Measures to Educate College Students on Happiness in the Perspective of Positive Psychology

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Abstract: This paper makes corresponding adjustments and changes from the actual contents, methods and practices of college students' happiness concept education, combined with positive psychology’s character strength and virtue system, positive emotion, positive personality, positive interpersonal relationship and evaluation system, which can help college students' happiness concept education play a better effect and role to a certain extent.

Keywords: Positive psychology, Education on the concept of happiness for college students, Countermeasures.

1. Enriching the Content of Education on the Concept of Happiness of College Students

The monotonous and incomplete content of happiness concept education for college students cannot meet the evolving pursuit of happiness of college students. In order to keep up with the times and solve new problems, we introduce the Positive Psychology Happiness 2.0 theory i.e. (PERMA theory), inject new vitality into it by discovering character strengths and virtues, carrying out positive emotion education and positive meaning education, and build a complete, scientific and productive content system for college students' happiness concept education.

1.1 Discovering Character Strengths and Virtues

From the perspective of positive psychology, Martin Seligman points out in his book "Sustained Happiness" that positive psychology studies not happiness but a holistic flourishing life with five pillars, positive emotions, engagement, relationships, life meaning and achievement, and the cornerstones of these pillars are character strengths and virtues. In the Flourishing Life Theory, 24 strengths support the five elements, and the theory aims to help us use our most prominent character strengths to achieve more positive emotions, life meaning, achievement, and ultimately holistic human development.

By studying the strengths of character and the system of virtues and understanding their relationship to positive emotions, positive psychology aims to promote the development of the whole person, so positive psychology studied the cultural classics of various countries, and in 2004 positive psychologists summarized six character strengths that are general in the world: wisdom, courage, humanity, justice, moderation, and transcendence. Based on these six virtues, twenty-four positive character qualities were proposed, including creativity, curiosity, good learning, insight, thinking, integrity, perseverance, courage, vitality, hope, appreciation, spirituality, humor, gratitude, kindness, love, fairness, leadership, prudence, humility, forgiveness, self-regulation, citizenship, and interpersonal intelligence. By knowing oneself and effectively utilizing these character strengths and virtues, and thus engaging in meaningful activities, one will be able to generate pleasant emotions. Therefore, helping college students understand their character strengths and virtues in the process of education on the concept of college students' happiness, or strengthening their character strengths through effective intervention methods, is very helpful for college students to establish a positive attitude toward life and a happy academic life.

Traditional education on the concept of college students' happiness focuses excessively on the shortcomings and flaws of college students, and devotes itself to making them correct their bad behaviors to meet the requirements of education on the concept of happiness, while positive psychology emphasizes more on focusing on people's strengths, so that college students can explore their character strengths and virtues as much as possible, give full play to their innate potential, and grow into more truly excellent selves, so that their life can bring them This will bring happiness and enable college students to make the greatest contribution to society. When colleges and universities arrange psychological measurements for college students, they usually measure issues such as the degree of compulsion, fear, depression, and violence, and conduct psychological problem identification and intervention, but rarely measure college students' happiness, optimism, character strengths and virtues. This is tantamount to viewing students as a population at risk for problems rather than a population of strengths that may reach great potential. Teachers who view their students with a problem orientation have a guarded and wary mindset, while teachers who view their students with a strengths orientation have a pioneering and appreciative mindset. Harvard University research found that teachers' attitudes and perceptions of their students directly affect their students' performance. If teachers view a student as someone with
many weaknesses, then the students' weaknesses will be magnified indefinitely, whereas if they see many strengths in the student, then the student will continue to show more and more strengths. But the education of discovering character strengths and virtues does not mean that teachers can ignore students' flaws. The purpose of discovering character strengths and virtues is to correct the tendency of the past education of college students' well-being to focus too much on flaws, but not to completely replace the focus on flaws with the focus on strengths. But even in the process of correcting students' problems, we can find ways for college students to use their character strengths and virtues to correct it, rather than just forcing them to correct it, to meet the standards of college students' happiness concept education.

