

## **The Role of Positive Psychology in the Work of Ideological and Political Education in Colleges**

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**Abstract:** In the higher education system, the mental health status of students is fundamental to their ability to become qualified. By systematically combing the contribution and role of positive psychology in constructing ideological and political education system in colleges, and summarizing the problems existing in the ideological and political education system at the present stage, it is found that there is a common mode of "problem students" and teaching mode. Single, low class participation and other issues. In view of this, on the basis of the theoretical framework of positive psychology, it puts forward the strategy of establishing positive psychology, innovative teaching mode and improving localization practice to optimize the ideological and political classroom in colleges.

### **1. Introduction**

"With the continuous expansion of colleges in China, the pressure of students' study is further shifting to the job-seeking pressure at the end of higher education. This phenomenon not only makes the employment conflicts in the society more prominent, but also shows the dramatic increase in student pressure within the school." In this context, positive psychology aimed at establishing positive personality traits and building a healthy psychological quality can be more effective. What is urgent to think about is how to apply this psychological theory widely and effectively in the specific ideological and political classroom system. In response to this problem, relevant experts and scholars and educational practitioners have carried out more in-depth research, and achieved certain results in various aspects such as joint mode, joint features and application strategies. However, in the process of in-depth demonstration of existing research conclusions, it is not difficult to find that the starting point of more research is more emphasis on theoretical combing and its analysis of the influence of students' psychological characteristics. Although this has certain practical significance, it is less effective in guiding the work. In addition, limited practice path research is more in combination with students' extracurricular life, interest cultivation, and practical activities, but it is slightly insufficient in the integration analysis with traditional classrooms, especially ideological and political classrooms. In contrast, how to establish an effective teaching model through the ideological and political classroom teaching in colleges, and attract students in the process of continuous optimization is one of the main factors that plague the current teaching reform. To this end, explore the combination of the two, especially the use of positive psychology theory to solve the problems in the ideological and political teaching of colleges and the objective contradictions and challenges of students' psychological construction have the dual meaning of theory and practice.

### **2. Positive psychology and its contribution to ideological and political education**

First, sort out the behaviors that may lead to a positive attitude. Because people will face all kinds of matters and behaviors in the actual life and work process, according to their influence on the direction of psychological development, they can be divided into positive psychological influence and negative psychological influence. "Positive psychology, as its name suggests, is a study of positive attitudes and behaviors including interests, hobbies, social, interpersonal relationships, values, and well-being."

An objective evaluation can be provided by studying the behavioral characteristics of this category. Method and scientific guidance model. Second, guide students' positive behavior and related environmental construction. According to the current research status, it is not difficult to find that people's mental health has a direct relationship with the surrounding environment and guidance. In the research process of this subject, it has become a hot spot to form an effective guidance for this status quo and association and provide certain environmental construction opinions. Implementation can be divided into three aspects at the specific research level. First, analyze the characteristics of relevant groups and find possible negative factors. Secondly, construct a targeted guiding model through characterization analysis, and combine the theory of large groups to establish an environment suitable for the healthy development of most people; Organize relevant implementation and find possible problems and deficiencies in the implementation process, and provide improvement strategies based on comprehensive analysis to help follow-up implementation to determine the optimal solution. Third, analyze the specific application of this model. The positive psychology system is only studied as a branch of psychology theory. To maximize its research results, it must reflect its core value through the application in various affairs. In this process, scholars mainly explore the application of three aspects: the guiding research in terms of factors; the application analysis in the relevant teaching paradigm and psychological suggestion level; from the perspective of personal development and personal psychological state Positive attitude towards life.

### **3. Analysis of ideological and political education in colleges**

As an ideological education, ideological education courses are bound to encounter various "problem students" in the actual development process. With the diversification of social information and ideology and culture, this phenomenon will become more and more obvious. Of course, we can't do it all at once when we define "problem students," and we can't arbitrarily identify students with independent thinking as having "problems." Instead, we must reverse the students' bad perceptions through scientific methods and guide them to establish a scientific cognitive system. In the process, the past ideological and political education model is bound to be difficult to meet the requirements. It often has a single means in dealing with "problem students", and it is only carried out in simple ways such as classroom teaching, counselor talks, and psychological counseling. This kind of repeated "teaching" mode can neither achieve the corresponding goal nor form a cure. It is even possible to close the teaching system, leading to the inability to absorb new ideas, new phenomena, and even turn a blind eye to new contradictions in society.

Although the ideological and political courses in colleges have undergone many rounds of teaching reforms, such as the introduction of current affairs politics, case teaching, electronic classrooms and other teaching methods. However, at the root of it, no matter whether it is the modernization of the faculty or the goal requirements of the curriculum system, no breakthrough can be achieved. Especially in the absence of the support of the overall theoretical system, the teaching reform can only achieve a point-to-point approach, and it is impossible to construct a relatively perfect system objectively. Therefore, the simplification of the teaching model is inevitable. Despite the existence of new forms such as presentations and presentations, it is only a "stunning glimpse" and it is difficult to achieve sustainable development. This status quo directly leads to the lack of attractiveness of the ideological and political courses for students, and even for the high school of students and the students' supplementary work "paradise". Some teachers can only increase the class attendance rate by means of naming, so that the construction of the course attracts into an "infinite loop."

