

Cultivation of the Positive Personality of the “Post-00s” College Students from the Perspective of Positive Psychology

Guo Hong

College of Industrial Technology, Chengdu University of Technology, Yibin, Sichuan, China

Abstract: *The cultivation of “post-00s” college students' positive personality plays an important role in promoting their perception and experience of happiness, forming positive and optimistic emotions, and effectively constructing and utilizing their own social support system. From the perspective of positive psychology, combined with the psychological characteristics of “post-00s” college students, this paper analyzes the problems in the cultivation of “post-00s” college students' positive personality and the corresponding cultivation path.*

Keywords: *positive psychology, “post-00s” college students, positive personality cultivation*

1. Introduction

Positive psychology pays close attention to human's positive psychological quality, excavates human's potential, and puts forward a new outlook on personality --- positive outlook on personality. The concept of positive personality emphasizes the formation of positive psychology through the cultivation of positive emotions, positive personality traits and a good social environment system, so that people can obtain a sense of happiness. Subjective well-being, optimism and adaptability are the core characteristics of positive personality. In recent years, with the expansion of college enrollment, the number of college students has increased rapidly. The “post-00s” have become the main force of colleges and universities, and their personality development is still in the shaping period. Therefore, the positive personality cultivation of “post-00s” college students has aroused widespread concern in the field of psychology and education. Cultivating the positive personality of “post-00s” college students will help them better cope with difficulties and challenges and promote their all-round development.

2. Positive psychology and the connotation of positive personality

2.1. The connotation of positive psychology

Positive psychology is a new research field in American psychology at the end of the 20th century. In 1998, Seligman put forward the concept of positive psychology. Contrary to negative psychology, positive psychology advocates making full use of positive, creative and adaptive potential in individual behavior, improving individual psychological resilience and sense of responsibility, coping with setbacks and pressures in life calmly, so as to improve individual life quality and promote individuals to feel the positive significance of life. The formation of positive psychology as a research field is marked by the paper “Introduction to Positive Psychology” published by Seligman and Csikszentmihalyi in January 2000. [1]Positive psychology is divided into three research fields, namely, positive subjective experience, positive quality and positive organizational system, which are called the three pillars of positive psychology. [2]Positive psychology is a revolution in the field of psychology and a new milestone in the history of human development.

2.2. The connotation and characteristics of positive personality

Sheldon KM and KingL believe that positive psychology is a science dedicated to studying human development potential and virtue. Hu Jiabin and Jiang Hongming pointed out that “Positive Psychology”, based on human survival and development, focuses on the study of people's positive qualities. Positive personality is one of the important concepts of positive psychology. Positive personality refers to a

person's positive force, formed by the interaction of physiological mechanism, external behavior and social environment, and finally internalized into a necessary positive quality for individual growth through individual cognitive construction and practical activities. [3]The connotation and extension of positive personality from the perspective of positive psychology are also expanding, emphasizing the important role of acquired environment in the cultivation of positive personality. [4]Positive psychology believes that there are two forces of struggle in everyone's heart, one is positive and the other is negative. Each of these two forces can defeat the other. The key is to see which force the individual is injecting energy into and creating a psychological environment suitable for survival to form a positive or negative personality. The positive personality is the internal driving force for the "post-00s" college students to pursue a happy life. Its formation depends on the positive emotional experience of college students. Through the summary and reflection of practical activities, it forms a positive energy. The positive personality in this study refers to paying attention to the perception and experience of happiness, optimistic explanatory style and good social support system of "post-00s" college students.

3. The necessity of cultivating the positive personality of the "post-00s" college students

3.1. Improve the perception and experience of happiness of "post-00s" college students

One of the important contents of positive personality research, namely, subjective well-being, focuses on individual emotional experience, self-acceptance of life state, self-identity of the present, and focuses on individual satisfaction with the current life situation. The "post-00s" college students were born in the era of abundant economy and material resources, and also in the era of rapid development of network and media. Their lifestyles and ideas are relatively diversified, and they are facing increasing temptations and choices. In the face of the accelerating pace of life and increasingly fierce competition, the "post-00s" college students have employment pressure, academic pressure, social pressure, emotional pressure, etc., and are more likely to have ideological puzzling and confusion, and psychological imbalance. The psychological problems caused by these situations may also dispel the perception and experience of the "post-00s" college students on happiness. Diener found that the index of college students' sense of happiness with positive personality is higher than that of students with negative personality. Therefore, exploring the cultivation of positive personality is an important way to improve college students' sense of happiness, which is helpful to cultivate college students' healthy psychology and positive personality. To improve the subjective well-being of the "post-00s" college students, guide them to pursue happiness and experience happiness with a positive attitude, which is conducive to improving the attitude and satisfaction of students towards life and better coping with difficulties and setbacks in life.