1.2 Emphasis on Positive Emotion Education

Emotion is the mental process that an individual reflects in response to a thing or objective phenomenon. Emotions are different and closely related to the results one wants for an objective thing, because the process of emotion is a person's reaction to the stimulation of a thing or objective thing, which includes the neurological changes in the assessment of cognition, leading to the impulse of behavior compounded in many aspects, when the objective thing or the result of the thing is consistent with one's expectation, the emotion is positive. On the contrary, when the outcome of the event or objective things and their own psychological expectations, will produce negative emotions, generally speaking, positive emotions will make people feel comfortable, will improve more comprehensive attention, emit more comprehensive thinking, on the contrary, negative emotions, will make attention become narrow, thinking more critical and analytical, and the generation of emotions and personal happiness index and the degree of acceptance of happiness cognition is It is closely related to the degree of personal happiness index and acceptance of happiness perception. By making full use of psychological methods and measuring college students by means of psychological scales, a low score of negative emotions or a high score of positive emotions can prove that the study of college students' happiness concept education in the section of positive emotion education is successful.

Positive emotion education is very important for college students' happiness education, so in the curriculum of positive emotion education, we should first introduce the benefits of positive emotion, which can cope with the negative effects brought by bad things and make college students have positive energy to increase their happiness, and keep a positive attitude at all times can make life better and think more creatively. Positive emotions can keep people's physiological functions smooth and healthy, avoiding excessive mental tension or stressful diseases and physical disorders, and often maintaining positive emotions can make college students get out of excessive stress, anxiety and tension quickly to adapt to the external environment, and positive emotions can also stimulate self-efficacy to produce satisfying behaviors and experiences and promote the expansion of individual cognition; secondly, too many negative emotions This part serves as a cognitive education for college students on emotions, so that they know that negative emotions can make people depressed, bring about changes at the physiological level, seriously affect physical and mental health, bring inconvenience to normal life and study, and how to dissipate excessive negative emotions? The content of the course is followed by the content of the course on how to dissipate excessive negative emotions, which makes the whole content system of happiness education for college students complete and three-dimensional. Positive emotion education will also bring good influence to interpersonal communication of college students, bring good emotional influence to people around them, inspire all people to behave positively, and be able to experience happiness and feel happiness better, so positive emotion education for college students can not only make college students have a deeper understanding of happiness, but also make college students produce more positive emotions, and make happy behaviors driven by positive emotions, and experience happiness from them. The positive emotion is very important to enhance the subjective happiness of college students, and when the value of life satisfaction gradually increases, it can objectively show that the education of college students' happiness concept has been effective.

1.3 Conduct Positive Meaningful Education

The meaning of life is to constantly use one's strength to pursue something beyond oneself. Therefore, a meaningful life is never a selfish pursuit, not to ask for something from the world, but to think about what value you can contribute to the people and environment around you. However, when educating college students on the concept of happiness, we should consider the individual situation, there are many meanings in life, not everyone should devote to public welfare like Bill Gates or create Alibaba like Jack Ma, we have to look for the life We have to find the value of life, not to be framed and kidnapped by a certain meaning. If we can't tailor the education to the individual, the education of college students' happiness will lose its relevance and specificity.

