

# **An Effective Way to Improve the Quality of College Freshmen's Adaptive Education from the Perspective of Positive Psychology**

## **-- A Case Study of Freshmen of the School of Foreign Languages, China Pharmaceutical University**

Ji Zhang<sup>a</sup>, Shuangsheng Yan<sup>b</sup>

Academy of Marxism, China Pharmaceutical University, Nanjing, China

<sup>a</sup>1161119122@qq.com, <sup>b</sup>1211095001@qq.com

### **Abstract**

The adaptive education of freshmen in colleges is of great significance for students to integrate into college life and study as soon as possible. At present, colleges and universities generally pay attention to it as a routine work for freshmen to enter the school. However, adaptive education has problems such as limited content and discontinuous time, which cannot meet the individual needs of students. Starting from the perspective of positive psychology, this article starts with the practical experience of freshmen in the School of Foreign Languages of China Pharmaceutical University, and on the basis of full investigation, summarizes the cognitive biases of freshmen and analyzes its guiding significance for freshmen's adaptive education. It also discusses the implementation path of adaptive education quality improvement based on actual problems.

### **Keywords**

**Freshman; Positive Psychology; Adaptive Education.**

### **1. Introduction**

Psychological adaptation refers to the process in which the subject makes an active response through the self-regulation system when the external environment changes, so that the individual's mental activities and behaviors adapt to the environment, and the subject and the environment reach a new balance [1]. Entering university from high school, freshmen have to face the new campus environment, new classmates, new teachers, new learning content, new management mode, etc. Freshmen need to have strong adaptability and psychological endurance, otherwise they will Causes adjustment barriers. Studies have found that psychological adaptability and mental health are positively correlated. Students who have psychological discomfort in learning, interpersonal communication, independent living ability, etc. will have symptoms such as depression, anxiety, fear, and obsessive-compulsiveness. Most of them have psychological crises in colleges and universities. Junior students. Freshmen start to live independently. Classmates come from all over the world. Everyone has different dialects and customs. They should adjust themselves as soon as possible, change their roles, and try to adapt to the campus environment in a short period of time. With changes in living environment, interpersonal relationships, learning styles, career planning and other aspects, college freshmen will inevitably face a process of gradual adaptation. How to help them adapt to university life as soon as possible and complete the transformation of roles is directly related to healthy growth, family harmony and the construction of a safe campus. Therefore, based on the author's practical experience as a one-semester assistant counselor at the School of Foreign

Languages of China Pharmaceutical University, I will try to teach freshmen during the adaptation period in order to guide freshmen to adapt to university study and life more quickly.

## 2. The Connotation of Positive Psychology

The idea of positive psychology was first put forward by the famous psychologist Jung. Jung believes that many people's psychological problems occur because they lack the meaning of life. The meaning of life mentioned here is similar to the sense of meaning in today's positive psychology. Positive psychology has also inherited the thought of focusing on the positive aspects of human nature proposed by the representatives of humanism, Maslow and Rogers, and it has entered the public's field of vision in its true sense and has become a relatively independent research branch of psychology, which began at the end of the 20th century. Famous psychologists Seligman and Laura King are representatives of positive psychology. They define positive psychology as the science of studying human vitality and virtue, and are committed to discovering individual strengths and promoting the application of positive functions, helping people improve their sense of happiness, and making life more meaningful. To a certain extent, the advancement of positive psychology is a historical turning point in contemporary psychology. Psychology is not only a "pathological psychology" that serves people with psychological problems and focuses on treatment, but also focuses on the value of prevention and development, and promotes individuals. Progress is a discipline that helps ordinary people to become happy.

