

Research on the Construction of Collaborative Model of Psychological Health Education in Colleges and Universities Based on the Concept of Positive Psychology

Li Lan

Basic Teaching Department, Jiaxing Nanyang Polytechnic Institute, Jiaxing, Zhejiang 314031, China

Email: lanie10@163.com

Keywords: Positive Psychology; Mental Health Education; Construction of Cooperative Model

Abstract: Positive psychology is a new trend of thought in contemporary psychology. It pays attention to the positive aspects of individuals and the harmony of society. It advocates that psychology should study the positive qualities of human beings and provide new ideas for mental health education in Colleges and universities. This paper analyzes the main modes and existing problems of mental health education in colleges and universities in our country, and the importance of applying positive psychology concept to reconstruct the cooperative mode of mental health education in colleges and universities. At the same time, it is pointed out that psychological health education in colleges and universities should be organically combined with subject teaching, and the potential psychological health education factors in subject courses and their teaching should be fully explored and utilized to affect the psychological development of college students in various aspects, so as to realize the goal of psychological health education in colleges and universities.

1. Introduction

In recent years, positive psychology has become one of the many popular words in the field of psychology. Since the famous American psychologist Seligman put forward the concept of “positive psychology” in 1997, more and more psychologists and educators have begun to get involved in this research field [1]. It abandons the negative and pessimistic research lines and models of traditional psychology in the exploration of theory and practice, and tries to evoke the positive qualities of human beings. It reinterprets psychology and adds new meaning to the development and prosperity of psychology. Power and vitality [2]. Most colleges and universities not only set up psychological health education and consultation institutions, but also set up psychological courses to assist college students to strengthen their own psychological health construction, and then formed their discipline system framework and theory, and obtained research results and related branch disciplines [3]. This is very different from the traditional psychological research. It requires psychologists to look at people's potential, motivation and ability with a more open and appreciative view. It has become a new trend and trend in the field of mental health education to reorganize various elements of mental health education with the concept of positive psychology and form a new model of mental health education.

2. The Meaning of Positive Psychology

Positive psychology focuses its research on people's own positive factors and advocates that psychology should start with people's inherent, practical, potential and constructive power, virtue and good behavior, and advocate a positive attitude to make a new interpretation of many psychological phenomena [4]. Specifically, positive psychology mainly studies positive forces from the following three aspects: first, subjective aspect, mainly studies individual subjective experience, including satisfaction, peace, hope, optimism and happiness, etc. The focus is on the study of people's subjective well-being, emphasizing that people should treat the past with satisfaction, feel the present and be optimistic about the future with happiness; including happiness and satisfaction,

hope and optimism, happiness and fullness, with emphasis on people. Treat the past with satisfaction, feel the present happily and hopefully and optimistically face the future; second, study positive personal traits on a personal level. The research focus of positive psychology is on the positive factors of human beings. It takes people's potential, fixed, practical and constructive strengths and virtues as the starting point, and advocates the interpretation of human psychological phenomena with a positive attitude [5]. At the same time, positive psychology does not regard human superiority as a tool to overcome its shortcomings, but to cultivate the positive quality of social members as the fundamental goal of social science research itself, which is conducive to the harmonious development of people and society.

3. The Significance of Positive Psychology to Psychological Health Education in Colleges and Universities

3.1. The sublimation of positive psychology to the goal of mental health education in colleges and universities

Traditional mainstream psychology simply believes that mental health is no mental illness or psychological problems, or simply attributed to the pathological model of biomedicine, the understanding of the content of mental health education in Colleges and universities is too narrow [6]. The common point of this research is that human beings are regarded as a self-management, self-oriented and adaptable whole. The emergence of positive psychology has adjusted this wrong orientation, not only attaching importance to the psychological health education of ordinary college students, but also trying to help individual students with psychological problems to face and deal with problems. On the collective level, positive psychology advocates the study of positive organizational systems, including family, school and society. In this negative psychological mode, teachers often regard the problems existing in college students, weaknesses and defects in their psychological development as the starting point and end point of their work [7]. Positive psychology advocates to give positive explanations to problems existing in individuals or society, and to enable individuals or society to obtain positive meanings from them. On the basis of critical opinions on traditional mainstream psychology, it is proposed that mental health education should highlight the positive aspects of individuals and groups and pay attention to the subjective feelings of individuals. Centering on the students' psychological health and development, giving full play to the hidden psychological education function of subject teaching and improving the students' psychological self-help and psychological mutual aid ability should become the necessary professional accomplishment for every teacher.