Goals are an important part of meaning, and reasonable life goals can help students raise their low-level interpretation of meaning to a high-level interpretation of meaning. If teachers help students set long-term goals for the future and guide them to think about what they want to do when they enter society, they are likely to change their attitudes toward learning and life in the courses on well-being education. This is because many college students lack motivation to study specific subjects not because they are not interested in the subjects themselves, but because they do not understand the purpose of learning them, as most of them are influenced by their parents and society when choosing their majors, so they feel confused, burned out, and thus lose motivation to continue studying. Setting life goals can provide students with a lasting motivation to learn, and it will motivate them to take the initiative to improve their learning style, to work towards enhanced learning effectiveness, and ultimately to achieve their future goals. In the process of meaning education, students can share their true thoughts about a story or life issue in an open environment, which in turn will enable them to learn the meaning of life from their own thoughts. There are also many ideas to refer to when designing activities to explore the meaning of life, such as taking college students on field trips to schools and nursing homes in poor areas; communicating with left-behind children to understand their thoughts, and letting their positive and strong optimism
inspire college students to perceive and understand the preciousness of life, to know how to cherish what they have now, to create a wonderful life, and in the process of constantly searching for the meaning of life. In the process of constantly searching for the meaning of life, we will eventually achieve the goal of happiness.

2. Ways to Improve Education on the Concept of Happiness of College Students

While traditional methods of education on happiness of college students focus too much on lecture and conversation methods, positive psychology can help college students discover their own strengths, stimulate their existing potentials, develop the ability to feel and create happiness in the process of enriching the meaning of life and creating life values, and improve the traditional methods of education on happiness of college students.

2.1 Focus on Positive Personality Development

College students' happiness concept education is relatively single in terms of methods, relying too much on the teacher's teaching of knowledge in the classroom, overemphasizing the teacher's subjectivity and ignoring the strong motivation of students as the main body of learning. Drawing on positive psychology to improve the methods of college students' happiness concept education, adding personality tests, personality questionnaires, optimistic explanatory styles and learned optimism, etc., can be used in terms of positive personality. Effective guidance for college students, cultivation of positive and healthy personality of college students at the same time, mobilization of initiative and enthusiasm of college students in learning, and promotion of positive understanding of themselves and others. Personality, as the premise and foundation of personality cultivation, is an important concept in psychology, which refers to the sum of various characteristics of human character and ability, etc. Of course, personality contains both positive and negative personality, and positive personality can promote the generation of positive emotions and enhance the subjective sense of happiness, thus affecting the establishment of college students' concept of happiness, so college students' happiness education should focus on the cultivation of positive personality.

Usually psychology is repairing damage, improving from -6 to -2, but it is still negative, i.e., it is just repairing from big bad to small bad. The major difference between positive psychology and other psychologies in terms of interventions is that interventions that are effective in making problems smaller are usually very strong means, and at the same time such changes occur when the balance between personal willpower and the external environment is biased in favor of the external environment. However, when we want to move our lives up from +3 to +8, willpower is more important than manipulating the external environment. Professor Cattell of the American Institute of Personality and Ability Testing believes that the basic structural element of personality is trait, and there are many types of traits, which can be divided into four dimensions and sixteen personality factors. It is also one of the most widely used psychological scales in the positive personality development process. Positive psychology also proposed 24 personality strengths in 2004, based on the Eysenck Personality Inventory, the Five Factor Trait Model proposed by Costa and McKell, and the seven dimensions proposed by Trigon and Waters, combined with the best cultures of the world such as Confucianism, Buddhism, and Taoism. These can be used as personality tests, personality questionnaires and personality test scales in the process of positive personality cultivation to realize the discovery of positive personality of college students, and then cultivate the positive personality of individuals. Positive psychology also focuses on optimistic explanatory style, where college students attribute the cause to external factors and temporary when facing a series of stressful events such as exam failures, emotional setbacks and family misfortunes, and use positive and optimistic explanations to view negative situations. It helps college students to get out of the shadow of pain and finally achieve the goal of forming a correct view of happiness. Martin Seligman made positive psychology widely available to other disciplines by studying learned helplessness. He believes that some people are unfortunate because their negative personality traits, such as depression, compulsion and fear, are constantly stimulated and reinforced by the outside world, causing negative deviations and eventually forming a learned personality. Then the positive personality represented by optimism can also be acquired by learning. Of course, teachers can promote the formation of positive personality of college students through training by means of optimistic attribution tests, etc. The positive potential power and ability of college students will construct positive personality bosom, and help individuals to form positive human attitude to accept values with positive personality power, and focus on positive personality education of college students can be in Focusing on the positive personality education of college students can improve the method of education on the concept of happiness of college students and enhance the effect of education on the concept of happiness of college students.

