

# Reconstructing Psychological Capital Cultivation Path for Poor College Students from the Perspective of Positive Psychology

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## Abstract

The mental health education of the poor students in colleges has gradually changed to focus on the positive development orientation mode. The psychological capital cultivation of the poor students based on the perspective of positive psychology is of great significance for the growth and talent of this special group. First through the problem of poor students psychological capital cultivation in colleges, for in the group of poor students in colleges cultivate teachers cognitive psychological capital, poor students identify mechanism, psychological capital cultivation idea of root causes, Then from the planning stage, identifying, cultivating and feedback stage exploration to form positive psychological state of poor students to foster a new pattern, reconstructing the psychological capital cultivation path of poor college students, Finally helping poor college students to achieve psychological independence, self-improvement, positive and optimistic goals.

## Keywords

Poor students; Positive psychology; Psychological capital; Path reconstruction.

## 1. Definition of Core Concepts

Poor students in colleges and universities refer to college students with financial difficulties who are enrolled in colleges at all levels of higher education. Such groups cannot afford tuition, accommodation and living expenses. They usually need to apply for national grants, student loans, and temporary hardship subsidies to complete their studies. Long-term family financial difficulties, differences in living habits with classmates after enrollment, and other factors may lead to psychological imbalances in some impoverished students in colleges and universities, which in turn triggers various conflicts. Failure to timely and correct intervention will result in serious consequences. The psychological barriers of poor college students mainly manifest themselves as low self-esteem, anxiety, depression, jealousy and self-enclosure, etc. The causes are positive contradiction between inferiority and strong self-esteem, depression and anxiety are mutually disturbing, self-enclosed and independent self-strength conflicts. In the big class, most poor students can face up to the poverty situation in their families, resolve their negative emotions on their own, and actively face their studies and life. However, it is inevitable that a series of psychological problems will breed in the hearts of some poor students.

Positive psychology uses the effective measurement methods and experimental methods in psychological research, advocates the scientific theories of human psychological phenomena with positive concepts, pays more attention to the positive qualities of the individual, emphasizes the potential and energy of the individual, and aims to construct the individual's own positive Attitudes and behaviors to deal with difficulties encountered in life [1].

Psychological capital is based on a positive psychology paradigm. It is a psychological resource that promotes personal growth and is manageable and exploitable. It contains elements such as self-efficacy, hope, optimism, and resilience [2]. Studies have shown that psychological capital can accurately predict the state of mental health. Good psychological capital can help

prevent and eliminate mental illness, so that people can be attributable correctly, full of confidence, and stimulate the desire for success in life.

## **2. The Significance of Positive Psychology for the Cultivation of Psychological Capital of Poor College Students**

(1) Stimulate the self-positive psychological strength of poor students and enhance their sense of happiness and gain

College students are faced with the perplexity and fear of entering society. Poor students, as a special group of college students, may reduce their subjective well-being due to the constraints of family economic conditions, unclear employment planning after graduation, disinterest in majors, and strained interpersonal relationships. . Through the processing perspective of positive psychology, students can objectively analyze their own difficulties, use strong self-efficacy, correct attribution methods, positive and optimistic attitudes and other methods to stimulate self-positive mental energy, while overcoming the difficulties on the way forward Accumulated psychological capital and enhanced the sense of happiness and gain in life [3] .

(2) Satisfy the society's psychological quality requirements for college students and enhance their competitive advantage in employment

Psychological capital is a core psychological element that transcends human and social capital . Enterprises are paying more and more attention to the investigation of psychological capital in recruitment and assessment. There is a delay in the cultivation of psychological capital in colleges and universities, which requires colleges and universities to carry out psychological capital cultivation teaching activities in accordance with the needs of enterprises and incorporate them into the career planning education system to guide students to better adapt to social needs. Excellent organizational planning ability, strong resilience, creative problem-solving thinking ability, etc. are the magic weapon for college students, especially poor students, to stand out in the employment competition. Therefore, psychological capital cultivation can not only allow students to adapt to society, but also enhance employment competition in training. Advantage.

(3) Promote the development of one's own mental health and maintain social stability and harmony

In the final analysis, the use of positive psychology to cultivate psychological capital is to improve the mental health of poor students. The all-round development of college students includes healthy mental quality, strong physical fitness, and good knowledge structure. Mental health is the foundation and the premise. Youth is the hope of the country and the future of the nation. College students are the group with the most vitality and development potential among young people. [4] Building a strong psychological defense line and accumulating mature psychological capital can enable college students to resist bad temptations in future work and study. , Handling social conflicts indifferently and actively seeking solutions to problems is conducive to social harmony and stability and sustainable economic development.