3.2. Positive psychology enriches the contents of mental health education in colleges and universities

In a sense, the exhaustion of mental health education has become a major obstacle to the development of mental health education. Positive psychology advocates a new value orientation based on human beings, advocates positive humanity, and requires attention to the advantages and positive factors of human beings [8]. Different from the traditional mental health education, which focuses more on the prevention and treatment of mental problems, the mental health education standard under the guidance of positive psychology is not only the reduction of negative emotions. The value orientation of positive psychology guides the return of psychological health education goals in colleges and universities, balances the education goals, fully embodies the student-oriented concept, pays attention to the full play of all students' potential, and cultivates a positive sense of belonging and responsibility. It advocates a positive and positive interpretation of people's psychological phenomena with a positive attitude, so as to tap the potential abilities of people themselves, and use these positive qualities to help people actively seek good living conditions and achieve the educational purpose of helping people to help themselves. Mental health education is not equal to moral education. There are certain differences in their educational objectives, contents and methods, so they can not be confused. Various studies and practices show that emphasizing the

positive side of human nature can make all branches of psychological research pay more attention to cultivating and mobilizing the inherent strength of human nature, thus making education, training, management, interpersonal communication, counseling, treatment more effective and smooth. Because the positive qualities of human beings should be the core elements of human survival and development. It can not only prevent negative qualities, but also improve human physical and mental health.

3.3. Positive psychology expands the approaches and methods of mental health education in Colleges and universities

Under the background of traditional psychology, the ways and methods of mental health education are too single, which often distinguishes mental health education from other work of school education. The ways and methods adopted include offering mental health education courses, counseling and lectures. This hinders the development of students to a certain extent. Positive psychology, which advocates the concept of people-oriented development, holds that everyone has positive psychological potential and the ability to adjust his own psychology, but some are temporarily obscured. Positive Psychology advocates an open and appreciative view of everyone. By cultivating or expanding people's inherent positive strength and positive qualities, people can truly become healthy and happy people, which fully meets the needs of individual development. Positive psychology holds that everyone has positive psychological potential and the ability to grow up. The focus of mental health education should be on cultivating positive mental quality. At present, the psychological health education of college students in our country is basically based on the traditional negative psychology. In the research, the focus is mainly on the manifestations, causes and correction methods of various psychological diseases of college students, which are aimed at a few problem students. Positive psychology holds that everyone has great potential, has various basic needs and attaches great importance to self-development. This view of humanity determines that the approaches and methods of mental health education in colleges and universities will certainly develop in a diversified direction. Under the guidance of this theory, the mental health education in our country's colleges and universities will start its work from a brand-new perspective.

4. The Construction of Collaborative Model of Mental Health Education in Colleges and Universities

4.1. Collaborative integration of mental health education and teaching activities

Teaching activities are the main content of higher education. Subject teaching not only consciously teaches scientific knowledge, but also shapes people's scientific spirit and perfects people's mind. Under this concept, the primary goal of mental health education is to prevent psychological problems and psychological crisis, which is a typical problem orientation, so that people understand that the connotation of mental health education consists of a series of psychological problems. Because the teaching process is based on social and historical accumulation of cultural knowledge, moral norms, ideological values as the content and leading. The “problem-oriented” mode of mental health education is a working mode formed under the negative influence of traditional psychology, and its essence is determined by the nature of its theoretical basis. The measurement and evaluation technology of mental health education in Colleges and Universities under the guidance of positive psychology has also been innovated and improved. A good organizational environment is a necessary condition for the development of College Students' mental health. Colleges and universities should improve their own quality, form a positive school spirit and good image, create a multi-level campus culture, and form a positive and good overall atmosphere. Positive psychology pays attention to students' participation, activities and experiences in mental health education, and to enable students to actively care about their own psychological development. It restricts and guides people's behavior direction, reflects the expectation of the future development of education, and is the ideological guide of educational

action.

