

# A Preliminary Analysis of the Curriculum Reform of Psychological Health Education for College Students from the Perspective of Positive Psychology

Zhen Li<sup>1</sup>

<sup>1</sup> School of Public Administration, Shandong Technology and Business University, Yantai, Shandong 264005, China

## ABSTRACT

With the accelerated pace of social development, college students are facing increasing psychological pressure. In order to promote the comprehensive development of college students, the country has stipulated that colleges and universities must offer courses on college students' psychological health education. However, the traditional curriculum design model has certain shortcomings in the process of college students' psychological health education. It is necessary to analyze the problem from the perspective of positive psychology and promote curriculum reform in order to truly achieve the fundamental goal of course teaching effectiveness.

**Keywords:** *Psychological health education, Positive psychology, Significance, Paths.*

## 1. INTRODUCTION

Contemporary college students are facing a faster pace of society, and pressures from various aspects such as interpersonal relationships, academic performance, and employment have caused certain difficulties and psychological problems for many students. China has also realized this issue and requires all colleges and universities to offer the course "Psychological Health Education for College Students". However, traditional courses are mostly limited to the introduction of concepts and knowledge, and do not pay enough attention to individual needs, potential exploration, and effectiveness. Positive psychology emphasizes the use of individual strengths, unleashing their unknown potential to promote their development and achieve a state of happiness. This provides a new perspective for the construction of the "Psychological Health Education" course.

## 2. SHORTCOMINGS IN THE CONSTRUCTION OF PSYCHOLOGICAL HEALTH EDUCATION COURSES FOR COLLEGE STUDENTS

### 2.1 *The Teaching Objectives Do Not Conform to the Concept of Talent Cultivation in the New Era*

The current curriculum of "Psychological Health Education for College Students" mainly includes popular content such as self-awareness, interpersonal relationships, academic pressure, and romantic relationships. The model is basically to define problems, analyze reasons, and provide countermeasures. Its premise is that students do not understand psychological health knowledge, which can easily lead to psychological problems. The purpose of the course is to solve the psychological problems that have already occurred for them, but the solutions provided are mostly common strategies, and the help given to students is not targeted enough.

## ***2.2 The Teaching Staff Does Not Meet the Needs of Curriculum Construction***

According to the requirements of the Ministry of Education, various colleges and universities have set up courses related to psychological health education for college students, but the professional teaching staff clearly cannot meet the requirements of course construction. There are relatively few full-time psychological teachers in most colleges and universities, and they still need to participate in psychological counseling, psychological interviews, and other work. The theme of teaching tasks is counselors and other professional teachers, which results in most teaching teachers being able to simply follow the textbook and unable to provide targeted course introductions, thus unable to meet the needs of students.

## ***2.3 Teaching Methods Cannot Stimulate Students' Enthusiasm for Class***

At present, most psychological health teachers are still using traditional teaching methods, such as concept introduction, problem analysis, countermeasure suggestions, and case sharing. However, these methods often lack students' sense of participation, fail to stimulate their enthusiasm for class, and cannot solve the problems they face. In the era of the internet, there are many ways for students to acquire knowledge, and teachers' indoctrination style education cannot truly improve the quality of education.

## ***2.4 Teaching Evaluation Cannot Accurately Measure the Quality of Talent Cultivation***

The evaluation method of psychological health education courses is basically still based on traditional teaching methods, which examine students' understanding of psychological knowledge or their views on problems. Teachers are unknown of whether students have truly achieved a sound personality, increased positive emotions, and solved negative problems after completing the course. Because psychological health education courses are mostly assessment courses, students' attention level is lower than many courses. If the assessment and evaluation methods lack novelty, it is easy for students to deal with trivial situations.

## **3. THE SIGNIFICANCE OF POSITIVE PSYCHOLOGY IN PSYCHOLOGICAL HEALTH EDUCATION CURRICULUM**

### ***3.1 Dealing with the Inevitable Requirements of Psychological Health Education in the New Era***

In today's fast-paced and fiercely competitive society, college students face more complex psychological challenges, and many students may have varying degrees of psychological problems. Therefore, China has made a requirement to offer psychological health education courses. However, although traditional teaching methods can popularize some psychological knowledge, they cannot provide targeted suggestions for individuals to solve problems. Positive psychology can effectively address this issue by emphasizing guiding students to discover positive experiences in their daily lives and learning, increasing their happiness index, and promoting their mental health growth. If practical experience is added to the curriculum, students can improve their self-efficacy and happiness index through practice. Incorporating positive psychology knowledge into the curriculum can promote students' mental health growth in a targeted manner. When students learn the methods of happiness, actively view and cope with problems, they can calmly face various difficulties encountered in life, and enhance their ability to resist setbacks.

