

A strategic exploration of psychological culture construction in colleges and universities under the background of positive psychology

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Abstract: As a new research field, positive psychology has attracted extensive attention and research in psychology circle. In the psychological work of colleges and universities, the ideas and methods of positive psychology are gradually applied to the construction of psychological culture, and have achieved positive results. In recent years, the construction of psychological culture in colleges and universities is one of the hot spots. With the development of society and people's increasing attention to mental health, the work of mental health in colleges and universities has developed from service-oriented to all-round, no longer only the prevention and treatment of mental diseases, but also the construction and promotion of psychological culture. Under this background, positive psychology provides a new perspective and method for the construction of psychological culture in colleges and universities. The purpose of this study is to explore the strategies of psychological culture construction in colleges and universities under the background of positive psychology, and analyze its influence on the well-being and mental health of teachers and students in colleges and universities.

Key words: positive psychology; Colleges and universities; Psychology; Cultural construction

I. Theoretical connotation of the relationship between cultural construction and psychology

1. The concept and characteristics of psychological culture

Psychological culture is a multi-layered concept that covers the interaction between social, cultural and psychological factors. In a college environment, psychological culture refers to the influence of cultural elements inside and outside the school, such as values, belief systems, academic atmosphere, etc., on the psychological state and behavior of students and staff. These cultural elements can be positive or negative, so understanding and analyzing the concept and characteristics of psychological culture is crucial for the construction of psychological culture in colleges and universities.

2. The theoretical basis of positive psychology

Positive psychology is a subdiscipline concerned with human happiness, prosperity and positive psychological traits. Its core theoretical foundation includes the study of individual strengths, well-being, emotional intelligence, and relationships. In the construction of psychological culture in colleges and universities, positive psychology provides a positive theoretical framework to promote mental health. Through the theoretical basis of positive psychology, we can explore how to cultivate students' happiness, self-esteem and mental resilience, as well as how to create a positive academic and social environment.

II. The application of positive psychology in the construction of psychological culture in colleges and universities

1. The enlightenment of positive psychology to the construction of psychological culture

As a branch of psychology, positive psychology emphasizes individual happiness, positive emotion and merit, which provides important enlightenment for the construction of psychological culture in colleges and universities. First of all, positive psychology emphasizes individual mental health and happiness, which is closely related to the goal of college psychological culture construction. By paying attention to students' mental health, colleges and universities can create a more positive, supportive and encouraging cultural atmosphere for learning and growth. In addition, positive psychology emphasizes the importance of positive emotions and the management of emotions. In the psychological culture of colleges and universities, emotion management and emotional support are key elements. Students face various challenges and pressures, so colleges and universities should draw on methods from positive psychology to help students better cope with emotional distress and improve their emotional wisdom.

2. The application of core concepts of positive psychology in the psychological culture of colleges and universities

One of the core concepts of positive psychology is optimism, which can be applied in the psychological culture of colleges and universities. Students are encouraged to develop a positive mindset and belief that they can overcome challenges and achieve success. Colleges and universities can implement this concept by conducting optimism training and providing supportive psychological counseling. The flow experience in positive psychology refers to a state of concentration, happiness and satisfaction when an individual engages in an activity. Colleges and universities can encourage students to pursue their interests and passions and help them experience flow in their studies and in life, thereby increasing motivation and satisfaction. Positive psychology emphasizes finding and developing an individual's strengths and strengths. Colleges and universities can help students better leverage their strengths by identifying their talents and potential and providing relevant support and resources.

3. The referential significance of positive psychology practice for the construction of psychological culture in colleges and universities

The practice of positive psychology provides valuable reference for the psychological and cultural construction in colleges and universities. Through the method of positive psychology, colleges and universities can cultivate more optimistic, confident and emotionally

stable students. This can help improve students' academic performance, reduce the incidence of mental health issues, and promote a positive campus culture. In addition, positive psychology practice can enhance students' self-awareness and self-management skills. Colleges and universities can introduce training courses on self-reflection and emotion management to help students better understand their emotional needs and learn to cope effectively with challenges and pressures.

III. Explore the strategies of psychological and cultural construction in colleges and universities

1. The leadership and support of the school management

The success of psychological and cultural construction in colleges and universities cannot be separated from the leadership and support of the school management. The school management should make clear the vision and mission of psychological culture construction together with the teachers and students of the whole school. This means not only setting specific goals, but also ensuring that these goals are aligned with the school's core values and educational mission. This will help form a school-wide consensus and increase everyone's willingness to work together. Psychological and cultural construction is a long-term process that requires persistent commitment and resource input. School management should ensure the long-term sustainability of mental health programs, not just a passing hot spot. This may require earmarking in the school budget for mental health services and programs. There are often multiple departments and agencies within colleges and universities that are related to mental culture building, such as psychology departments, health services centers, student affairs offices, etc. School management should encourage cross-departmental cooperation and coordination, ensure efficient use of resources, avoid duplication of efforts, and ensure consistent messaging. School management needs to recognize that different students and staff have different psychological needs. Therefore, it is essential to provide customized psychological support. This can include providing specialized psychological services to specific groups (such as international students, art students, athletes, etc.) to meet their special needs. School administration should use data to guide decision making. By regularly collecting and analyzing data on the use of mental health services, academic performance, student satisfaction and more, schools can better understand what needs to be improved and make targeted adjustments.

