

The Energizing Mechanism and Cultivating Path of College Students' Positive Psychological Quality from the Perspective of Collaborative Education

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Abstract

Against the backdrop of the deep advancement of the concept of "collaborative education" and the full implementation of the strategy of "Healthy China," cultivating the positive psychological quality of college students has become a key link of implementing the fundamental task of fostering virtue through education and promoting the overall development of individuals. The traditional paradigm of psychological health education, which is oriented toward pathological intervention, faces challenges in achieving effective outcomes, so it is urgent to transform to the "positive development" paradigm. Based on the theory of positive psychology, this paper systematically deconstructs the internal logical mechanism of the positive psychological quality of college students, and constructs a practical path system.

Keywords

Collaborative education; Positive psychological quality; College students.

1. Introduction

The report of the Twenty National Congress of the Party points out that: "The young generation is more active, the cultural confidence of the people of all ethnic groups throughout the country is obviously enhanced, and the spiritual outlook is more energetic[1]." This strategic deployment profoundly reveals the basic position of mental health work in the process of building a socialist modern country in an all-round way. However, there are still some structural contradictions in examining the practice field of psychological health education and ideological and political work in colleges and universities. First, the concept of education has not fully realized the transformation from "problem-oriented" to "development-oriented." The traditional method of theoretical indoctrination often leads to students' passivity and low engagement, as well as emotional resistance and psychological reactance[2]. Second, the current psychological health education model in colleges and universities shows a serious tendency of "education and medical treatment," focusing too much on the correction of students' obstructive psychological problems. In the psychological evaluation of students, it is still the most important task to evaluate the students' symptoms of psychological "disease" and behavioral performance of problems, and it is the criterion of mental health to avoid psychological disease[3]. Thirdly, there are barriers in goal alignment and resource integration among schools, families, and society, and educational resources are fragmented. These dilemmas interweave with each other, restricting the full play of the educational efficiency. At the same time, the concept of "all-staff education, all-process education, all-direction education" provides a macro-framework for solving the above-mentioned dilemma, emphasizing the need to break the main barriers of education, integrate educational resources, and form a joint force of education.

From the perspective of the theory of collaborative education, it is not only a positive response to the national strategy and individual development needs, but also a core issue to innovate the work paradigm of psychological education in colleges and universities and to promote the scientific and practical effects of ideological and political education.

2. Internal Mechanism of collaborative Education to Enforce College Students' Positive Psychological Quality

2.1. The paradigm shift mechanism: The fundamental innovation of human education logic from "pathological model" to "health model"

Traditional mental health education often adopts a problem-oriented perspective, focusing on individuals' environmental disadvantages and their adverse effects. It typically identifies maladjusted students, defines their problems, explores the causes, and then formulates intervention plans based on the nature of the issues. Mental health work conducted under the "diagnosis-treatment" model tends to be problem-oriented and label-oriented, often neglecting the exploration of students' potential psychological strengths. This approach does little to mobilize their internal motivation and desire for change [4]. This mechanism emphasizes: "The psychological health education of college students changes from the problem perspective to the advantage perspective, which requires to discover and cultivate the students' internal advantages and development potential, not just to identify and solve their psychological problems[3]." All actors involved in human education should shift their cognitive focus from students' deficiency and risk to their advantages and resources, and devote themselves to identifying, appreciating and cultivating students' internal positive strength and virtue. In practice, the role of teachers should be expanded from that of a knowledge transmitter and problem solver to that of a strength cultivator and a scaffold for student development. The focus of counselor's work should be changed from "crisis intervention" to "active guidance"; The role of parents should shift from academic supervisors to emotional supporters. The educational process has also changed from passive crisis response to active creation of developmental situations that stimulate students' psychological capital. This paradigm shift reconstructs the relationship between educators and students, and lays a positive cognitive and relationship foundation for the germination and growth of positive psychological quality.

2.2. Complementary Roles and Collaborative Mechanism: Differentiated Empowerment and Dynamic Adaptation in the "Trinity" Support System

The "trinity" social support system composed of family, teachers and peers plays an important role in the process of cultivating college students' positive psychological quality [5]. Based on different relationship attributes and resource endowments, the three exert differentiated enabling functions. Relying on blood ties and family culture, the family system plays the role of emotional cornerstone and source of value. By providing unconditional care, security and intergenerational values, it lays the initial emotional and moral foundation for the development of children's positive psychological quality. By virtue of their professional authority and systematic social education responsibilities, the teacher system acts as the leader of cognitive development and character shaping. Through systematic knowledge transfer, heuristic thinking training, continuous professional feedback and spiritual encouragement, the teacher system directly cultivates the students' wisdom and courage. The peer system, due to the similarity of age and situation and the equality of relationship, constitutes a parallel field of behavior imitation, emotional resonance and experience internalization, which catalyzes the internalization of positive psychological quality and the solidification of behavior. More importantly, the three-dimensional system is not static but can dynamically adapt and adjust its focus according to the core developmental tasks at different stages of college students'

growth, forming a three-dimensional enabling network covering the whole field of students' emotion, cognition and behavior and responding to their stage needs.