Positive psychology uses appreciative and open eyes to study the positive qualities of human beings, and advocates that the research content should have more constructive power for individuals, so as to promote the development of individual potential and the progress of society. The research content can be summarized in three aspects: (1) Positive emotional experience. Positive emotions include feelings of satisfaction and accomplishment in the past, experience of happiness and happiness in the present life, hope for the future and an optimistic attitude. This is the main content of positive psychology research. Frederickson's "expansion-construction" theory of positive emotions believes that seemingly discrete positive emotions can guide individuals' instantaneous and long-term thoughts and behaviors. Positive emotions can help individuals review and recognize their own resources more comprehensively, have more creative thinking, and expand resources. The positive experience that an individual obtains from different things, such as interest, love, heart flow, etc., has a positive impact on the individual's study and life. In terms of curriculum settings, colleges and universities can start from the needs of students, let students actively participate in teaching activities, so as to obtain positive emotional experience. (2) Positive personal traits. Positive personality refers to the ability of individuals to fully mobilize their own subjective initiative to pursue beautiful things, obtain positive emotions, and then display and play their own abilities and potentials. Positive personality traits can also be stimulated and strengthened by the realization of abilities and potentials. Positive psychological qualities help individuals obtain good interpersonal relationships and adopt more active coping styles in the face of setbacks and failures. Colleges and universities can provide students with a platform and space to give full play to by holding various forms of practical activities, thereby promoting the cultivation of students' positive psychological qualities. (3) Positive environment. Positive psychology believes that individuals rely on the external environment of individual life in the process of positive experience and formation of positive personality, and a good individual organization support system is conducive to individuals to obtain more positive experiences. Individual organization support system. The macro level includes national laws, community relations, effective school environment, and responsible social media; the micro level includes the family environment, dormitory environment, and friendship circle of individual life. Positive psychology believes

that the environment in which students live are all available resources, because this is the real life environment of students, and making full use of these is the most authentic education.

### **3. Adaptation Status of Freshmen in the School of Foreign Languages,China Pharmaceutical University**

Through a questionnaire survey of freshmen and sophomores of the School of Foreign Languages (medicine) of China Pharmaceutical University, it is understood that the cognitive biases of freshmen towards university life are mainly reflected in two aspects:

#### **3.1. Think University Study is Generally Easy**

The survey found that in the eyes of nearly 50% of freshmen, college study is what the high school teachers say is easy, as long as "long live the pass" without too much effort. This is very easy to cause the freshmen who have just entered the university to neglect their thinking, and have an incomplete or even biased understanding of the university's independent research-based learning model. In contrast to the survey of sophomores, nearly 70% of the students believe that university study is as hard as high school or even harder than high school. Facts have proved that studying at university is by no means easy as high school teachers say, and university life is definitely not a liberation after high school life, but requires students to work harder. The knowledge that needs to be learned is no longer just what the teacher said in class. It requires more knowledge expansion and extension after class. University learning is different from the "indoctrination" teaching in high schools, and there is no constant supervision by teachers and parents. Each course offered by the university ends in one semester. Each course has a lot of teaching content and the teaching progress is fast. Especially medical professional courses, such as "Human Anatomy". If there is no clear learning goal, no conscious review, preview, and passive learning, it will be difficult to keep up with the teaching progress, let alone learn well. The more you learn the content of the course, the more you learn, the less you understand. The whole day is muddled. Over time, you will be tired of studying, truant, even give up yourself, and become addicted to mobile phones or the Internet.

#### **3.2. For One's Own Comprehensive Requirements and Lack of Practical Actions, Resulting in a Psychological Gap**

The data shows that 77% of freshmen choose to be a person who takes into account both study and community. In the sophomore survey, it is obvious that very few people think they can do this, and most of them are busy. , But the energy is limited. It is impossible to have both ends for the loss of the other, which leads to feelings of loss and regrets. Facing the new campus environment, new teaching methods, new interpersonal relationships, unsatisfactory life, anxiety in learning, etc., freshmen are prone to psychological gaps due to the gap between ideals and reality. At the same time, the circle of interpersonal communication at the middle school stage is relatively small, and they are basically familiar teachers and classmates, and the content of communication is also related to learning. When it comes to university, students from all over the country with different educational backgrounds, customs, and personalities have caused complexity and difficulties in interpersonal communication. On the one hand, some students expect to get new friendships and find close friends; on the other hand, they are afraid of interacting with strangers, do not know how to interact, and lack the ability to interact. Some students even closed themselves deliberately and were unwilling to participate in group activities. Even if they participated, they remained silent, gradually forming communication barriers. These classmates are often prone to psychological problems caused by frustration in communication. After entering university, many students will go through a process of role change and adaptation. In this process, it is easy to encounter various psychological distress.