### ***3.2 The Objective Demands to Promote Students' Comprehensive Development***

The starting point of the reform of the course "Psychological Health Education for College Students" from the perspective of positive psychology is not to introduce psychological knowledge, but to guide students to form positive cognition and promote their healthy growth in human-computer interaction, academic growth, emotions, and other aspects. By strengthening the proportion of practical courses, students can deeply recognize their strengths, enhance their confidence, and ultimately form optimistic and resilient qualities, and cope with all difficulties in life with a positive attitude. The most important thing is that positive psychology emphasizes personalized teaching, where teachers can provide more targeted guidance to ensure the healthy growth of individual students.

### ***3.3 An Important Way to Improve the Pertinence of Courses***

The reform of the course "Psychological Health Education for College Students" from the perspective of positive psychology emphasizes more on addressing individual differences, which is also an important innovation that distinguishes it from traditional curriculum teaching models. It emphasizes guiding students based on their characteristics, helping each student establish positive, proactive, and optimistic qualities, and ultimately cope with the difficulties they face in life and study. Due to the need to implement more precise psychological health education intervention models, higher requirements are placed on the teaching staff, who need to possess more professional abilities and a more responsible attitude, teach students how to use appropriate emotional therapy and tools such as gratitude diaries to help students regulate their emotions and establish a positive worldview, outlook on life, and values.

## **4. THE BASIC PRINCIPLES OF POSITIVE PSYCHOLOGY IN CURRICULUM REFORM**

### ***4.1 Putting People First***

Putting people first means adhering to the principle of humanism in curriculum reform, putting students at the center, focusing on their demands and improving their mental health level as the starting point, rather than designing courses based on the level and teaching mode mastered by teachers. In addition, putting people first requires paying attention to the comprehensive development and care of all elements of human beings in the actual teaching process. Teachers are required to not only care about students' mastery of knowledge, but also about their emotional demands and cognitive issues that may arise in reality, in order to help students improve their comprehensive abilities such as course communication skills and expression skills at the same time. Putting people first also requires teachers to respect individual differences in the teaching process, accept students' mistakes and lack of understanding and attention to the curriculum with an open mind, and use teaching designs that students enjoy to stimulate their enthusiasm for participating in the classroom.

### ***4.2 Emphasizing Practice***

Positive psychology requires teachers to make enhancing students' practical abilities the key to curriculum design in carrying out psychological health education work, and to pay more attention to the application of knowledge to ensure that students can adapt to the difficulties they face in learning and life. At the same time, in the classroom, students can simulate the difficulties they face in their four-year growth and design case studies, allowing them to participate in role-playing and deepen their impression through personal experience. Through interactive communication with teachers, students can find solutions to problems. Practicality also requires teachers to pay more attention to students' feedback during the teaching process, timely understand students' demands through positive interaction between teachers and students, and challenge curriculum design. Overall, the curriculum is not based on students' understanding of concepts, characteristics, etc., but aims to enhance students' practical operational skills.

### ***4.3 Sustainable Development***

The sustainable development from the perspective of positive psychology requires that college students' mental health education courses should not be limited to textbook and break time content, but should constantly focus on the forefront of the times and various problems that students may face, in order to meet the objective needs of college students' psychological health education in the new era. At the same time, it requires teachers and students to establish an open and sustainable communication platform, providing support and guidance for students' growth at any time. When students face various difficulties, they can communicate and interact with teachers at any time, and most importantly, the interaction does not end with the end of the course. Finally, sustainability also requires teachers to fully utilize new media and other platforms to achieve learning sharing, provide personalized teaching services, help students establish the concept of lifelong learning, and extend single course learning into their personal growth development concept.