3.2. Contribute to cultivate the optimistic interpretation style of "post-00s" college students

In today's increasingly fierce competition environment, it is inevitable for post-00s college students to encounter various difficulties and setbacks, but this requires post-00s college students to always keep calm and remain objective rational mood. Generally speaking, individuals need to keep a clear head and make objective and calm judgments when facing stressful events. That is to say, when people are in a low or extreme state of emotion, their behavior is prone to bias. But positive personality can prevent or avoid these adverse situations. Seligman believes that the explanatory style can be divided into optimistic explanatory style and pessimistic explanatory style. That is to say, when facing failure, people with optimistic interpretation style will think that failure is temporary, caused by external environment and objective reasons, and will disappear with the change of time and scene. However pessimistic explanatory style people will attribute failures and setbacks to stable, universal and internal reasons, ignore or deny their own efforts, reduce life satisfaction, and lower subjective well-being, leading to emotional generalization affecting other things. Therefore, the pessimistic explanatory style is easy to form psychological problems such as depression and anxiety. Cultivating the optimistic interpretation style of the "post-00s" college students will help them have good psychological resilience in the face of pressure and frustration events, and better solve them.

3.3. Contribute to the "post-00s" college students to better establish and use the social support system

The social support system is related to the subjective well-being of college students. In terms of social support, family is the main social support system for post-00s college students. Students who grow up in a warm and harmonious family atmosphere have good adaptability and are easy to form a positive personality. However, most "post-00s" live in a "4+2+1" family structure. They are at the core of the

family, and some parents will indulge them. Therefore, improper family education causes students to be withdrawn, self-centered and other problems, Due to the lack of face-to-face communication with peers, their interpersonal communication ability is weak, which is often manifested as being self-centered and not considering others' feelings, which is not conducive to the establishment of personal social support system. When these children with distinctive personality gather in the big family of the university, there will be various frictions and contradictions, but they do not make full use of their social support system. They suppress their emotions, which will lead to depression, and their subjective well-being will be reduced. The post-00s college students with positive personality have a good social support system, and are more likely to feel positive feelings and emotions, and often have a higher subjective well-being experience.

4. Problems in the cultivation of positive personality of “post-00s “college students

The formation of the positive personality of “post-00s “college students is influenced by many factors, such as school, society and family. This research adopts the interview method to randomly select a number of undergraduate students in three grades from a public school in Sichuan Province. According to the “principle of maximum difference information saturation “, 50 students were interviewed. In order to protect the information of the interviewed students, the naming method of “surname initial+classmate “was adopted for recording. The interviewer and the respondent respectively make an appointment for time and place, inform them of precautions, read the informed consent form for the interview, and conduct the interview according to the interview outline and the overall interview data. From the perspective of “students “, this interview focuses on the undergraduate students' views and evaluation of the “post-00s “college students' positive personality cultivation, explores the problems in the “post-00s “college students' positive personality cultivation, and analyzes and arranges the views.

4.1. Relevant courses lacking in positive psychology

The students' responses to “their feelings and views on the cultivation of positive personality in colleges and universities “are summarized, and a common answer can be found: they have never attended a course specifically for the cultivation of positive personality in college students, and they find out that this knowledge is in the course of mental health education. However, it is pointed out that psychological course is not all majors' required courses, some are optional courses, and most of which are arranged in freshmen or sophomores. And the psychological course is mainly the course of college students' mental health education, which is relatively simple in content, short in class hours, and lacks certain pertinence. Some teachers even do not graduate from this major, so the educational modes and methods need to be improved.