2.3. System Integration and Ecological Mechanism: Constructing a Supportive Ecosystem Oriented Toward "Prevention-Development-Empowerment"

Positive psychology suggests that the formation of individual positive psychological qualities is influenced by multiple factors, including genetic predispositions, early experiences, learning environments, social culture, and organizational structures. This aligns with the concept of collaborative education, which emphasizes that universities should build broad consensus, integrate diverse educational resources, and identify synergies within the "Ten Pillars" education system. Through horizontal and vertical cooperation, they can form a unified educational force[6].

This approach requires a fundamental shift from the "individual combat" model of university mental health centers toward a multi-stakeholder collaborative network. Led by universities, this network connects ideological and political education teams, faculty members, students' families, community organizations, medical institutions, and even social media platforms. Together, they work to create a supportive ecosystem characterized by positive emotional experiences, the cultivation of positive personality traits, and the advocacy of a positive organizational culture. This ecosystem operates through multiple pathways: home-school collaboration conveys consistent educational expectations and positive parenting practices; school-community cooperation provides students with platforms for voluntary service and social practice; and school-medical institution collaboration establishes a green channel for professional referral and crisis intervention. The purpose of this ecological integration is to build a "protective barrier" against psychological risks while continuously supplying "nutrients" that promote psychological prosperity in daily life, ultimately guiding students along a positive developmental trajectory from "pain reduction" to "happiness pursuit."

From the perspective of the three mechanisms outlined above, the enabling effect of collaborative education is realized through the complementary roles and dynamic coordination of the "trinity" support system comprising family, teachers, and peers. This structural framework answers the fundamental question of "who enables" and serves as the organizational foundation of the energizing mechanism. However, the effectiveness of this multi-stakeholder collaboration ultimately depends on its implementation in concrete educational practices, necessitating the construction of a corresponding and systematic cultivation path.

3. Cultivation Path of College Students' Positive Psychological Quality from the Perspective of Collaborative Education

Based on the above internal mechanism, colleges and universities should play a leading role and take the lead in constructing a "four-in-one" cultivation practice system of concept forerunner, course foundation laying, activity quenching and environmental infiltration.

3.1. Idea fusion path: Innovate the cognition of educating people, and build a consensus of thought of collaborative educating people

The concept is the forerunner of action. First of all, we must popularize and deepen the cognition of positive psychology and the idea of collaborative education in all the subjects of education, such as school administrators, ideological and political teachers, professional teachers, counselors, parents and students. This can be achieved through special training programs, workshops, academic salons, and other formats that systematically introduce the core concepts of "strength perspective" and "positive education," thereby facilitating educators' cognitive transformation from problem identification to potential exploration. Secondly,

"teachers can rely on the group motivation to comprehensively use psychological drama play, simulation game, mindfulness meditation, task-oriented counseling, group sand table game, rational emotional therapy, cognitive behavioral therapy and other ways, in the context of group activities for students' psychological empowerment, help students understand the process of psychological transformation[3]."Only in this way can we ensure that the multi-subjects have the same direction in the practice of educating people, and form the ideological basis and action consciousness of "all-staff educating people."

3.2. Curriculum fusion path: Consolidate the theoretical foundation and construct a hierarchical and fusion curriculum system

Course teaching is the main channel of systematic cultivation. Colleges and universities need to construct a hierarchical curriculum system of "complementation of compulsory subjects and elective subjects, integration of general knowledge and speciality." The first is to innovate the compulsory courses of psychological health, reconstruct the contents of the course of "College Students' Psychological Health Education," increase the positive psychology section, and systematically teach the theories and skills of positive emotion, character advantage, psychological resilience, growth thinking, etc. Second, to open the "gold course" of positive psychology, and to open high-quality elective courses such as "positive psychology," "science of happiness," "flow of heart and optimal experience" to the whole school, so as to meet the students' deep development needs of pursuing happiness and excellence. Thirdly, deepen the integration of "curriculum thought and politics" and positive psychological cultivation, encourage professional teachers to explore the positive psychological elements contained in the subject knowledge system, integrate the cultivation of positive quality into the professional knowledge teaching, and realize the unity of value molding, knowledge teaching and ability cultivation.

