieved only by constantly accommodating others' will, dual opposition between "self-will" and "others' will" may arise, resulting in a sense of deprivation and helplessness due to unmet "self-needs". Alternatively, if it is believed that internal balance can be achieved only by constantly assimilating others' will, dual opposition may also occur, leading to the continuous expansion of "self-needs" and dissatisfaction when others fail to meet these needs.

In the virtual game space, the game system matches game scenarios that align with one's interest orientation and skill mastery. In this case, automatic acceptance into the online space and a sense of security in integrating into the social environment can be obtained without the need for active attempts in real life. In the online space, there is essentially no need to "accommodate" others' will, and the environment can be "assimilated" according to one's own will. This mechanism allows temporary escape from the dual opposition of social "schemas", leading to indulgence in the virtual online space and the emergence of game addiction.

3.3.3 Regulatory effect

Therefore, good "social adaptability" can be cultivated through the "meta-integration" method, thereby preventing the occurrence of the problem of game addiction or resolving the problem of game addiction. However, the failure to develop good social adaptability may lead to indulgence in online games.

During the process of participating in online games, relatively fixed real-life players can be matched as game partners. Several players can form a social relationship system in the virtual world. To enhance team cohesion and jointly complete the tasks of passing levels and upgrading, others' will can be "assimilated" to conform to one's own will, or "one's own will" can be transformed to align with "others' will", thereby meeting others' needs. Therefore, by developing good "social adaptability", the virtual online space becomes an extension of the real space, and there is no need to obtain a sense of security and happiness through indulging in online games (Hammond, 2015).

4. The Applicability and Scope of Application

As a high-level psychological adjustment ability, "metaintegration" can be used to overcome "cognitive dilemmas", thereby achieving cognitive upgrading. In other words, the ability of "metaintegration" has broad adaptability in solving the problem of "cognitive dilemmas". A "cognitive dilemma" refers to a type of psychological and behavioral problem caused by cognitive biases. From the perspective of internal structure analysis, a "cognitive dilemma" is a state where overall cognition fails to operate effectively and thus falls into

a dilemma—this is caused by the inability to construct logical chains effectively, which leads to the formation of dual opposition between “cognitive units” due to their failure to coordinate.

The ability of “meta-integration” is not a specific means or approach to solve problems but rather a relatively macro methodology that can be applied throughout the problem-solving process. By retrieving the external environment where the problem occurs and the corresponding psychological and behavioral responses, the logical connection mode between the environment and individual responses can be identified. Through further deduction of this connection mode, the cognitive pattern and the “regulatory mechanism of cognition on behavior and psychology” can be understood. If the ability of “metaintegration” is not strong, a stable and positive cognitive pattern cannot be formed, and the effectiveness of cognition in regulating individual responses cannot be ensured.

By improving the ability of “meta-integration”, the cognitive level can be promoted according to specific situations, and the regulatory ability of cognition on individual psychology and behavior can be enhanced (this action path is similar to “cognitive behavioral therapy”) (Ryum & Nikolaos, 2024), thereby breaking through cognitive dilemmas.

5. Conclusion

This article proposes the concept of “metaintegration” and conducts theoretical interpretation and practical path exploration. First, the article clearly defines “metaintegration” as a comprehensive cognitive adjustment method with dynamic balance, which is based on the “cognitive organic whole” as the theoretical foundation and takes “metacognition” and “integration” as operational mechanisms. It can solve the “cognitive dilemmas” formed by the disharmonious state of the “cognitive organic whole”. Second, as an external manifestation of cognitive dilemmas, the analysis of the causes of game addiction and the exploration of solutions can prove the application adaptability of “metaintegration” in solving “cognitive dilemmas”.

In conclusion, the “meta-integration” method can promote the smooth operation of the “cognitive organic whole” by constructing logical connection modes between “cognitive units”, thereby promoting its stability and harmony. However, although the “meta-integration” theory is comprehensive and dynamic, there is still room for optimization. In the process of theoretical construction, facing a social environment with the integration of diverse cultures, “metaintegration” needs to promote cognitive adjustment in various cultural environments. In addition, in the process of practical application, it is necessary to strengthen empirical research on the “meta-integration” theory. Future research needs to comprehensively examine the life stages and real-life situations of the subjects and construct a strong social support system to promote the cultivation of the ability of “meta-integration”. The theoretical depth and application adaptability of the “meta-integration” method still need to be further improved.

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Conflicts of Interest

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