## **3. Analysis on the Cultivation of Psychological Capital of Poor Students in Colleges and Universities**

(1) The depth of cognition between teachers and students is not enough, and the combination of theory and practice research is not close

In recent years, major domestic colleges and universities have basically set up college student mental health education centers, which are affiliated to the Marxist College or the Student Work Department. However, there are superficial forms in the actual operation process, and the work lacks scientific, oriented, standardized, and substantive work. Problems such as lack of

professional construction, and insufficient matching of the number of full-time mental health consulting staff and students. The academic circles have made a lot of achievements in the theoretical research of mental health education, mostly focusing on the research and analysis of psychological problems, but the literature on the practical level, with guiding significance, and providing clear psychological assistance methods is still insufficient. The teaching of mental health knowledge still relies on the classroom teaching of the "Mental Health Education for College Students" course, and the lack of psychological practice activities that students contact with deviates from the original intention of the curriculum, leading to the teaching of mental health education. The Mental Health Education Center carries out a series of mental health problems, such as setting up a psychological consultation room, holding a 5.25 college student mental health education festival, launching the "Heart Tide", etc. The scope of activities is wide, but the promotion is not enough, the form lacks new ideas, teachers' knowledge reserves and practice Insufficient experience has reduced the effectiveness and accuracy of psychological intervention and assistance, and most poor students do not pay attention to their mental health status, which makes the mental health education for poor students lose essential significance.

(2) The identification mechanism for poor students is not sound and lacks a psychological warning and prompt system

Accurately identifying poor students is the first step and important process for the mental health education of poor college students [5]. At present, the identification of poor students adopts the process of student application - class review - college review - school review. Students can submit family financial difficulties certification materials when applying voluntarily and are responsible for their authenticity. However, some students exaggerate the family financial difficulties and misrepresent the family's true financial affairs Income, forged false certification materials to obtain the quota of poor students for their own enjoyment, so that students who are truly poor in families cannot obtain poverty subsidies, and exacerbate the "psychological poverty" of the poor student group. Therefore, only by providing economic assistance to the students who really need it can lay a solid foundation for the solid development of mental health education for poor students. In work practice, psychological interventions are often taken after poor students have symptoms of psychological problems. The hysteresis characteristics lead to low efficiency of mental health education. How to discover problems in time, even predict the phenomenon in advance, implement effective interventions, and master the initiative is the challenge of establishing a mental health education mechanism.

(3) The mental capital cultivation concept is misplaced, ignoring the overall development of students

Through survey sampling and data analysis, it is shown that the overall psychological capital level of poor college students is good. The performance levels of the four factors from low to high are resilience, self-efficacy, optimism, and hope, showing that the poor college students are positive and optimistic about the future. On the hopeful side, it also reflects the unbalanced development of psychological capital, low resilience and low self-identity, and insufficient resilience and self-confidence when faced with setbacks and difficulties. There are significant differences in the psychological capital of gender differences, grade differences, political outlook differences, subject differences, household registration type differences, whether to serve as a student leader, whether to participate in club activities, and whether to be an only child. In the cultivation process, we should focus on low psychological capital In order to avoid the formalization and hollowness of psychological capital cultivation, the phenomenon of a game of chess in the overall situation can be avoided by the individual poor students in the colleges and universities. In addition to considering their own psychological capital, the environment faced by poor college students is also an important factor. The better the interpersonal relationship of college students, the lower the pressure value, the richer the form and content of social support, the higher the level of their psychological capital, and the

construction of a harmonious external environment and the cultivation of healthy psychological capital can effectively promote the all-round development of poor college students. At the same time, ideological and political workers must recognize the self-power of poor college students in the process of psychological capital improvement, help them recognize themselves, affirm themselves, show themselves, clarify their growth direction and goals, understand gratitude and respect, and encourage self-improvement [6].

