

Psychological Health Education for College Students from the Perspective of Positive Psychology

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Keywords: Positive psychology, college student education, psychological health education

Abstract: Psychological education has always been a focal point in Chinese university education. To better carry out related work and ensure that college students have positive and healthy psychological qualities on the basis of academic knowledge, positive psychology education has been introduced in Chinese universities. Based on years of academic experience, the author addresses the deficiencies in psychological health education in Chinese universities and analyzes the significance of implementing positive psychology in higher education institutions. Furthermore, specific optimization strategies are proposed to assist universities and frontline educators in China.

In the face of the increasingly complex social situation, contemporary Chinese college students are confronted with various pressures, leading to numerous psychological health issues. Traditional psychological education often focuses on identifying the causes of students' mental health problems. However, with the help of positive psychology, it is possible to identify the causes of students' psychological issues and provide relevant guidance, effectively addressing the psychological problems of Chinese college students. Therefore, it is necessary for universities in China to continuously develop research and education on positive psychology to better assist college students.

1. Analysis of the Basic Theories of Positive Psychology

1.1 The essence of positive psychology

Positive psychology believes that although psychological qualities cannot add strength to individuals, the emergence of psychological problems reminds people to transform themselves, explore their potential, and pursue a whole new self. Positive psychology can tap into individuals' potential positive strengths, enabling them to have a better quality of life. Statistics show that 95% of human neurons are unused, indicating a vast space for human wisdom to be explored. From the perspective of positive psychology, every individual possesses unique outstanding qualities, and thus, there is a need to study positive psychology and apply it to one's future development.[1]

1.2 The content of positive psychology

Positive psychology encompasses various aspects and should be approached from multiple

angles. Firstly, positive character traits, such as wisdom, kindness, bravery, fairness, self-discipline, and excellence, are considered the true manifestations of positive qualities in human beings, as mentioned in religious texts like the Bible, Quran, and philosophical works such as Laozi's "Dao De Jing." Traits like creativity, curiosity, insight, honesty, tolerance, bravery, and humor are extensions of positive character traits and bring forth various positive emotions.

2. The Value of Positive Psychology in College Student Psychological Health Education

2.1 Comparison between positive psychology and traditional psychology education methods

Traditional psychology focuses on problem elimination, identifying deficiencies in individuals to prevent and eliminate problems. Positive psychology inherits the core essence of humanism and scientific psychology, making certain modifications and supplements to traditional psychology. For instance, positive psychology advocates that individuals should possess the ability to resist mental disorders, thus allowing their outstanding qualities to shine and achieve self-breakthroughs.

2.2 Analysis of the value of positive psychology in college student psychological health education

The implementation of positive psychology in higher education has profound implications for college student psychological health education. It essentially covers all character traits of college students during adolescence, and its objectives are clear. Positive psychology believes that individuals without psychological problems are not necessarily healthy or happy, even if they have a seemingly happy life. It emphasizes the exploration of students' inner abilities and positive qualities. This repositions psychological health education in higher education institutions and aligns with the new concept of encouraging college students to approach their academic and personal lives with a relaxed, positive, and happy attitude. It encourages them to pursue happiness, appreciate themselves, and cultivate self-confidence, ultimately realizing their personal value.[2]

3. Deficiencies in Psychological Health Education in Chinese Universities

3.1 Lack of clear objectives in psychological health education

Psychological health education in Chinese universities currently focuses mainly on addressing students' daily confusion in studying and living, such as how to get along with roommates or cope with academic difficulties. While this approach provides some assistance to students' mental health, it lacks the psychological education that fosters various positive qualities in students. Additionally, psychological health education in universities often lacks proactivity, with most institutions only providing counseling services to students when they encounter problems or confusion. However, introverted students or those with certain psychological barriers often lack initiative and struggle to seek help actively, which can ultimately lead to obstacles in their mental health and hinder their overall well-being.

3.2 Outdated educational philosophies among educators

Some educators involved in psychological health education in Chinese universities still adhere to academic teaching models, focusing primarily on theoretical instruction. In the process of specific counseling, teachers often dominate the conversation by giving lectures, making it challenging to address students' actual situations and specific difficulties. This approach prevents teachers from

effectively assisting students in solving problems, as the course content remains superficial, and students are unable to apply it to real-life situations.

3.3 Narrow scope of psychological education

Currently, most psychological education courses in universities are optional, encouraging only a small percentage of students to receive necessary psychological health education. Some students attend these courses without genuine interest, merely going through the motions without deep learning or application. Furthermore, lacking a proactive attitude towards seeking guidance and education, most students ultimately face potential risks resulting from unhealthy psychological development.

4. Significance of Positive Psychology in Psychological Education at Universities

4.1 Aligning with the requirements of quality education

As the country continues to develop, reforms in the education sector emphasize the importance of quality education. Positive psychology, as a departure from traditional psychological education, aims to explore students' potential, prevent potential pitfalls and threats during their educational journey, and cultivate comprehensive and rational talents while respecting students' individuality. Additionally, the student-centered approach in positive psychology effectively addresses the issue of teachers not fully understanding students' actual situations, thus genuinely assisting students in problem-solving.[3]

4.2 Corresponding to the psychological characteristics of college students

Although college students are young adults, their psychological characteristics and mental ages often remain in their student years. Traditional psychological education tends to directly point out students' deficiencies in academic and daily life, which may evoke resistance instead of promoting improvements. Positive psychology, on the other hand, aligns better with students' psychological traits. Through communication and counseling, it encourages students to better accept psychological health education, helping them solve various issues. Moreover, positive psychology respects students' privacy and emphasizes one-on-one counseling, which is particularly beneficial for introverted students, thus improving the learning experience for all college students.