## **4. The Directive Significance of Positive Psychology to Freshmen's Adaptive Education**

### **4.1. Promote the Change of Adaptive Education Concepts**

The goal of adaptive education in universities is to help students integrate into university study and life as soon as possible, adapt to changes in the environment, have good interpersonal relationships, and serve the overall development of students. Nowadays, adaptive education is often implemented as a staged work. The short duration of education, a single education team, and the lack of prominent student status have resulted in the low effectiveness of current adaptive education. From the perspective of positive psychology, adaptive education should be an All-round education for all staff and the whole process. First of all, the implementer of education should not be limited to counselors and ideological and political educators, but should be all school workers, including administrators. , The administrative staff and the service staff work together to participate in the process. [1] At the same time, adaptive education is a guiding work that runs through the entire university career. It should provide targeted guidance and suggestions for the needs of students at different time periods.

### **4.2. Enrich the Content of Adaptive Education**

At present, the adaptive education of freshmen mostly starts from the problems that students may have, and proposes to provide education and guidance to students in terms of school rules and disciplines, safety, life guidance, learning, etc., neglecting to start from the positive aspects and cultivate students' positive emotions and qualities to influence students Adaptability and potential development. Positive psychology breaks this traditional education model that starts with problem guidance, and uses theoretical guidance and practical experience to enrich and improve the content of adaptive education. First, starting from the people-oriented approach, improving the theory of adaptive education from the perspective of improving students' psychological literacy and personal abilities; second, positive psychology emphasizes experience and potential development, enriching the traditional adaptive traditional lecture-based education form, Let students participate in education to improve students' initiative; at the same time, positive psychology encourages students to form correct outlooks on life and values, to be tolerant and optimistic in dealing with setbacks and failures in life, and to be able to feel the beauty of society and life, and better Personal development services for students. [2]

### **4.3. Broaden the Position of Adaptive Education**

From the perspective of positive psychology and positive environment for personal growth, shaping a good campus environment and growth environment, and providing individuals with a positive social support system can help students live and study better. First, in addition to the traditional first classroom, as the main position of adaptive education, the second classroom also undertakes the important mission of happiness education. It can give full play to the subjective initiative of students through group counseling, club activities, and volunteer activities, and broaden the education position; At the same time, the theory of positive psychology can actively guide the home-school connection of adaptive education for freshmen. The family environment is an important part of personal growth, and good family relationships can provide individuals with a high support system; secondly, the theoretical guidance of positive psychology is in the process of adaptive education, schools should strengthen the study and guidance of national laws, social ethics and social media to enhance students' tolerance to society and increase their satisfaction with the living environment.

## **5. Implementation Paths for Improving the Quality of Adaptive Education for Freshmen of the School of Foreign Languages, China Pharmaceutical University**

### **5.1. Further Improve and Enrich the Content of Adaptive Education for Freshmen**

Adaptive education can increase students' positive cognitive attitude training and introduce happiness courses. First, a positive cognitive attitude. Positive cognitive attitudes influence how individuals attribute to encounters and experiences, including optimism and hope. Optimism means having a high sense of self-worth, being full of confidence in one's own abilities and potential, and knowing how to maintain oneself. In the content of adaptive education, colleges and universities should help students find their own advantages according to the different life and family backgrounds of freshmen, and promote students to actively face adaptation and better integrate into life. A high sense of hope for learning and self-development is often based on good self-awareness and goal positioning. Colleges and universities should strengthen the self-exploration and goal setting of freshmen. Self-exploration can help students understand their own interests and advantages, and then manage and improve themselves. [3] Goal setting enhances students' sense of self-existence, and determining reasonable and clear goals makes learning and life challenging, concentrates attention, and reduces maladjustment. Second, introduce happiness courses. Happiness class discovers the individual's potential, virtue and self-power, so that the individual can feel and have happiness. Under the concept of positive psychology, colleges and universities can teach the connotation of happiness through lectures or public elections, use a positive perspective to discover their own value, and explore and discover the ways and methods of happiness. With the introduction of the "Happiness Class" of Harvard University, colleges and universities have gradually consciously introduced happiness courses in the teaching of college courses to feel the meaning and beauty of life, thereby promoting freshmen to better adapt to college life.