#### **4. Reconstruction of the Path to Cultivate the Psychological Capital of Poor Students from the Perspective of Positive Psychology**

(1) Planning stage: Strengthen the construction of teaching staff, and innovate and cultivate concepts and models

Colleges and universities should include class teachers, counselors, school work directors and other professional teachers such as ideological and political teachers, mental health consultants and other professional teachers into the mental health team building, and popularize the symptoms of students' mental health problems and countermeasures to professional teachers, Broaden the work audience, strengthen the skill training of the teacher team, formulate relevant assessment systems, strengthen business capabilities in the form of online and offline, theories and cases, scenario simulations, etc., set up full-time and part-time mental health consultants, and strive to be accurate in psychological problems Identify, scientifically guide, and resolve psychological problems in a timely manner.

Effectively constructing a path to cultivate the psychological capital of poor students requires a firm grasp of the guidance of positive psychology on such problems, clarify the laws of psychological development of poor students, and form a systematic and scientific concept. In the cultivation of psychological capital, the theory and emotions are combined, and the students are the center. , To implement the educational concept of love, to help poor students improve their cognitive styles with a positive attitude and the concept of love, so that they can accept the reality of poverty, believe that through their own efforts, they can improve the status quo, play a role model, and guide poor students to realize their potential The positive force of

Integrate mental health education with ideological and political education to help poor students establish correct values, understand the value of life under the guidance of positive and firm ideals and beliefs, and build up the confidence to move forward. The psychological problems of impoverished students often have similarities. They can be brought into each other through group counseling, find resonance in the shortest time, rely on each other, discuss together, and become the supportive force of each other's soul, one-on-one psychological consultation, network media communication, etc. The way is also an important position for the cultivation of psychological capital.

(2) Identification stage: Follow the three main principles of cultivation and improve the identification mechanism for poor students

The cultivation of the psychological capital of poor students needs to follow three main principles: 1. Adhere to the student-oriented principle. As a special group of college students, poor students are independent and creative. During the cultivation process, they should fully respect the personality, needs and value of poor students, attach importance to the dominant position of poor students in educational practice, tap the potential of poor students, and base on their physical and mental characteristics. , Teach students in accordance with their aptitude, and develop differentiated cultivation strategies [7].

2. Adhere to the principle of cultivating enthusiasm. It is the purpose of psychological capital cultivation to form a positive psychological force in the individual's own development. Psychological capital needs not only to focus on the cultivation of the four elements, but also to promote other forces that can promote the positive development of poor students. Factors such

as creativity, emotional intelligence, perseverance, gratitude, and courage have the characteristics of enthusiasm and consistency with the four elements of psychological capital. These positive factors also have a boosting effect on the cultivation of psychological capital.

3. Adhere to the principle of promoting all-round development. College students are in a stage of rapid physical and mental maturity. College education should not only focus on intellectual education and neglect mental health education. In addition to the four elements of psychological capital, it must also cultivate other positive elements, endogenous driving forces and moral factors that can enhance psychological capital. In order to promote the all-round development of college students' morality, intelligence, physical education, and art.

The rational use of big data has guiding significance for the cultivation of psychological capital of poor college students. Colleges and universities should build a database of poor students to record the academic performance, campus card consumption, book borrowing frequency and other data of the poor students at school. After sorting and analyzing, establish a big data knowledge base, model library, psychological intervention files and other data structures, and explore the differences between the data. Relevance, design a digital information platform. The high value of big data should not be ignored. Colleges and universities can scientifically set up algorithms to use campus card consumption records for big data analysis, high-speed capture, strict screening, and generate students' "campus card" life portraits. According to each student's consumption index, press Level classification, evaluation, and analysis of students' consumption habits in the school. Students who normally eat in the on-campus cafeteria but have a low consumption amount and have information on the establishment of files for poor students will be given food subsidies. Such precise and invisible funding is both a respect for the privacy of poor students. It is also the humanistic care for poor students, which makes the study and life of poor students more dignified in school. Comprehensive and complete dynamic digital files covering poor students' family, study, life, mental health, and interpersonal communication, construct a mathematical model, and associate the processed data with early warning indicators. Once the data is found to be abnormal, the counselor will intervene in time to achieve advancement. Prevent and intervene as soon as possible to avoid the situation from becoming serious.