## **5. THE PATHS OF CURRICULUM REFORM MODEL FROM THE PERSPECTIVE OF POSITIVE PSYCHOLOGY**

### ***5.1 Setting Teaching Objectives Around Students' Needs***

The construction of the course "Psychological Health Education for College Students" from the perspective of positive psychology requires the construction of student-centered teaching objectives, which requires teachers to change the traditional information transmission teaching method to pay more attention to students' perception index and participation, and the role of teachers should become guides rather than instructors. Firstly, interactive teaching methods such as role-playing and group discussions should be added to the curriculum, allowing students to fully participate, enhance their interest, understand and experience different psychological states, and promote their thinking. At the same time, it is necessary to provide students with a certain amount of homework after class so that they can have some understanding of certain knowledge outside of class. The main task in class is to flexibly apply it, which can also avoid the situation where students do not think in class despite having too much. Secondly, due to the special nature of mental health education for college students, teachers can encourage themselves to anonymously share the difficulties they encounter in daily learning and life, and encourage their admitted classmates to work together to solve problems. They can also invite senior students to share the difficulties they encounter in their growth and work together to solve them, so that students can realize the value and significance of attending classes. Finally, when designing the curriculum, teachers encourage students to reflect on themselves, master skills that can regulate their own growth, and teach them methods to face future difficulties calmly.

### ***5.2 Strengthening the Construction of the Teaching Staff and Improving the Quality of the Curriculum***

The overall quality of teachers is related to whether positive psychology can play an important role in curriculum construction. In the face of insufficient teaching staff and weak professional level, it is necessary to strengthen the professional training of the teaching staff, enhance their

teamwork spirit, and increase their emphasis on positive psychology. Firstly, schools should provide positive psychology training for mental health teachers, which should cover the mastery and application of various tools and methods, as well as teaching skills such as case analysis and role-playing. At the same time, teachers' knowledge of positive psychology should be continuously enriched. In addition, it is also necessary to organize activities such as lesson preparation meetings and teaching experience salons to help teachers share teaching resources and experiences, and promote complementary advantages and common progress among teachers through this approach. Finally, schools should organize experienced teaching supervisors to listen to and provide course guidance to teachers, identify their shortcomings in the classroom, and provide timely guidance. At the same time, there is a must to encourage all teachers to abandon traditional teaching methods and establish a proactive awareness of innovative teaching concepts in order to improve the quality of talent cultivation.

### ***5.3 Integrating the Concept of Positive Psychology into Classroom Teaching in All Aspects***

When designing classroom teaching methods, teachers should integrate the core content of positive psychology into the course of "Psychological Health Education for College Students", carry out a thorough reform of existing teaching methods, and use positive and constructive concepts to carry out teaching. Firstly, teachers should share more positive experiences during the teaching process, and guide students to realize the importance of maintaining a positive and optimistic attitude for personal growth, so that they can still face adversity calmly. Secondly, teachers need to find ways to make students feel the state of "flow", that is, students can fully concentrate on participating in activities, find their strengths in a natural state by emptying themselves, and experience that they are great and can face various difficulties calmly. Thirdly, through group discussions, role-playing, and other methods, students are made aware of the importance of interpersonal relationships. Through "praising small partners" and "achievement stories", students are able to experience energy from their partners. Finally, teachers should guide students to establish reasonable values, that is, to evaluate achievements reasonably. Achievements do not come from external praise, but from internal improvement and

growth. Teachers should also encourage students to set accurate and measurable goals, gradually achieve them, and gradually realize great progress in life.

#### **5.4 Systematic Design Assessment and Evaluation Method**

The assessment and evaluation from the perspective of positive psychology require teachers to evaluate students' mental health and application of psychological skills from a simple knowledge mastery to a multidimensional comprehensive evaluation. Firstly, the traditional closed book exam has been changed to comprehensive ability evaluation such as scenario simulation and case analysis, and the exam format runs through the entire course. Simultaneously adding self-evaluation and peer evaluation mechanisms, self-evaluation can inspire students to think deeply about themselves, discover problems in a timely manner, and enhance their psychological regulation ability; Peer evaluation can help individuals discover their unknown abilities and problems from the perspective of others, and help them grow better. Finally, teachers can guide students to use positive psychology knowledge to create videos, report sharing, and other methods to assess their practical application abilities. In summary, there is a necessity to shift from simple exam evaluation to comprehensive dimension evaluation in order to more comprehensively measure students' psychological health education status.

## **6. CONCLUSION**

Positive psychology is an important lever in the reform of the course "Psychological Health Education for College Students". This is not only a response to the needs of psychological health education for college students in the new era, but also an inevitable requirement for higher education to complete the task of cultivating morality and talents. It is necessary to actively grasp the fundamental principles and innovate educational methods in order to truly achieve the fundamental task of teaching.

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