

Research and Exploration of College Labor Education from the Perspective of Positive Psychology

Fu,Meng

School of Nursing, Southern Medical University, Guangzhou, Guangdong, 510515, China

Abstract: In the context of education in the new era, labor education holds great significance for the growth of college students. However, current college labor education faces issues such as unilateral goals, monotonous content and forms, and an imperfect evaluation system. From the perspective of positive psychology, this paper deeply analyzes the existing problems of college labor education. Based on the theories and principles of positive psychology, it proposes strategies such as reshaping goals, optimizing content and methods, constructing a diversified evaluation system, and creating a favorable environment. The aim is to facilitate the reform of college labor education and cultivate talents with positive labor qualities and a sound personality.

Keywords: Positive psychology; College labor education; Talents cultivation

DOI: 10.62639/sspjess10.20240106

With the development of education, labor education has become a crucial part of the higher education system. Its importance manifests in various aspects, including cultivating students' labor skills, facilitating comprehensive development, and shaping values. The National Education Congress in 2018 clearly proposed the establishment of an educational system that fosters comprehensive development in morality, intelligence, physique, aesthetics, and labor, bringing labor education into the spotlight. The rise of positive psychology, which focuses on students' positive emotions, personality traits, and the construction of social relationships, opens up new ideas for college labor education and is expected to inject new vitality into it. This approach enables students to gain growth and happiness from labor, promoting their better development.

1. The Relation Between Positive Psychology and Labor Education in Colleges and Universities

Positive psychology focuses on exploring the positive qualities and strengths of human beings, which has a close intrinsic connection with labor education in colleges and universities. Among them, positive emotional experience is like a key that can open the door to students' enthusiasm and initiative to participate in labor; The elements of positive personality traits such as persistence and diligence serve as solid foundations, providing strong support for students to overcome difficulties and persevere in the labor process. In addition, the active social organization system advocates the cooperation of multiple subjects such as schools, families, and society to carefully build a good external support environment for labor education in colleges and universities. If university labor education skillfully leverages the advanced concepts of positive psychology, it can effectively guide students to establish accurate and unmistakable labor values, carefully cultivate their positive labor attitudes and habits, and smoothly achieve the key transformation from traditional labor education to positive labor education, ushering in a new path for improving the quality and effectiveness of university labor education.

(Manuscript NO.: JIESS-24-6-1002)

About the Author

Fu,Meng (1988-), female, Han ethnic group, lives in Zhuhai, Guangdong. She holds a master's degree in education and is a full-time counselor at the School of Nursing of Southern Medical University. Her main research areas are student management and college students' career planning.

2. Issues Existing in Current Labor Education in Colleges and Universities

(1) One-sided objectives of labor education

Currently, when conducting labor education, numerous colleges and universities excessively focus on the imparting of labor skills, while seriously neglecting the shaping of students' labor values, the cultivation of labor emotions, and the exploration of labor creativity. For instance, some engineering colleges concentrate solely on training students' professional-related operational skills, paying insufficient attention to students' aesthetic experiences, team collaboration spirit, and comprehension of the deeper meanings of labor during the process. Consequently, although students may acquire certain labor skills, they lack enthusiasm for labor itself, and their internal driving force is severely inadequate.

(2) Monotonous content and form of labor education

The content of labor education in colleges and universities is often confined to the cleaning and simple production internship activities, while the form primarily revolves around classroom instruction and centralized practical training. This monotonous combination fails to meet the diverse needs of students, effectively ignite their interest, or motivate their active participation. For example, in the theoretical teaching sessions, purely imparting knowledge about labor can easily make student bored; whereas in practical activities, the lack of innovative elements and challenging tasks turns labor into a mere mechanical and repetitive activity for students, making it difficult for them to gain positive labor experiences.

(3) Imperfections in the labor education evaluation system

The existing evaluation mechanisms for labor education in colleges and universities mostly focus on assessing labor outcomes, such as the quantity and quality of completed labor tasks. However, there is a lack of effective evaluation methods for assessing students' positive psychological changes, gradual shifts in labor attitudes, and the formation of labor values during the labor process. This results in evaluation results that fail to accurately and comprehensively reflect the true effectiveness of students' labor education and it is not conducive to guiding students to emphasize the cultivation of their positive qualities during the labor process. Some students demonstrate strong responsibility and excellent teamwork spirit in labor, but due to less impressive labor outcomes, they fail to receive sufficient recognition during evaluations. This undoubtedly dampens their enthusiasm for participating in labor education.

3. Improvement Strategies for Labor Education in Colleges and Universities from the Perspective of Positive Psychology

(1) Reshape labor education goals and promote comprehensive development with happiness as the guiding principle

Labor education in colleges and universities should focus on cultivating students' happiness perception and enhancing their overall qualities. It is essential for students to deeply understand that labor is not merely a means of obtaining material rewards but also a broad path to achieving self-worth and crafting a happy life. In the curriculum design, more career planning elements should be integrated to help students recognize the social and personal growth value inherent in various occupational labors, thereby motivating them to actively engage in labor for long-term happiness. Additionally, efforts should be made to cultivate students' aesthetic perception, innovative thinking, and social responsibility awareness during labor, enabling them to gain multidimensional senses of achievement and satisfaction in the process.