4.2. Campus cultural activities are lack of attraction

Campus cultural activities may still not focus specifically on this positive psychology aspect in some schools. Even though there are few lectures or activities regarding mental health education, they are not fascinating, appealing, or specifically focused enough. As a result, some students might choose pursuit entertainment to the death via wasting excessive amounts of time in bars, playing video games, watching short videos, watching TV dramas, or falling in love. Some of them responded by claiming that they don't grasp positive psychology well enough and just take it literally. And furthermore, the school mental health education center has fewer channels and approaches for resolving the psychological issues of students, as well as a high percentage of appointments and a limited number of full-time professionals, which will result in some students not receiving assistance.

4.3. Family education does not pay attention to the cultivation of positive personality

Some parents in families are of the authoritarian type; they control everything, put too much emphasis on education for their kids, are very strict with them, and won't tolerate any disobedience from them. Children raised in such an environment are more likely to develop such negative personality traits as anxiety, inferiority complex, timidity, intense reliance, and a lack of initiative. The children will rapidly develop unfavorable personalities, such as poor ability, selfishness, a lack of learning motivation, impulsivity, and disobedience to control, if the drowning type of parents give their kids everything they want and are hesitant to criticize or reprimand them. Parents that are indifferent towards their children frequently ignore or reject their demands. Children who do not really receive sufficient emotional support

from their families are more probably to stereotype, lack self-control, be less tolerant of frustration, be motivated by short-term goals rather than long-term goals, and display other negative behaviors.

5. Countermeasures on assisting “post-00 “college students develop positive personalities

5.1. Establish a realistic self-perception and enhance positive experiences

The positive interpretation of individual problems in order to derive positive and positive meaning is one of the main tenets of positive psychology. It encourages looking into the causes of issues and looking for opportunities to learn from them. As a result, individuals from the college student population must take constructive action. To cultivate good self-experience is the first step. Sensory pleasure and psychological satisfaction, which are closely tied to one another and can even change under particular circumstances, make up the majority of people's emotions. Individual sensory pleasure can also be converted into psychological pleasure, and psychological pleasure can be converted into sensory pleasure, creating a positive feedback loop that helps people develop positive self-experience. At the same time, students should learn to take advantage of every chance to better themselves in order to promote self-efficacy and steadily build up positive self-experience in order to develop a positive personality. The second step is to engage in constructive self-education. The philosophical adage “External causes work via the heart “asserts that power is only created by deliberate self-education. College students born after the year 2000 should take the effort to incorporate the teacher-proposed criteria into their own requirements and put them into action. grasp the principles of self-adjustment and scientific psychological knowledge, and grasp the plan for enhancing psychological quality. College students in the “post-00s “should have a strong sense of self-awareness, an accurate self-evaluation, strict standards for themselves, and a constant drive to reach their full potential. They should also be proficient in the fundamental techniques of psychological therapy, such as systematic desensitization and relaxation therapy. Develop their positive personality to enhance their ability to control their bad emotions and achieve a positive, healthy, and upward psychology. The third step is to provide a rational framework for cognition. One could classify the explanation style as cognitive. An optimistic explanatory style is frequently accompanied by a reasonable cognitive style. Identification of the reason of the event will not influence their confidence to accomplish the next success, and they will be more upbeat to tackle the challenges, especially in the face of setbacks and problems. College students are reflective persons who should apply the right techniques to construct rational cognition. These techniques include establishing belief and willpower, learning to examine problems from various perspectives, and providing yourself encouraging feedback.

5.2. The institution needs to establish a supportive system and a welcoming campus culture

College is a crucial stage of personal development, and a college education is essential for students to develop a positive perspective on life. Schools should therefore employ a variety of measures to develop students' positive personalities. First and foremost, we must actively encourage college students to create and make use of social support departments. College students who have supportive networks can learn how to use the resources at their disposal to deal with the challenges they encounter as they mature. As a result, the school must pay closer attention to student psychological therapy and open up the channels and platforms for it. We'll create platforms for career counseling, psychological counseling, student interest systems, and medical aid for students. It could even work with businesses to send students there on a regular basis for practice. Encourage college students to seek outside assistance when they run into problems, help them find different ways to let out their negative feelings, and help them become more psychologically adaptable. Second, promote good interpersonal ties and create a welcoming college culture. Students' positive personalities are greatly cultivated on campuses with supportive cultures. The institution should incorporate positive personality development into its educational objectives, strengthen the development of its study habits, organize healthy and nutritious campus cultural events, and foster a favorable campus cultural atmosphere. According to the model of positive personality traits and pertinent theories, we should promote positive interpersonal relationships, fully establish a good social support system for students, strengthen the care and assistance of students' peers, and build an educational development platform suitable for students' growth. Students who participate in the activities of the second classroom constantly understand themselves, fully express themselves, enhance positive emotional experiences, improve self-esteem level, cultivate an optimistic attitude, and improve their own happiness. This is done through a variety of student organizations and associations. Last but not least, the course of positive psychology is set up to build a training system with local characteristics. This is a