4.2. Synergistic integration of mental health education and moral education

In the practical work of mental health education in colleges and universities, there are two kinds of erroneous tendencies: one tendency is to exaggerate the role of mental health education unilaterally and deny the existence of a large number of ideological, life, social and even political problems among students; Another tendency is to regard all kinds of problems that occur to students as ideological and moral problems. Mental health course is a course to let students know how to identify and deal with various psychological problems. However, only individuals with psychological problems can be paid attention to and treated for the solution of the problems concerned by the secondary objective psychological counseling. People usually think that the students seeking psychological counseling are students with psychological problems. Positive psychology holds that the most important thing in prevention work is to systematically shape various abilities within individuals, rather than correcting defects. And through effective methods to intervene and prevent the growth of negative forces, so as to better shape the positive qualities within individuals. Positive psychology emphasizes the construction of a positive organizational system to inspire the ways and means of mental health education in Colleges and universities from singleness and fragmentation to pluralism and integration. Only by following the law of students' psychological development can moral work grasp the formation and development of students' ideology and achieve better results. Obviously, the concept of positive psychology is more in line with the development of the times, and the concept of mental health education needs to change from negative to positive.

4.3. The coordination and integration of mental health education and environment in Colleges and universities

Mental health education environment in colleges and universities refers to the influence of campus cultural environment, educational and teaching activities and the relationship between teachers and students on the psychological formation of college students. Therefore, the current mental health education in colleges and universities needs to adjust its contents. In addition to the basic contents of prevention and treatment of psychological problems and prevention of psychological crisis, it should also add the contents or courses of positive psychology. The main task of prevention is to construct a science about human power. Its mission is to find out how to cultivate these qualities in young people. The development of college students' mental health education must be based on the construction of a complete set of positive psychology system. The key to its success lies in the introduction of positive psychology theory into the contents of college mental health education. Campus culture and environment belong to the potential curriculum category of schools, and its role is sometimes greater than the impact of formal curriculum on students. Therefore, we must pay attention to the construction of campus culture and environment and form a good campus cultural environment. There are many kinds of community activities in Colleges and universities, such as participating in academic associations, which can have the opportunity to discuss the professional skills learned with other grade students, show their academic abilities, and obtain self-confidence and self-esteem satisfaction from being accepted and recognized. In addition, colleges and universities should make more contributions to society by using their own disciplinary advantages, and correspondingly, society should also make more contributions. It will bring positive feedback. Under the influence of this virtuous circle, the mental health education in Colleges and universities will develop in a healthier direction.

5. Conclusions

Positive psychology holds that people's experience and positive qualities are inseparable from the environment and social background, and are reflected in the environment. In theory, we should give students the guidance of positive psychology and guide them to establish a positive mental health concept. Starting from the possibility of human development, positive psychological

intervention can eliminate problems and sublimate positive forces by stimulating people's intrinsic positive potential. They provide value orientation, content source and a good environment for the healthy development of students' psychological quality. Therefore, in the teaching process, the positive mental health education curriculum should highlight the concern for happiness, guide students to obtain happiness, and expand other positive emotions under the influence of this positive emotion.

References

- [1] Zhang Jieping. Innovation of Positive Psychology and Mental Health Education: A Review of Educational Psychology. *Chinese Journal of Education*, 2017 (07): 142.
- [2] Yang Ying, Jiang Xianglong. A study on the mental health status of the Left-behind Students in normal universities from the perspective of positive psychology. *Journal of Bengbu Medical College*, 2019, 44 (01): 86-88.
- [3] Wang Jia, Li Yulin, Li Junrong. The Practice of Psychological Health Convergence Education for Overseas Students from the Perspective of Positive Psychology: A Case Study of Chongqing Medical University. *Chinese Journal of Medical Education Exploration*, 2017, 16 (8): 834-837.
- [4] Xiu Lijuan. Exploration on the mixed teaching mode of mental health education for Higher Vocational College Students --- Taking the mixed teaching mode of school F as an example. *Journal of Liaoning Higher Vocational College*, 2018, v.20; No.182 (05): 42-45.
- [5] Liu Wenjia. Application of Positive Psychology in Ideological and Political Education in Higher Vocational Colleges. *Journal of Liaoning Higher Vocational College*, 2017 (09): 116-118.
- [6] Wu Jie, Guo Benyu. Application of Adler's Individual Psychology in School Mental Health Education in China. *Educational Review*, 2018, No. 227 (05): 94-98.
- [7] Zhang Hua, Zhang Jiyu. Exploration and Practice of Peer Psychology Education Model in Art Colleges from the Perspective of Positive Psychology. *China Vocational and Technical Education*, 2017 (14): 51-55.
- [8] Liu Tingting, Liu Meiling, Sun Ping.. Analysis of mental health status and influencing factors of middle school students from the perspective of positive psychology. *China Health Statistics*, 2018 (4): 566-568.