

Research on the Cultivation Path of Positive Psychological Qualities in College Students

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Abstract: Higher education is not only to guide college students to explore knowledge, but also to enhance their comprehensive qualities, including cultivating positive psychological qualities. This article analyzes the psychological pressure faced by college students and combines it with the connotation of positive psychological qualities. It proposes effective cultivation approaches and strategies to help college students develop a positive mindset and improve their mental health.

Keywords: Positive psychological qualities; College students

As the future of the nation, college students with a positive psychological quality are not only beneficial for their personal growth and development, but also impact the future development of society. Therefore, studying the cultivation of positive psychological qualities in college students is of great significance.

1. The connotation of positive psychological qualities

Positive psychological qualities are traits and abilities displayed by individuals in the face of adversity, challenges, and setbacks, involving a positive mindset, emotions, and behaviors. The cultivation of positive psychological qualities in college students aims to foster a positive mindset through various training and development activities. These qualities include optimistic attitudes, self-confidence, adaptability, and resilience. Cultivating these qualities helps college student better cope with challenges and improves mental well-being. The following aspects are involved:

Optimistic emotions: Positive psychological qualities include a positive attitude and emotions, with positive expectations for one's abilities and future. Optimistic emotions encourage proactive behavior and provide hope and motivation when facing difficulties.

Self-confidence: Positive psychological qualities involve a positive perception of one's abilities and worthiness. Self-confident individuals are more determined and believe in their abilities, approaching problems with optimism and courage, and overcoming setbacks.

Resilience: Resilience refers to maintaining stable emotions and a positive mindset in the face of adversity and challenges, with good adaptability and recovery abilities. It helps individuals adapt to changes, recover quickly from difficulties, and achieve personal growth.

Proactiveness: Positive psychological qualities include a proactive attitude and actions when facing problems and goals. Proactive individuals take initiative in problem-solving, seek opportunities and challenges, and pursue personal growth and development.

Effective coping: Positive psychological qualities involve using effective coping strategies and mechanisms in response to stress and difficulties. People who are good at coping are able to approach problems with a positive mindset, adapt their thinking and behaviors flexibly, and find methods and approaches to solve problems.

These aspects collectively contribute to positive psychological qualities, facilitating individuals to face challenges, improve mental well-being, and experience greater happiness.

2. Problems in cultivating positive psychological qualities in college students

2.1 Lack of awareness of mental health among college students

Many college students lack awareness of the importance of mental health and self-management skills. They may have limited sensitivity towards their own psychological state and issues, failing to realize the need to pay attention to and address mental health problems ^[1]. This can be manifested in several ways: First, they tend to neglect their own mental well-being. Many college students prioritize their academic, career, or social concerns over their mental health. They may overlook their inner emotional changes and the significance of mental health, only seeking help when problems become severe. Second, they lack self-observation and introspection skills. Some college students may lack the ability to observe and reflect on their own psychological state. They may not be sensitive enough to perceive their emotional changes and mental health issues, nor do they know how to actively engage in self-reflection and exploration to improve their psychological well-being. Third, they lack psychological knowledge and skills ^[2]. College students may have limited knowledge and skills in the field of mental health. They may lack basic understanding of common mental health issues and are unaware of how to cope with and address these problems. Students who lack psychological knowledge and skills often struggle to effectively deal with psychological distress, leading to negative emotions and psychological difficulties.

2.2 The relevant courses in universities have not formed a system

For one thing, there are issues with mental health courses. Although some universities offer courses on mental health education, these courses are sometimes optional or part of a minor program. This may result in selective participation by students, limiting the impact and effectiveness of the courses. In these courses, there may be a lack of systematic and comprehensive coverage, failing to address various aspects of college students' mental health needs. Sometimes, the courses may focus more on theoretical knowledge rather than practical application, which hinders students' ability to truly enhance their positive psychological qualities. For another, there are issues with the teaching staff. The professional level and teaching capabilities of instructors for mental health education courses may vary across different schools. The lack of experienced and highly qualified teaching staff can impact the quality and effectiveness of the courses.

2.3 The influence of social and cultural factors

Social and cultural factors have a significant impact on the growth and development of university students, influencing their cognition, emotions, and behaviors. Firstly, social and cultural expectations regarding success and competition can create immense psychological pressure on college students. Students may face expectations and demands from their families, schools, and society, leading to high self-expectations, a need for achievement, or comparisons and competition with others. These high expectations and pressures can result in anxiety, low self-esteem, and feelings of insecurity, among other mental health issues.

Secondly, social and cultural norms often emphasize comparison and competition with others, prompting college students to compete in various aspects such as academic performance, social skills, appearance, etc. This constant comparison and competition can lead to self-doubt, anxiety, and social pressures, affecting the establishment of positive self-identity and self-worth in college students.