2. Teacher roles and education methods

The success of psychological and cultural construction in colleges and universities depends not only on the leadership and support of the school management, but also on the role and education mode of teachers. College teachers are not only knowledge imparted in the classroom, but also should have certain psychological quality and be able to identify and cope with students' mental health problems. Schools can provide regular psychological training to help teachers better understand students' needs and how to support their mental health. Teachers should actively listen to their students and build a trusting relationship with them. This trust can encourage students to share their psychological distress more easily, enabling teachers to provide timely support or direct them to professional help. Integrating mental health education into the curriculum can be an effective strategy. Teachers can discuss mental health related topics in the classroom, raise students' mental health awareness, and teach skills in coping with stress and managing emotions. It is essential to understand the unique needs and challenges of each student. Teachers can employ a personalized support approach that provides additional support to students who need extra attention, such as providing additional tutoring time or resources. Teachers can create a positive learning environment that encourages social interaction among students. Social support and friendship are essential for mental health, so teachers can organize team projects, collaborative activities, and discussions to promote communication and mutual aid among students. Teachers can provide students with information about mental health services and resources, such as contact information for the school's mental health center or a professional psychologist. At the same time, teachers should also know how to direct students to seek help and be able to intervene in a timely manner when students are facing serious mental health issues. Teachers should be positive role models and demonstrate positive mental health behaviors. This includes ways of dealing with stress, positive emotional management and establishing a healthy work-life balance, among others, and through demonstration it has been found that teachers can influence pupils' behaviour and attitudes. Therefore, the role of teachers is crucial.

3. Students' participation and independent development

The success of psychological and cultural construction in colleges and universities cannot be separated from students' participation and independent development. Schools should create various opportunities and platforms for students to participate, such as student organizations, community activities, and student councils. These opportunities can encourage students to speak up and express their opinions, participate in decision-making processes, design mental health programs, and promote communication and collaboration among students. Students are encouraged to develop personal development plans, set learning goals, and develop the ability to learn independently. This can be done by providing learning resources and supporting students to participate in research projects, internships, and community service. Schools can offer mental health education and training courses to help students understand the importance of mental health and learn skills such as coping with stress, managing emotions and relationships. This can help build students' mental resilience and adaptability. Schools can establish a sound mental health support network, including psychological counseling services, a student mentor system, student volunteers and peer support programs, among others. These support networks provide a safe environment for students to seek help, share experiences and support each other. Schools should encourage students to participate in various social activities, such as club organizations, team work projects, and sports competitions. These activities help develop students' social skills and support systems, improving their mental health.

4. Diversified psychological support and service mechanisms

The success of psychological and cultural construction in colleges and universities requires the establishment of diversified psychological support and service mechanisms. Schools can provide a variety of psychological counseling methods to meet the needs and preferences of different students. In addition to traditional face-to-face counseling, online counseling, telephone counseling and instant chat can also be provided to make it easy for students to get support anytime, anywhere. Organize various forms of mental health promotion and education activities, such as lectures, workshops, themed activities, etc. These activities can convey mental health knowledge and raise students' mental health awareness, while also providing a platform where students can exchange and share mental health experiences. Form a professional mental health team, including psychological counselors, clinical psychologists, social workers, etc. These professionals will provide students with professional psychological support and counseling, and ensure that students receive timely help in psychological difficulties. In addition, schools can provide mental health resources such as online self-help tools, mental health apps and information brochures, among others. Schools can form partnerships with other mental health organizations and agencies to jointly provide a diverse range of psychological support and services. This can include partnering with local community mental health centers, co-hosting events with professional organizations, and establishing cooperative exchange programs with other colleges and universities to share mental health resources and practical experience. In addition to providing psychological counseling services, schools should also focus on prevention and early intervention measures for mental health. This can include offering psycho-educational courses, developing students' skills in coping with stress, and holding mental health activities to detect and respond to potential mental health problems in advance.

IV. Conclusions

In this study, we explore the strategies of psychological culture construction in colleges and universities under the background of positive psychology. Through literature review and empirical research, we find some key factors and strategies, which are of great significance to the promotion and promotion of psychological culture construction in colleges and universities. Although some progress has been made, the construction of psychological culture in colleges and universities still faces some challenges and limitations. The future development needs attention that colleges and universities should strengthen the cooperation and integration with social resources. Through cooperation with social psychological institutions and professional organizations, resources can be shared and more comprehensive and professional psychological support services can be provided. In addition, future development also needs to pay attention to the sustainability of psychological and cultural construction. Colleges and universities should make long-term plans to ensure that psychological and cultural construction can be continuously promoted and improved in the long-term development.

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