very important channel, in light of the school's actual condition and the availability of local positive psychology courses. Students who take a positive psychology course are encouraged to adopt Seligman's optimistic interpretation style, which assigns positive attributes to things based on their permanence, universality, and individuality in order to foster optimism and hope. The course of positive psychology can increase students' positive emotional experiences, help them understand how the past affects the present, teach them to be grateful for the people and things in their lives, and help them let go of their past emotional pain and anger through forgiveness. And thus produce positive emotional experience such as satisfaction, satisfaction and calm. In addition to positive psychology classes, local humanistic elements, group psychological counseling, sandplay activities, and other technologies are integrated in accordance with the scenario in order to diversify, target, and make more appealing the teaching techniques and means.

5.3. Families should foster harmony atmosphere, enhance gratitude education, and teach children in life skills

First, we need to develop a democratic parenting approach. Although the two do not always coincide, children who grow up in happy households are more likely to have good personalities, while those who are born into unhappy families are more likely to develop negative personalities. A democratic parenting approach, which is more supportive of the development of children's positive personalities, is simpler to establish in a harmonious home environment. [5]College-age parents should focus their guidance on their children's life planning, social adjustment, and interpersonal relationships. Parents should continue to take care of their children, pay close attention to all facets of their lives, mentor positive attitudes and behaviors, treat them with the goal of development, and employ democratic parenting to handle inter-child relationships and foster positive personalities. Second, parents must focus on educating children about thankfulness. Pay attention to family gratitude education; parents can motivate their children to assist with household chores frequently; they can also help mountain children; participate in volunteer work; and other activities that encourage students to show gratitude to family, friends, and even strangers in order to develop prosocial behavior; Third, learn how to react to both positive and negative events that occurs. One of the more significant personality traits is resilience, which emphasizes a capacity for coping that eventually boils down to an optimistic explanatory style. Studies reveal that both positive and negative occurrences can be interpreted in either an optimistic or pessimistic manner. This necessitates family education, not only to increase children's exposure to positive events but also to focus on their capacity to handle negative events with the right support and guidance, to respond effectively, so that they can better adjust their psychological state, to help them cope with future challenges.

6. Conclusions

The formation of post-2000 college students' positive personalities should not be promoted unilaterally, but rather from a variety of angles. To effectively encourage the development of post-00s college students' positive personalities, it is important for individuals, families, and schools to collaborate on this systematic project and to collectively establish a good and healthy psychological education environment.

Acknowledgement

Fund Project: Phase results of the 2022 project "Research on the Construction Path of Effective Social Support System in Psychological Crisis Intervention for College Students" (No.: CSZ2215), Sichuan University Students Ideological and Political Education Research Center.

References

- [1] Seligman MEP, Csikszentmihalyi M. *Positive psychology: An introduction. American Psychologist, 2000 (55) : 5–14.*
- [2] Ge Nan. *The cultivation path of positive psychological quality of college students under the threshold of positive psychology [J]. Higher Education Forum, 2018(09):24-26+40.*
- [3] Hu Jiaxin, Jiang Minghong. *Positive Personality Traits: "Antibodies" to The Survival of Contemporary College Students in Adversity [J]. Educational Theory and Practice, 2016,36(12):36-38.*
- [4] Qi Daoxi, Li Ran. *An Inquiry into the Cultivation of Positive Personality in College Students from*

the Perspective of Positive Psychology [J]. Heilongjiang Higher Education Research, 2022, 40(08): 112-116.

[5] Yu Qian. A Study on Positive Personality Cultivation of College Students [D]. Lanzhou Jiaotong University, 2013.