The traditional ideological and political classrooms are mainly professors, and students can only accept them passively. Regardless of the "negative contribution" of this teaching model to the cultivation of students' interest, only the inefficiency problems presented in the teaching process are urgently needed to be vigilant and resolved. Further, the relatively low level of participation is its root cause. On the one hand, the participation of students is relatively low, and it is difficult for teachers to interact with students in the process of teaching relevant knowledge. Especially under the impact of network information, even teachers with relatively flexible teaching methods can

hardly form effective communication with students' diversified ideas within a limited time. On the other hand, social forces and team participation are poor. Although after several rounds of teaching reform, it is difficult to achieve "going out" in ideological and political teaching. The theory formed in teaching only stays at the level of "listening" and "speaking" and cannot effectively influence the specific thinking of students.

#### **4. Integration of Positive Psychology in the Practice of Ideological and Political Teaching in Colleges**

The following is an overview of some of the useful experiences of the Yunnan Open University where the author is involved in the integration of positive psychology and ideological and political teaching practice. 1. From the problem-oriented education to the development-oriented education, the teaching philosophy is to establish a humanistic education idea. The subjective status of educated people in traditional ideological and political education is often neglected, and their subjectivity is in a state of being suppressed. Modern society has established the subjective status of human beings in many aspects, and declared the arrival of the subjective era. If the traditional ideological and political education model is still adhered to, it will not only lose the historical rationality of moral education, but also the effectiveness of moral education. Therefore, we should return to the human nature of moral education and return to the people-oriented educational purpose. Teachers should establish humanistic education thoughts, respect students' subjectivity, give play to students' initiative, introduce the concepts of respect, encouragement, sharing, experience and happiness of positive psychology, and strive to build a classroom atmosphere of equality, dialogue, harmony and interaction. Change the passive situation of "I say you listen" and "I call you" in the past teaching, and create an educational relationship between teachers and students, such as equal dialogue, sincere communication, and harmonious co-existence, so that students can know, love, and The aspects of meaning and line have been comprehensively developed, and the realization of teaching and learning has truly reflected the main purpose of ideological and political education. Change the traditional single infusion-based teaching model, emphasize inquiry-based teaching, and focus on the creation of teaching scenarios. "Learning from thinking and thinking", situational learning theory believes that learning is not only passively accepting a lot of factual knowledge, but more importantly, learners must participate in the real world of life and knowledge. Experience interaction, through the negotiation of the meaning of knowledge in different situations, can ultimately form true knowledge. Positive psychology values the role of real life meaning in promoting individual happiness. It is believed that the positive exploration of the meaning of real life is conducive to the cultivation of students' positive personality quality. It is advocated that teachers should create problem situations in combination with social life, through heuristic and dialogue. Teaching stimulates learning motivation, fosters learning interest, and promotes the understanding and application of knowledge.

In the actual teaching, the school uses multimedia teaching methods to choose and integrate all kinds of vivid and rich curriculum materials, constructs a life-oriented college ideological and political theory classroom teaching perspective, and creates teaching scenarios through the combination of teaching resources to design an inspiring "problem situation". Cause suspense and thinking, guide students to explore, question and discover problems through group discussions, interactive exchanges, etc., and improve the initiative and enthusiasm of learning. For example, when talking about the issue of moral origin, teachers provide students with a classic "moral dilemma" problem, ask students to think about how these problems can be interpreted in the context of Chinese culture, and take a brainstorming approach to encourage students to come up with multiple perspectives. And solutions, through the collision of ideas and classroom debates to stimulate students' interest and enthusiasm for learning, deepen their understanding and understanding of the nature of morality. This open and interactive inquiry-based moral education dialogue also has a generative mechanism that can continuously promote the meaningful construction of students and make the dialogue point to a deeper and more enlightening level. Asking questions is more important than solving problems. Asking questions is a good way of

thinking training for students. Then through discussion and communication, they can make them have a deeper understanding of what they have learned, thus achieving the purpose of heuristic teaching. . At the same time, it can also adapt to the characteristics of contemporary college students' increasingly individualized, diversified, active thinking and strong curiosity, and enhance the vitality and attraction of ideological and political theory teaching.

## 5. Conclusion

Positive psychology is a scientific system that evaluates the behavior of students according to their psychological state and guides them in a positive direction. In the actual application process, it helps to build a healthy mentality and a positive life and learning attitude. After several teaching reforms, the ideological and political teaching in colleges only diversified in the form of expression, and lacked the necessary scientific system guidance in the fundamental goals, requirements and the underlying theoretical level. This phenomenon also makes the current education system produce objective problems of single form, unified content, attractiveness to students and insufficient guiding effectiveness, especially in dealing with "problem students". In response to this phenomenon, this paper studies the specific application of positive psychology in the process of ideological and political education in colleges based on problem orientation.

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