2.2 Broaden Positive Interpersonal Relationships

Martin Seligman in PERMA theory mentions that happiness, is composed of five elements together, these five elements are independent of each other all can promote happiness, but also mutual influence and connection, five elements together, can be able to make people reach the end of happiness, and positive relationship is one of the most important factors. Positive relationships with others are the best and most reliable antidote to our low points in life. In the education of college students’ concept of happiness, others are the housemates, classmates, teachers and family members around college students. Appreciating others is an act of acknowledging and praising others, appreciating and thanking others has an important impact on enhancing subjective happiness, and appreciating and learning others’ character strengths can bring happiness to others and sublimation to ourselves.

Positive psychology promotes proactive and non-violent communication that optimizes relationships, generates positive emotions and beliefs, and leads to more directed behavior and focus on doing positive things. Many happy people feel happy not because they have not experienced
negative emotions such as frustration, anger, depression, etc., but because they can move more quickly out of difficult situations and have a stronger immune system for dealing with negative emotions compared to others. One of the important reasons they have a strong immune system is that they have very good relationships. Positive interpersonal relationships emphasize that these three aspects of interpersonal relationships contain the fact that they maintain good relationships with their parents, siblings, lovers, friends, teachers and classmates, etc. Therefore, education on the concept of college students’ happiness to broaden their positive interpersonal relationships should mainly start from these three aspects.

First, help college students build positive peer relationships. Good peer relationships have significant effects on many aspects of college students, such as intimacy, support, self-identity, and emotional security. Good friendships are associated with good academic achievement. Of course, it is not enough to provide personal support to college students who have no friends, or ostracized from the class, or rejected from the dormitory; we must not only help them develop new social skills, but also change the perceptions and behaviors of others in the class toward them.

Second, we help college students build positive student-teacher relationships. Positive psychology advocates building empathetic, warm teacher-student relationships that can lead to increased attendance, critical thinking, academic achievement, self-esteem levels, increased positive motivation, social connectedness and engagement, as well as reduced disruptive behavior among college students.

Third, it helps college students build positive parent-child relationships. All relationships are constantly changing, and individuals who want to maintain a healthy and lasting relationship need the ability to empathize, to be able to understand the needs of others, and to appreciate their different perspectives. Helping parents understand how their children grow and learn, understand that children are also independent individuals, understand their likes and dislikes, sensitivities and strengths, listen more to their children’s ideas, discuss issues with them, and fully consider the process of their children’s opinions can all effectively enhance parent-child relationships.

In conclusion, when we build happiness, we must first enhance our interpersonal relationships in maintaining the important principle of mutual respect when dealing with people, the most important of which is that people are able to have some awareness of maintaining positive interpersonal relationships before problems arise, thus generating good motivation. Positive psychology, while broadening the path of methods for educating college students about happiness, also provides answers to improve interpersonal relationships, which are gratitude, forgiveness, proactive communication and non-violent communication.