3.3. Activity fusion path: Strengthen experience internalization and create diversified and immersive practice carrier

The real formation of positive psychological quality cannot be separated from the experience and quenching in practice. Colleges and universities should expand active educational activities, dynamically adjust curriculum design and innovate campus cultural activities[7]. First, structured group counseling activities, aiming at freshmen adaptation, stress management, interpersonal communication, leadership improvement and other topics, carry out group psychological counseling based on evidence, use group motivation and peer support, promote students' skill acquisition and positive growth in a safe and acceptable atmosphere. Second, brand campus cultural activities, meticulously create "mental health month, campus psychological drama contest, courageous speech" and other cultural brands, create positive, full of care of the campus psychological cultural atmosphere. Third, schools should actively take advantage of the superior resources of the community, including human, property and cultural resources, and provide students with assistance, consulting services, resource integration and other care and protection support. At the same time, with the help of community cultural activities and community volunteer service activities, we can provide more meaningful participation opportunities, improve college students' sense of belonging and participation, improve their ability to solve problems, help college students to construct more active self-identification, and improve their autonomy[8].

3.4. Environmental integration path: Create supporting ecology and gather external synergistic force of "home and school"

The cultivation of positive quality needs to nourish its growing fertile soil. The first is to create a culture of resilience. Care and support are the basis of resistance. The school should combine the education of ideals and beliefs with the education of resilience to setbacks, and cultivate the

students' attitude towards difficulties and their ability to solve problems by offering resistance lectures or related courses. To enhance the benign interaction between teachers and students, through the organization of teacher workshops, teacher-student fellowship and other activities, to achieve the emotional, heart-to-heart education, to achieve the psychological education of the whole staff and the whole process. "Class student cadres, student party members, dormitory friends and so on form a circle of peer care, give full play to the function and function of peer 'help-self-help-mutual help', and help cultivate individual resilience[4]. Second, deepen the collaborative between family and school, by establishing parent school, holding online family education lectures, maintaining regular communication between family and school, and so on, guide parents to set up the positive education concept, improve the family atmosphere, and make the family education and school education have the same frequency resonance in the goal, idea and method. Thirdly, break through the passive situation of the single position and the only element of the mental health education center in colleges and universities, borrow from the campus, the community, the hospital, the media and the society, and form the collaborative and synergistic educational force of various elements. Through deep interaction among schools, families, and society, along with the complementarity of resources, a healthy educational ecology has been constructed to support the all-round and multidimensional development of students' positive psychological qualities.

4. Conclusion

This study is grounded in the context of the deepening implementation of the "collaborative education" concept and the flourishing development of the positive psychology paradigm, systematically exploring the intrinsic mechanisms and practical pathways for cultivating positive psychological qualities among college students. The study suggests that the underlying logic of collaborative education in empowering positive psychological qualities in college students is rooted in the coupling and interplay of three mechanisms:

First, the paradigm shift mechanism. The educational logic is undergoing a fundamental transformation from the "pathology model" to the "health model"—that is, shifting from a problem-intervention paradigm oriented toward deficit remediation to a developmental-cultivation paradigm centered on "strength activation." This shift requires all educational agents to redirect their cognitive focus from students' deficiencies and risks to their strengths and resources, promoting the functional transformation of roles such as teachers, counselors, and parents, thereby achieving a transition from passive crisis response to the proactive creation of development-oriented contexts.

Second, the role complementarity and synergy mechanism. The "tripartite" support system composed of family members, teachers, and peers forms a pattern of differentiated empowerment and dynamic adaptation based on their respective relational attributes and resource endowments. The family system lays the emotional foundation, the teacher system guides cognitive development, and the peer system catalyzes behavioral internalization. These three systems dynamically adjust their focus according to the core developmental tasks at different stages of college students' growth, collectively forming a multidimensional empowerment network covering the domains of emotion, cognition, and behavior.

Third, the system integration and ecological mechanism. Through deep linkage and resource complementarity among multiple stakeholders in the "family-school-community" framework, a university-led, multi-agent collaborative network is constructed, involving ideological and political education teams, professional faculty, families, communities, medical institutions, and even social media. This network aims to create a supportive ecosystem rich in positive emotional experiences, conducive to the cultivation of positive personality traits, and advocating a positive organizational culture.

To sum up, the cultivation of college students' positive psychological quality from the perspective of collaborative education is a systematic project related to the innovation of educational concept, the reconstruction of subject relationship and the support of ecological construction. Colleges and universities should consciously assume the role of organizer and promoter of collaborative education, take positive psychology as the theoretical guide, take "collaborative education" as the practical framework, and continuously optimize and firmly implement the above cultivation path. Only in this way can we effectively stimulate the internal positive force of college students in the new era, cultivate their self-esteem, self-confidence, rational harmony and positive social mentality, build a solid psychological foundation for their national rejuvenation, and provide theoretical reference and practical paradigm for the perfection of the psychological education system in colleges with Chinese characteristics.

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