### **5.2. Pay Attention to the Cultivation of Positive Emotional Experience and Positive Psychological Quality**

Traditional adaptive education for freshmen in colleges is mostly based on input-based explanations, ignoring students' emotional experience and spiritual growth needs. Positive emotional experience and positive psychological qualities are an important part of positive psychology research. A good individual's emotional state and psychological qualities can help overcome frustrations in life, broaden the way of thinking, and better realize their potential. First, focus on positive emotional experience. The new adaptive education for college students should inject more students' self-exploration, so that students can fully understand their own strengths and deficiencies, so that they can fully obtain the experience of achievement in the field they are good at. At the same time, adaptive education should be carried out in the form of group psychological counseling, quality development, etc., so that students can be immersed in it and get positive emotional experience. Second, pay attention to the cultivation of positive psychological qualities. Tough psychological qualities and a positive attitude are complementary, and adaptive education should guide students to face the setbacks in life with an optimistic attitude. On the one hand, frustration experience can be introduced to guide students to learn to release negative emotions and pressure. On the other hand, positive emotional experience can be further enhanced to guide students to learn to view and face life positively. In addition to positive frustrations, the quality of perseverance also must set reasonable goals. University adaptive education should help students learn to formulate scientific goals and plans and put them into action while understanding and accepting themselves, thus forming a virtuous circle and gaining good sense of efficacy.

### 5.3. Optimize the Linkage Mechanism of Adaptive Education

Freshman adaptive education is a linkage project between various elements and a common task of all departments of the school. First, strengthen the system of adaptive education. Adaptability education should be deployed by a unified leadership department to assign tasks and work content to the college and various departments, to avoid overlapping work content, and work responsibilities should be assigned to the right place to improve work efficiency. Schools should establish a unified management department for adaptive education, composed of backbones from various departments, strengthen communication and cooperation among various departments, and formulate education plans, train teachers, and evaluate education effects, to propose targeted Only when various departments form an active linkage mechanism and form a joint force in education can the quality of adaptive education be maximized. Second, strengthen the connection with family and society. Positive psychology believes that a positive environment has a positive impact on personal growth. By optimizing the external environment, individuals can get more positive experiences. First, colleges and universities should strengthen family-school ties, and further help parents understand the school and profession through parent meetings and parent classrooms. At the same time, they should provide parents with educational methods to promote communication between parents and students. Next, in the Internet era, college students living in the information age receive more diversified and more complicated information from the society, which affects the establishment of students' values and outlook on life. Freshmen's adaptive education should strengthen the education and guidance of students on hot social issues, provide on-site inspection opportunities, thereby strengthening the connection between students and society, allowing students to have a more comprehensive and intuitive understanding of society, and helping students to establish a good sense of social responsibility and morality.

### 5.4. Develop an All-round Education Model Throughout the Whole Process

To effectively improve the quality of adaptive education, we need to solve the current problems of short education time and limited content, and we should strive to develop an education model that runs through the entire university life and involves all aspects. First, combine centralized education with decentralized education. Although the traditional lectures, lectures and other centralized education methods have the problem of low student participation, the integration of the education sector allows students to receive a large amount of information in a short period of time, which is reasonable with reservations, while the decentralized long-term education method satisfies The changing psychological needs of students can teach students in accordance with their aptitude for different majors and different personalities, making adaptive education more scientific and pertinent. Second, complete a comprehensive education system. All-round adaptive education at the school level is an education system that includes curriculum education, network education, management education, subsidized education, psychological education, and practical education. All-round education emphasizes the participation and coordination of all departments of the school, the diversity of educational forms and the diversity of content. Adaptive education should be guided by the establishment of students' good outlook on life and values, and fully mobilize the functions of students' second classroom and network media, so that education "lives" and students move.

## References

- [1] Li Fan, Ma Hongjian. An Analysis of University Freshmen's Adaptive Education from the Perspective of "Three All-round Education"[J]. Higher Education Forum, 2020(08):70-73.
- [2] Wang Xiuping. The application of the concept of positive psychology in student work[J]. Journal of Jilin Radio and Television University, 2020(11):10-11,15.

- [3] Ma Tianyu. Theoretical Research on Positive Psychology and Its Application[D]. Changchun: Jilin University, 2009.