2.3 Evaluation System using Scales

One advantage of psychology is that it can quantify abstract, hard-to-capture emotions, states and concepts and make them into psychological scales. Therefore, the scale evaluation system using positive psychology is one of the most important indicators to test the validity of college students’ view of happiness. By concretizing and digitizing the degree of individual happiness, the happiness index can make the effect of happiness concept education more intuitive, in order to give evaluative feedback on the effect of happiness concept education implementation. Subjective well-being is a more specific concept, which is usually defined as a relatively high level of positive emotions, a relatively low level of negative emotions, and an overall judgment of whether people are happy with their lives. Happiness, on the other hand, is synonymous with these terms mentioned above in everyday life. Positive psychology prefers to measure life satisfaction because this indicator, while relatively stable, is also sensitive enough to changes in life circumstances. The results of empirical studies show that there is a large degree of consistency regardless of the labels and terms used to measure it. In current research, there are various measures of general well-being, life satisfaction, and happiness: Gurin, Veroff, and others directly asked subjects whether they felt happy; Cantril used the self-placement scale method i.e., asked test subjects to determine their own best and worst standards of living and then rated their own life situation; Kamman and Flat devised the affective balance in a scale measuring emotional frequency and emotional intensity; Bradburn designed the Emotional Balance Scale; and Diener et al. developed the Life Satisfaction Scale. The most popular of these measures is the Life Satisfaction Scale. The scale includes five entries, each of which is divided into seven levels, from 1 (strongly disagree) to 7 (strongly agree). The results are scored from 5 to 35.

The acquisition of individual happiness feeling is the form of realization of the effect of happiness concept education, and the measurement of individual subjective happiness is mainly done by self-report method, bystander report method, task completion method, behavior record method and physiological measurement method, etc., while in the actual operation of happiness concept education for college students, simple interviews and questionnaires are more often conducted for college students. Positive psychology can intuitively reflect the effect of college students’ happiness education by measuring the degree of individual happiness. If individuals can obtain a higher level of happiness through college students' happiness education, it indicates that college students’ happiness education is meaningful and effective for them, and the relevant scales of positive psychology improve the evaluation system of college students' happiness education.

3. Strengthening the Practice of Education on the Concept of Happiness Among College Students

The education of college students' concept of happiness should abandon the traditional concept of happiness education and incorporate more activities to intervene in the formation of college students' concept of happiness, promote college students to obtain the psychological experience of happiness and then establish the correct concept of happiness, and effectively improve the practicality and effectiveness of the education of college students' concept of happiness.
3.1 Stimulate Individual Bliss Flow Immersion Experience

One of the characteristics of bliss is that when a person focuses all of their attention on the event, the action it produces is done without thinking, almost entirely driven by the subconscious, and the person is completely unified with the action, even when their perception is completely gone. However, when educating college students about happiness, it should be noted that the immersion experience does not necessarily produce the flow of happiness; there are also bad aspects, when a person is completely immersed in some kind of fun activity, no longer pay attention to other things, when the result of this thing deviates from the expected, it will produce negative emotions, that is, he loses control of himself, although to a certain extent can improve the efficiency of doing things, but it will be due to addiction, for example, the subconscious mind. But it will be due to the addictive nature, for example, gambling, drug addiction, promiscuity, etc., which will completely reduce the self to the captive of something and stop feeling the pleasure of other aspects of life.

The education of college students on the concept of happiness should start from real life, encourage them to find happiness points in life, stimulate the optimal experience, and bring themselves the ability to feel happiness. First, help college students understand themselves and find activities they love. These activities have some characteristics, have clear goals, will give instant feedback, are activities they can control, all negative emotions and mental activities will disappear during the process, and they do not feel the passage of time at all, etc. Secondly, encourage college students to set a reasonable goal that they can achieve to strive for. When setting goals, attention should be paid to the balance of challenges and talents, not to set goals that differ too much from one's own ability, and the difficulty of the goal should be set in such a way that one should eventually be able to experience happiness. When the external challenge or the goal set is above the average level with one's ability, it will be able to produce bliss. It should be noted that teachers should constantly remind college students to optimize their goals and strengthen their ability to reach them; finally, develop the goals into their lifelong hobbies, such as sports, meditation, etc. Studies have found that most of the activities that can produce happiness experience come from personal hobbies. Therefore, during their school years, college students have a rich after-school life and a lot of time to cultivate their hobbies, but many of them choose to watch Netflix and play games in their dorm rooms, and such experiences are not conducive to the generation of happiness flow for college students, so in the education of happiness concept, we should actively guide college students to find their happiness flow in their daily study and life, encourage them to go out of their dorm rooms and Internet cafes, participate in their favorite Encourage college students to get out of their dorm rooms and Internet cafes, participate in their favorite clubs or various activities, find their own interests and devote a lot of time and energy to study hard for them, and create more geeks. Through these meaningful and positive activities, colleges and universities make college students feel the fullness and beauty of campus life, enhance their fullux power, and inspire surging fullux.