Moreover, college students are in a crucial stage of social interaction within the social and cultural environment. The expectations and evaluations of appearance, social skills, and group identity within the society and culture can also impact college students. These influences may result in anxiety, self-doubt, and issues with self-esteem, affecting their psychological well-being and the development of positive mental qualities.

Lastly, the values and standards prevalent in the social and cultural environment can influence the individual identity and self-perception of college students. If negative or unhealthy cognitive patterns and values, such as an emphasis on appearance or material pursuit, exist in the social and cultural context, it can lead to self-doubt, low self-esteem, and feelings of dissatisfaction among college students, thereby affecting the cultivation of positive mental qualities.

In summary, social and cultural factors have an impact on college students through expectations of success and competition, emphasis on comparison and competition, social interaction dynamics, and prevailing values and standards. These influences can affect college students' psychological well-being and the cultivation of positive mental qualities.

3. Cultivation path for positive psychological qualities in college students in the new era

The cultivation path for promoting the positive psychological qualities of college students primarily involves enhancing their autonomy awareness and implementing curriculum education. Improving autonomy awareness refers to encouraging students to think critically, make independent decisions, and manage themselves effectively. Implementing curriculum education involves providing relevant knowledge to equip college students with essential psychological health knowledge and skills, enabling them to better cope with challenges and pressures and enhance their psychological well-being.

3.1 Conduct multidimensional activities to enhance awareness of mental health

Organize a series of mental health education activities: Introduce the importance of mental health and common mental health

issues to college students. This can be done through forums, lectures, seminars, bulletin boards, or social media platforms. Emphasize the connection between mental health and learning, work, and interpersonal relationships, and provide self-assessment tools and resources to help college students understand their own mental health conditions.

Advocate self-awareness and self-care: Encourage college students to pay attention to their own emotions, stress, and mental states. Teach them to recognize and express their emotions and cultivate positive coping abilities. Promote the concept of self-care, including sufficient rest, a healthy diet, moderate exercise, and seeking social support. Through daily habits and behaviors, help students gradually develop good mental health habits.

Provide psychological counseling and support: Establish a professional psychological counseling team to provide counseling and support services for college students. Students can seek professional help when facing psychological distress or problems, understanding and confronting their emotions and challenges.

3.2 Build scientific courses to implement cultivation work

The first step is to integrate and strengthen the curriculum. Make mental health education a compulsory subject in schools to ensure that every student receives relevant education. At the same time, optimize the curriculum content, including theoretical knowledge, practical cases, and application skills, to ensure comprehensiveness and practicality. The curriculum should provide ample opportunities for practical exercises, such as case analysis, role-playing, and team projects. Additionally, collaboration with social organizations can provide internships, practical training, and community services, allowing students to apply their knowledge in real-life scenarios.

The second step is to improve and develop the teaching staff's expertise. Provide specialized training and development programs for mental health education to cultivate a highly skilled and experienced team of teachers. These teachers should possess professional knowledge in psychology and education, as well as effective teaching abilities and communication skills.

Third, systematic follow-up is necessary to foster positive mental activities. Establish a mental health service center that offers counseling, guidance, and support services, emphasizing timely and long-term assistance. Additionally, create a student support network, including on-campus or off-campus support groups or communities, to offer peer support and opportunities for sharing.

Finally, establish an evaluation mechanism. Regularly assess the effectiveness of the curriculum and gather feedback from students to understand their grasp of mental health knowledge and skills. Based on evaluation results, continuously improve, optimize, and update the curriculum.

These measures can help enhance students' mental health education and cultivate their ability to engage in positive mental activities.

3.3 Building a positive cultural environment

First, strengthen the influence of teachers and counselors. Teachers and counselors play a crucial role in nurturing the mental health of college students. By enhancing their professional training, their abilities to identify, guide, and support students with mental health issues can be improved. Additionally, fostering a good relationship of trust between teachers and students can provide emotional support and guidance to students, actively promoting their mental health growth.

Second, enrich students' daily lives by encouraging the formation of mental health clubs, student associations, or volunteer organizations. These platforms provide opportunities for students to communicate and support each other. Regular organization of mental health education activities, such as lectures, workshops, and discussions, can help students gain knowledge and skills in mental health. These activities can provide tools and methods for self-help, teach coping strategies and emotional regulation techniques, and promote support and understanding among students in facing psychological challenges together.

Third, collaborate with social institutions for resource cooperation. Schools can partner with local communities, relevant organizations, and institutions to jointly build a support system for mental health. Through such collaboration, students can access a wider range of support and resources, including mental health activities, community-based mental health services, and support groups.

These measures aim to create a positive cultural environment that promotes and supports the mental health of college students.

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