(3) Cultivation stage: construct a positive campus cultural environment and strengthen the self-improvement practice of the psychological capital of poor students

The campus cultural environment will have a subtle impact on students' thoughts and behaviors. The idea of gratitude is embedded in the construction of campus culture to encourage students to be grateful, gracious, and benevolent, which will help improve the optimism and hope of poor students. Constructing harmonious interpersonal relationships on campus, guiding poor students to actively communicate and sharing with others, inspiring poor students to discover the advantages of others, and encouraging sincere praise between poor students and other students, is of constructive significance to the psychological capital of poor students [8]. The family structure of some poor students is maladjusted. The school guides students to tolerate and respect their parents' realistic choices, accept the past, look forward to the future, and look for opportunities to change their destiny. In addition to material help and spiritual care, they are also indispensable. According to the different grades of poor students, the psychological capital improvement strategy of college students is implemented by grades and stages. The psychological capital of poor students in the first grade is low, which is related to their unsuitability to school and the failure to establish interpersonal relationships; the psychological capital of poor students in the third grade is the lowest, which is related to their heavy study burden and pressure to enter a higher education. Such groups need to strengthen the construction of positive psychological strength, and scientific guidance should be given in the entrance education stage and life planning education of new students. Poor sophomores are rich in extracurricular activities and have little academic pressure. They can educate and

educate the development of positive psychological energy, and use case analysis, video appreciation and other forms to subtly improve their psychological capital.

The school strengthens psychological capital education based on positive psychology and psychological capital theory, and the subjective initiative shown by poor students in the cultivation of their own psychological capital is more important. Poor students can strengthen the self-improvement practice of psychological capital through the following ways: 1. Divide small goals in the learning stage, obtain a moderately successful experience, increase self-efficacy, and set a good example in the class to promote active observation and learning by other students.

2. Have the courage to practice, ignite hope, grow in practice, and strengthen forward action. Poor students actively participate in the school's cultural, sports or academic activities, have the courage to participate in practical activities as student cadres, improve their ability and self-confidence in the tempering, and increase their sense of hope and gain in interpersonal communication. Appropriate participation in mental health education lectures and psychological intervention in group counseling are also ways to increase self-confidence.

3. Cultivate an optimistic attitude and eliminate depression. Poor students gradually cultivate an optimistic and positive attitude by participating in mental flexibility training programs such as cognitive behavior therapy and group music therapy, and use hope therapy to relieve anxiety and eliminate depressive thoughts. Poor students in school life should change their perspectives on the problem, see the temporary and developmental nature of the problem more, and avoid the harm of negative emotions to incident handling.

4. Improve toughness and enhance frustration resistance. Setbacks are the only way to success. Facing setbacks requires unwavering determination and perseverance. The cultivation of resilience requires the support of social resources. Part of the resources of poor students comes from external support, such as parents, teachers, friends, etc.; the other part comes from their own internal resources, such as technology, experience, and cognition. Poor students are conscious when they encounter setbacks. Cultivate correct values and positive beliefs, communicate with parents, teachers, and friends more often, and ask them for help if necessary.

(4) Feedback stage: Establish a dynamic feedback mechanism for effects, and summarize the inadequacy of reflection and cultivation paths

The cultivation of the psychological capital of poor students is a systematic project, and each link needs to closely track the effect and maintain it for a long time. Establish a dynamic feedback mechanism for the three-level psychological capital cultivation effect of the class psychological committee-college counselor-school mental health center, open communication channels, and ensure the sound operation of the feedback mechanism. The college level develops the psychological capital cultivation implementation process of the college, clarifies responsibilities, cooperates, and continues to pay attention to the students who have undergone psychological capital cultivation, and regular heart-to-heart talks to ensure that the cultivation effect can continue. The school's mental health center coordinates and coordinates the entire school The college's psychological capital cultivation project for poor students holds regular experience symposiums to share the cultivation experience and insights, and write cases of psychological capital cultivation for poor students.

The theory of psychological capital cultivation of poor students cannot be accurately applied to each individual for the time being. The accumulation of theory comes from the continuous improvement of psychological capital in practice and the guidance of long-term positive factors. When there is a case problem, the improvement path is proposed based on the actual situation. If things go on like this, from point to aspect, summarize the shortcomings in the past cultivation process, learn lessons, and improve in the next round of cultivation process, so that theoretical knowledge and practical experience All are in a state of constant enrichment.

## 5. Conclusion

Psychological capital is the construction of psychological energy beyond the four elements, and its effect far exceeds the sum of the four elements. It is an important spiritual force for the growth of a university. The cultivation of psychological capital of poor students helps to improve the resistance and processing ability of this group in the face of pressure and psychological distress, effectively prevents the occurrence of mental illness, and more valuable is to keep them positive and have a healthy personality, To shape a strong self in the heart.

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