4.3 Enriching the content of university psychology

Positive psychology differs from traditional psychology by emphasizing a "person-centered" approach. Therefore, its curriculum not only covers traditional theoretical knowledge but also includes additional content to facilitate students' mental health learning. For example, positive psychology encourages universities to organize diverse activities such as psychological knowledge competitions and performances. Through enjoyable learning experiences, students can better embrace psychological health education, ensuring their healthy psychological development.

5. Specific Optimization Approaches for Positive Psychology Implementation in Universities

5.1 Cultivating a favorable atmosphere for psychological health education among college students

To help contemporary college students accept psychological health education and facilitate their

healthy growth, it is essential to utilize the concepts of positive psychology and further optimize the atmosphere for psychological health education. Firstly, the integration of campus culture and psychological health education is crucial. Without positive psychological qualities, even with a certain level of knowledge, students cannot become socially contributing individuals. Therefore, the importance of psychological well-being should be emphasized during campus culture construction, such as combining psychological health with campus slogans, facilitating students' acceptance of psychological health education. Secondly, designated areas for psychological counseling or communication should be established in campus planning to encourage students to seek guidance and support when faced with difficulties. Additionally, utilizing available internet technologies, such as WeChat, QQ, and Weibo, can provide platforms for students to communicate with psychological health educators, facilitating counseling and ensuring the smooth growth of college students.

5.2 Establishing a harmonious psychological education environment

To effectively carry out psychological health education and counseling, universities and relevant educators must genuinely understand students' reality and establish a more harmonious and orderly psychological education environment. Firstly, any educational initiatives must be based on respecting students, and institutions should provide anonymous or one-on-one counseling to protect students' privacy and address their actual difficulties. Secondly, incorporating elements of fun into positive psychology is crucial. Psychological education should not solely rely on theoretical instruction, and assessment methods should not solely focus on exam performance. Teachers need to diversify teaching methods to help students better embrace positive psychology education.

5.3 Emphasizing students' psychological experiences

In addition to providing positive psychology education to students facing difficulties, universities should comprehensively implement positive psychology and emphasize students' psychological experiences to prevent potential psychological problems. Specifically, the psychology classroom should be returned to the students, encouraging them to identify deficiencies in their daily academic and personal lives and creating speeches or other forms of content based on their experiences. This approach helps students address problems and cultivates positive and healthy mindsets.[4]

6. Constructing a College Student Psychological Health Model Based on the Perspective of Positive Psychology

6.1 Establishing positive and upward psychological health education goals for college students

Firstly, it is essential to establish the core of education. In today's society, college students have relatively open development space and diverse choices, which also bring uncertainty to their personality. If a college student has sufficient ability and willingness but still fails, it is likely that they have a pessimistic mindset, which is crucial for their future development. Secondly, it is important to establish the target of education. College student psychological health education should encompass all students, rather than focusing on a small group of students as in traditional psychological education. Focusing on a few students can easily damage their self-esteem and isolate them, as others may perceive them as abnormal or having psychological defects. Positive psychology aims to construct a comprehensive system that includes all college students as the target of education. It aims to make all students pay attention to their psychological health development, enabling them to understand how to adjust their mindset and use appropriate psychological

regulation methods to solve various academic and personal issues.

6.2 Shaping and reinforcing college students' character traits and emotions through educational content

As mentioned earlier, positive psychology integrates six virtues and corresponds to 24 character traits. Therefore, psychological health education in universities should grasp these traits and be adept at discovering them. By adopting a positive perspective to address existing psychological issues among college students, positive communication can be enhanced through positive encouragement. This approach helps students abandon traditional problem-oriented thinking and plan for their future psychological health development.

Furthermore, the cultivation of college students' character traits has value because many of their character traits are latent. It is not that they lack distinctive qualities but rather that they are unwilling to reveal these traits, leading to a lack of self-awareness. Psychological health education in universities should play a supervisory role, urging students to feel the care from others, increase the frequency of expressing gratitude, and use language to express love for their parents and loved ones.[5]

6.3 Constructing a proper psychological health education and teaching model

There are various models of college student psychological health education based on positive psychology. For example, the self-help model requires individuals to satisfy their psychological needs in various ways, keeping themselves in a satisfied state, which contributes to improving their psychological health. This self-help approach encourages college students to independently solve problems using their own abilities, rather than relying solely on teacher guidance. However, when students are unable to achieve self-help, they can seek assistance from teachers to get back on track and continue adjusting their emotions using their own abilities, ultimately achieving a state of psychological balance.

Another aspect is self-help psychological suggestion, which is derived from the language and body movements of college students. By improving relationships with others through the external environment and using positive psychological suggestions, negative emotions can be alleviated and positive emotions can be reinforced. This greatly enhances students' self-confidence. Universities should actively establish self-help psychological clubs for students, using forums, stage performances, written publications, and other means to implement this suggestive educational model. The dissemination of psychological health information stimulates psychological suggestions among college students, providing positive and influential emotional experiences, thereby enhancing the effectiveness and timeliness of college student psychological health education.

7. Conclusion

Universities should embrace this crucial historical mission, paying more attention to college student psychological education. By utilizing multidimensional and diverse educational methods, universities can tap into students' inherent potential, discover their strengths, and truly realize the effectiveness of positive psychology in college student psychological health education. This will lay a solid foundation for their healthy growth.

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