(2) Optimize labor education content and methods to stimulate positive experiences and cultivate positive traits

On one hand, the content of labor education should be enriched, closely aligning with the professional characteristics and interest orientations of college students, and carefully crafting diverse labor education courses and practical activities. Liberal arts students can participate in cultural and creative labor practices such as handmade book production and cultural event planning. Science students can engage in tasks such as scientific research experiments, operational procedures, and data collection, exploring the beauty of science in the process. Additionally, social welfare labor and volunteer service should be actively introduced to allow students to experience the profound significance of labor in serving society and enhance their positive emotional experiences.

On the other hand, innovative labor education methods should be adopted, vigorously promoting experiential, project-based, and situational teaching methods to increase student participation and enthusiasm. Campus entrepreneurship projects can be organized, allowing students to experience the entire process of labor from idea generation, product creation, to market promotion in real business situations, thereby exercising their innovation, collaboration, and resilience skills. During teaching, teachers can cleverly set up problematic situations to guide students in independently overcoming labor challenges, stimulating their thinking vitality and creativity, and facilitating the cultivation of positive personality traits.

(3) Establish a multi-faceted evaluation system focusing on process and growth with a positive orientation

Schools should establish a comprehensive and multi-faceted evaluation system that covers various aspects such as labor knowledge, skills, attitudes, values, and positive psychological traits. During the evaluation process, attention should not only be paid to labor outcomes but also to students' performance during labor, including their enthusiasm for participation, attitudes towards difficulties, and contributions to teamwork. A combination of self-evaluation, peer evaluation, and teacher evaluation can be adopted to prompt students to reflect and learn from each other during the evaluation. Additionally, evaluation results should be promptly fed back to students with precise suggestions and encouragement, helping them continuously optimize their labor behavior, strengthen their positive labor orientation, and promote the continuous advancement of their positive labor qualities.

(4) Create a favorable educational environment: integrate multiple resources to build a positive ecosystem

1) Strengthen internal collaboration and cooperation within schools

Departments and majors within colleges and universities should break down barriers and work together to integrate resources, forming a strong collaborative force for labor education. For example, the logistics department can fully leverage its advantages to provide venues and facilities for campus labor practices; the teaching department should put emphasis on the meticulous design and effective implementation of labor education courses; and the student affairs department should actively organize various labor-related club activities and competitions. In addition, it is essential to vigorously advocate for professional teachers to cleverly integrate the concept of labor education into their daily teaching, thereby creating an excellent atmosphere for holistic education where labor education takes root everywhere on campus.

2) Expand off-campus educational resources

Colleges and universities need to take the initiative to establish close cooperative relationships with enterprises, communities, and non-profit organizations to open up a broader horizon for students in labor practices. Enterprises can provide students with real and valuable internship positions, allowing them to deeply experience the charm and challenges of professional labor. Communities can organize students to participate in various forms of service activities, effectively enhancing their sense of social responsibility and civic awareness. Non-profit organizations can guide students to focus on socially disadvantaged groups and actively engage in labor activities with love. Based on this multi-party collaboration, a comprehensive and multi-layered positive ecosystem for labor education in colleges

and universities can be successfully established, laying a solid foundation for students to thrive in active labor and effectively promoting their comprehensive development and value enhancement through diverse labor practices.

4. Conclusion

From the perspective of positive psychology, labor education in colleges and universities undoubtedly pioneers a novel educational philosophy and practical paradigm. Currently, there are numerous issues in labor education within colleges and universities. By confronting these issues head-on and relying firmly on the theories of positive psychology, we have reshaped educational objectives to be more forward-looking and comprehensive. We have optimized educational content and methods, making them diverse and effective. A multi-faceted evaluation system has been established to ensure the scientificity and comprehensiveness of evaluations. Efforts have been made to create a favorable educational environment and integrate resources both inside and outside the school. As a result, we can fully activate students' inner positive emotions towards labor, meticulously cultivate their positive labor personality traits, effectively promote their comprehensive development through labor practices, and truly enable them to experience the joy of happy and fulfilling growth.

References

- [1] Dai Chaoqun. Research on Innovative Strategies for Mental Health Education of College Students from the Perspective of Positive Psychology [J]. China Journal of Multimedia and Network Teaching (Early Edition), 2023, (12): 57-60.
- [2] Li Dawei, Liu Hong, and Wang Gang. Research on the Path of Mental Health Education for College Students from the Perspective of Positive Psychology - A Review of "Mental Health Education for College Students: The Application of Positive Psychology" [J]. Chinese Journal of School Health, 2022, 43(12): 1928.
- [3] Huang Huijin. The Construction Path of "Mental Health Education" Courses in Colleges and Universities from the Perspective of Positive Psychology [J]. Shanxi Youth, 2023, (12): 187-189.
- [4] Zhang Tong. The Practical Path of Mental Health Education in Colleges and Universities in the New Era - Based on the Perspective of Positive Psychology [J]. Huazhang, 2023, (04): 81-83.
- [5] Gao Jie. Exploration of Mental Health Education for College Students from the Perspective of Positive Psychology [J]. Shanxi Youth, 2023, (19): 193-195.