3.2 Increase in Positive Resilience Practice Programs

Resilience (also known as mental toughness) refers to the ability of individuals to recover from, save themselves from, and even improve themselves in the face of major disasters such as difficulties, failures, and threats. There are three theories that currently characterize resilience, starting with the trait theory. Resilience is an ability in an individual to use the trait of resilience to convert an emotional or bad state into a healthy coping solution when in a stressful situation; secondly, process theory. Process theory believes that resilience is a dynamic system, and that it is a gradual evolutionary process. When a person is faced with a stressful situation, the negative stress in the individual will interact with the stress and convert their emotions and conditions into a healthy state through the process of interaction with the stressful situation. Outcome theory suggests that, of course, after a significant event, an individual's resilience will produce an adaptive outcome. Either theory affirms the positive role of resilience when people experience high pressure or bad situations, and that resilience has a positive effect on normal life. mentally able to withstand some major traumas and accidents and self-regulate.

Based on a study of American soldiers suffering from PTSD, Professor Martin Seligman found that post-traumatic growth can be achieved through positive resilience programs for psychological problems caused by war and disaster, and that those who have had special experiences have more advantages than those who have not experienced terrible events. Adding a positive resilience program to the education of college students on the concept of happiness allows them to actively deal with setbacks and hardships in life, and the first thing is to learn to emerge from the shadow of failure and pain and enhance individual resilience. Although mental resilience involves the word psychological, it does not refer to a person's inner traits, but rather describes an objective process. When a person adapts well in the face of life adversity, trauma, tragedy, threat or other significant stress and is able to recover from a difficult experience, we consider that in this process, the individual demonstrates resilience.

There are many ways to develop and enhance resilience within an individual. When a teacher, as a resilience trainer, is involved in a positive resilience program and is confronted with a major trauma or problem encountered by a college student, first, help the college student recognize that the collapse of beliefs after a trauma is normal; second, make sure to reduce depression, anxiety and obsessive negative emotions; third, encourage the college student to talk about his or her traumatic experience; fourth, have the college student describe what positive changes he or she has experienced after the trauma. Fifth, the teacher and the students summarize the growth due to trauma together, and finally sublimate the cultivation method of cultivating happiness. This process is a complete understanding of the problems, summarizing the problems they encountered, encouraging themselves to face difficulties, gradually regulating their mindset, enhancing their self-confidence, and improving their ability to face difficulties and solve them, which means improving their personal resilience. The content of the positive resilience program is designed to include the development of happiness concepts, happiness experience,
happiness selection methods, happiness emotion management and other aspects of the program as well as the examination and feedback on the effectiveness of the program.

3.3 Creating A Positive Campus Culture Environment

Colleges and universities are also known as life industries, and college students are the ultimate goal or product of colleges and universities. This means that education on the concept of happiness for college students is not only ideological and political education during school, but also throughout the whole life cycle. Even if they are far away from school and classroom, the impact of college education on the concept of happiness is accompanied by the students' life and affects their future attitudes and views on things, which is one of the important purposes of conducting education on the concept of happiness. Although teachers spare no effort to teach knowledge related to happiness, the purpose of happiness concept education for college students is not only to lead them to understand the concept and application of happiness itself, but also to teach them the way to look at things and to establish a correct view of happiness.

