

Exploring the Practice of Supporting Education for Students in Need in the New Era based on Positive Psychological Quality Improvement

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Abstract: Colleges and universities are responsible for cultivating talents for the country, and academics is the main mission that young college students have to accomplish in school. In the new era, the increasing number of students who are in difficulty and the increasing rate of academic failure in colleges and universities have become an urgent problem to be solved. Positive psychological quality is an important concept in positive psychology, which can stimulate motivation and willingness to learn, enhance self-confidence and optimism and good interpersonal relationship. In this study, we explain the rational cognition of positive psychological quality, explore the characteristics of the new era of college students, analyze the psychological and behavioral characteristics of college students, find out the causes of the negative psychological quality of college students, and build an educational practice to enhance the positive psychological quality of college students in the new era.

Keywords: Positive psychological quality; New era characteristics; College students in difficulty; Self-confidence; Optimism

1. Introduction

Young college students are the hope of the country's prosperity and strength, and they are the driving force of China's social progress and economic development. The goal of colleges and universities is to cultivate young talents who can lead the development of the times with comprehensive development of morality, intellect, physique, beauty and labor. Learning is the foundation for college students to face future career development and personal growth. The number of college students with academic difficulties is gradually increasing with the coming of the new era, and these students with academic difficulties are college students with normal intelligence, poor learning results, unable to meet the requirements of the syllabus and with academic years up to or close to the extended academic year ^[1]. According to statistics, the incidence of academic failure among college students ranges from 15% to 53% ^[2]. Academically challenged students have become an increasingly prominent special group in colleges and universities ^[3]. It is also a key group for college education administrators in studying academic support education work.

The Moral Education Syllabus for General Higher Education in China (for Trial Implementation) clearly suggests that college students should have good psychological qualities of personality and good character of self-respect, self-love, self-discipline and self-improvement ^[4]. This positive psychological quality is their ability to maintain a positive and optimistic attitude in the face of difficulties and challenges, and is the power to actively seek solution strategies and realize their self-worth.

2. Rational Perception of Positive Psychological Qualities

The origin of the study of positive psychological quality can be traced back to the 1990s, and the founder of positive psychology, American psychologist Martin Seligman, believed that positive psychological quality refers to the ability of individuals to remain optimistic, confident, determined and persevering in the face of challenges and difficulties ^[5].

2.1 The Connotation of Positive Psychological Qualities

Csikszentmihalyi believes that positive psychological qualities include optimism, courage, wisdom, creativity, and harmonious interpersonal relationships. Park and Peterson believe that positive psychological qualities include courage, emotional intelligence, creativity, interpersonal relationships, and wisdom. Chen Guoliang, a well-known scholar in China, considers positive psychological quality as the ability of individuals to maintain positive psychological states and behavioral performance such as optimism and self-confidence in the face of difficulties and challenges.

2.2 Consolidate the Theoretical Basis of Positive Psychological Quality Improvement

2.2.1 Positive Psychology

Positive psychology originated in the 1990s with American psychologist Martin Seligman (founder), who focused on positive psychological traits and abilities such as happiness, satisfaction, fulfillment, hope, optimism, courage, and self-control, aiming to help people better understand and use their positive psychological resources to improve their quality of life and happiness.

Researchers in positive psychology include Mihaly Csikszentmihalyi, Bav Fredrickson, Sonja Lubiomski and others. These scholars believe that human beings have not only negative but also positive emotions and behaviors, and that these positive psychological traits and abilities can be improved through training and cultivation. Positive psychological traits and abilities have a positive impact on individuals' physical and mental health, social relationships, learning and work, and are an important resource for human survival and development

2.2.2 Coping Theory

Coping theory was developed by American psychologist Richard Lazarus in the 1960s. The theory suggests that people choose to cope positively or negatively when faced with stress and challenges. Coping is a dynamic psychological process of coping with stress and challenges that includes cognitive assessment, emotional response, and behavioral response. The effectiveness of coping depends on the individual's cognitive assessment of the stress and challenge, as well as the individual's emotional and behavioral responses.

3. The Current Psychological and Behavioral Situation of College Students in the New Era

3.1 New Era Characteristics of College Students in Difficulty

The report of the 19th Party Congress points out that the new era refers to the new stage of development in which China enters into the comprehensive construction of a socialist modern country, that is, from 2020 onwards ^[10]. College students in the new era grow up in the era of informatization, digitalization and intelligence, an era full of opportunities and challenges for China's social and economic development, and for this reason they carry distinctive characteristics of the era.

They are digital natives who have been exposed to the Internet and digital technology since childhood, and are more familiar with and dependent on the digital way of life and learning. Their interests, values and lifestyles are diverse.

3.2 Psychological and Behavioral Characteristics of the New-age College Students with Learning Difficulties

The pressure faced by the new-age college students with academic difficulties in study life and employment, their psychology and behavior show helplessness, anxiety, low self-esteem, difficulties in interpersonal communication and insufficient self-efficacy, which greatly affect their psychological health level.

3.2.1 Sense of Anxiety

The external manifestations of anxiety in high school students are: emotional anxiety manifested as tension and uneasiness, fear of academic failure; poor concentration, memory loss, poor comprehension and delayed learning behavior; physical discomfort including headache, stomachache, insomnia and other conditions affecting physical and mental health appear.

3.2.2 Sense of Inferiority

Struggling students lack confidence in their learning ability and develop self-doubt and self-denial. They are often afraid to take the initiative to interact with others, express their opinions and views, and feel lonely and helpless. They feel dissatisfied with their academic achievements.

4. The Causes of Negative Psychological Quality of the New-age Academic Students

4.1 High Pressure of Learning for Students with Academic Difficulties

Higher education in the new era needs more innovative, practical and complex talents, and the teaching content needs to pay more attention to the cultivation of students' practical ability. Because of their inappropriate learning methods or lack of learning ability, students with academic difficulties are unable to meet the requirements of the syllabus, which leads to negative psychological qualities such as anxiety, low self-esteem and low self-worth.

4.2 Personality Deficiencies of Students with Academic Difficulties

The personality deficiency of students with learning difficulties refers to the negative characteristics and tendencies that students with learning difficulties show in their personality, behavior, and emotions. Some of the students with academic difficulties lack the ability to actively express their thoughts and emotions in terms of personality, do not actively seek help when they encounter difficulties in learning, and develop interpersonal barriers. When facing academic failure, they develop a sense of inferiority and anxiety about their self-learning ability.

4.3 Enhance the Optimistic Quality of Students who are Struggling with School

Optimism from the perspective of positive psychology theory refers to individuals' positive attitudes and beliefs about life and the future, including positive evaluations and expectations of themselves.

The development of optimistic qualities in struggling students in higher education can be carried out by: establishing a positive learning atmosphere to help them feel more confident and motivated. Helping struggling students understand learning styles and abilities so that they can better cope with learning difficulties and improve their self-awareness of learning. Help struggling students develop problem-solving skills and learn ways to solve problems.

5. Conclusion

The enhancement of positive psychological quality of the new era college students in difficulty needs a long-term process. The negative psychological and behavioral characteristics of students in trouble in higher education have become a difficult task for the educational support work in higher education. According to positive psychology and coping theory, positive psychological qualities can be improved through training and learning. For this reason, it is necessary to create a positive and healthy educational environment for college students in need in collaboration with society, school and family, to stimulate self-efficacy, enhance self-confidence, cultivate optimistic qualities and good interpersonal relationships of students in need, in order to explore new attempts of educational practice paths for college students in need.

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