Positive psychology focuses on the positive influence of the environment on people, and the university campus is the most important living culture place for young people. The education on the concept of happiness of college students cannot be completed only through the forty minutes of classroom, so the education on the concept of happiness should immerse college students in the atmosphere of happiness culture every day, and the library, classroom, cafeteria, dormitory and sports field on the campus can be the places to reflect the culture of happiness. The creation of campus cultural fields: positive campus culture, for example, school song, school motto, school history, etc. Here, Xi'an Jiaotong University's spirit of westward migration is used as an example, and college students have become more determined in their ideal beliefs after learning about the history of the school. A positive campus cultural environment should contain a school goal with clear common aspirations, so that college students can understand why they persist and work hard in life, so that they can fundamentally realize the importance of happiness, improve their love for life from motivation, increase the energy they put into the learning process and the idea that they are willing to struggle hard in order to get achievements, so that they can experience happiness in their efforts. Creating a positive campus culture environment plays an important role in the development of college students' view of happiness. Colleges and universities should pay attention to the overall development of students and encourage their efforts and progress, while schools that focus only on academic ability and academic achievement are likely to be detrimental to the overall development of students and the formation of positive attitudes. A university with a positive campus culture should be able to teach students how to become lifelong learners and guide college students to become responsible, caring members of society.

4. Conclusion

A positive school culture while students are in school enables them to recognize the importance of the well-being program to them, to recognize that school discipline is strict, fair, and clear, and that students understand that the corrective actions made by the school are for the moral and skill level of the students and not formalism. College students recognize that the reward system offered by the school is rational, that it provides recognition for students' efforts and achievements, and that it encourages more positive behavior. College students can experience the school's care and concern in every corner of the campus, positive banners can be seen everywhere on the campus, student interest groups are becoming more and more diverse, work-study and mutual help are becoming a habit for students, teachers are no longer only concerned about students' grades and scores, but are more active in interacting with students and forming a relationship with both teachers and friends, and college students can Students can experience a complete sense of belonging and happiness on campus. Therefore, a positive university cultural environment and ideal atmosphere can create good conditions for college students to establish a correct concept of happiness.

The purpose of educating college students on the concept of happiness is to enable them to develop a reasonable perception of happiness and positive emotions, which will eventually be reflected in positive behaviors. This process can promote the formation of healthy personality of college students and teach them to discover happiness, perceive happiness and pursue happiness in life. When educating college students on the concept of happiness, colleges and universities should take the Marxist concept of happiness as the main basis, and make full use of the contents and methods of positive psychology to improve the cognition, perception and practice ability of college students on happiness, which is a part that colleges and universities must incorporate in the whole ideological and political education process, which greatly enhances the practicality and effectiveness of ideological and political education courses in colleges and universities, and also strengthens college students' This greatly enhances the practicality and effectiveness of ideological and political education courses in colleges and universities, and also strengthens college students' sense of national identity and pride. Through the education of college students on the concept of happiness, college students are encouraged to set up ambitious life goals, which can make them avoid extreme negative behaviors when facing setbacks or suffering from major psychological trauma, and actively face and overcome difficulties. College students can always feel their strengths and give full play to them, and are happy to help others, bringing happiness to others while reaping a great sense of accomplishment and happiness for themselves. Happiness is always hard to come by, and plum blossoms come from bitter cold. In the process of maintaining positive emotions, we cherish the happiness we have in front of us, and create greater happiness through our own character strengths and virtues.

This paper explains the concepts related to happiness and the main contents and research fields of positive psychology research, investigates and analyzes the current situation of college students' happiness and the current situation of college students' happiness education in positive psychology perspective, proposes nine specific measures from three levels of constructing content system, improving education methods
and strengthening education practice, and devotes to will continuously innovate the education on the concept of happiness. The aim of these nine specific measures is to continuously innovate the ways and methods of happiness education, constantly update the content of happiness education, and finally put the happiness education in colleges and universities into practice. However, due to the limited time and ability, some issues have not yet been studied in depth, such as how teachers measure the progress of happiness education of college students, etc. It is hoped that in future academic research, we will continue to explore the happiness education of college students and put forward more educational paths and effective countermeasures to keep up with the times.

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References


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