

Application Research of Positive Psychology in Innovation and Entrepreneurship Education of College Students

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Abstract: With the continuous deepening and progression of quality education, the standards and requirements of college education management work are also constantly improving. There is a shared responsibility in cultivating innovative and entrepreneurial talents, developing the innovation consciousness of students, exercising entrepreneurial ability, enriching their entrepreneurial experience, and laying a solid foundation for their future employment and career growth. Based on the perspective of positive psychology, to further improve the quality of dual-innovation education, schools should comprehensively optimize the curriculum system, enrich the content of education, and innovate teaching methods, to stimulate the subjective initiative of students. With this, we can give full play to the important role of positive psychology in dual-innovation education to aid in the efficient implementation of innovation-driven development strategies in our country. Given this, this study combined practical experience and theoretical basis, conducted an in-depth discussion of the concept of positive psychology, analyzed its application value in innovation and entrepreneurship education, and proposed specific implementation strategies.

Keywords: Positive psychology; Colleges and universities; Innovation and entrepreneurship education; Applied research

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1. Introduction

In the report to the 20th National Congress of the Chinese Communist Party, it was clearly stated that employment was the biggest livelihood. To cope with the current employment challenges faced by college students, universities have stepped up to innovate and implement entrepreneurship education to broaden employment channels for graduates. However, in this process, the psychological pressure borne by students cannot be ignored. To enhance the positive psychological training of college students in this process, schools must explore effective measures to promote the synergistic development of innovation, entrepreneurship, and positive psychology, to meet the needs of college education reform in the modern era. At the same time, this promotes the smooth employment of graduates. Under the concept of “mass entrepreneurship and innovation,”

college leaders and teachers need to pay more attention to innovation and entrepreneurship education, implement effective measures to cultivate students' innovation and entrepreneurship abilities, and deliver high-quality talents for social and national development. In the context of higher education, college students are prone to all kinds of psychological problems at the beginning of their career, which are manifested as a weak mentality and insufficient ability to bear the burden, and eventually lead to fear or anxiety. Therefore, colleges and universities should apply the principle of positive psychology in the education of entrepreneurship and innovation, to improve students' psychological quality and enhance their mental capacity. Exploring the application of positive psychology in the process of innovation and entrepreneurship education of college students is an important issue that educators need to address. This paper focused on this issue and carried out an in-depth exploration to enlighten educators.

2. An overview of positive psychology

Positive psychology was a new trend of thought in Western psychology at the end of the 20th century. It was founded by American psychologists Seligman and Laura King. Positive psychology is devoted to studying the vitality and virtue of ordinary people. It advocates that psychology should start from an individual's actual, potential, and constructive strength, virtue, and goodness. It also advocates adopting a positive attitude to make a new interpretation of many psychological phenomena to stimulate inner positive strength and excellent qualities. These positive powers and good qualities help people with problems and maximize their potential to live a good life ^[1].

Positive psychology includes three levels of research. First is the subjective experience level, involving human happiness, satisfaction, and happiness, emphasizing that people should be satisfied with the past, happy with the present, and face the future with optimism. The second is the level of individual growth. It involves the positive psychological characteristics of individuals, especially the positive inner strength, virtue, aesthetic experience, and workability. The third is the group organization level, which involves the positive organization system, and the need to establish a positive society, family, and school system. This aims to cultivate the virtue of citizens and foster the qualities of responsibility, altruism, politeness, and professional ethics ^[2].

Positive psychology not only focuses on helping people in challenging conditions to survive and adapt but also helps them develop a high-quality personal and social life. It is a revision of traditional mainstream psychology because it not only treats mental illness but also focuses on how ordinary people can achieve a happy life. Recently, positive psychology has garnered more attention, which plays a guiding role in people's lives and productivity. Colleges and universities can explore the development path of college students' innovation and entrepreneurship education based on the perspective of positive psychology, to give full play to its application value ^[3].

2.1. The enlightenment of positive psychology on innovation and entrepreneurship education in colleges and universities

2.1.1. Clarify the value orientation of mass entrepreneurship education

For a long time, psychological education in colleges and universities in China has mainly focused on preventing and intervening in students' psychological problems but neglected the development of their potential and psychological quality. Positive psychology pays attention to the positive factors of psychology. Innovation and entrepreneurship education in colleges and universities should focus on the development of students, cultivate their positive qualities, and help them realize their self-value to become innovative talents. It is clearly stated in the Outline of the National Medium- and Long-Term Talent Development Plan that innovative

talents refer to those who have innovative consciousness, spirit, and ability, engage in innovative labor make significant contributions to society, thus contributing to China's innovation-driven strategic development^[4]. Schools should incorporate mass innovation education into the whole process of talent cultivation, follow the law of development of innovative talents, and include the quality of innovative talent training as an important measurement index to plan and promote university entrepreneurship education. Therefore, from the perspective of positive psychology, university innovation and entrepreneurship education should be implemented into talent training programs with the individual development of students, and take the long-term development of individuals as its value orientation. Positive psychology puts forward higher requirements for the design of innovation and entrepreneurship education courses. During teaching, the student's individual development should be taken into account to develop their potential, improve their mental health level, and improve their self-realization ability^[5].

2.1.2. Enrich the connotation of innovation and entrepreneurship education

Nowadays, it has become an inevitable trend of education reform to implement innovation and entrepreneurship education in colleges and universities. However, mass entrepreneurship education in many colleges and universities is still in the initial stage of development, with a single form and basic content. Innovation and entrepreneurship education under the guidance of positive psychology can effectively improve this situation, enrich the connotation of education, highlight the people-oriented concept, and cultivate students' positive qualities and upward psychology^[6]. It can also break the barriers of traditional teaching, break through the restrictions of the old model, reconstruct the conventional teaching mode and evaluation method, and integrate students' ability, potential, and quality into its innovation and entrepreneurship teaching so that it can effectively implement quality teaching in the long-term life development of college students^[7].

3. The implementation strategy of positive psychology in innovation and entrepreneurship education of college students

3.1. Improve the curriculum of entrepreneurship and innovation based on positive psychology

To integrate positive psychology into college students' innovation and entrepreneurship education effectively, it is necessary to formulate corresponding educational courses. Schools should attach importance to the value of positive psychology, incorporate it into the curriculum system of innovation and entrepreneurship education, and set up compulsory and elective courses to ensure that students fully grasp the knowledge in this field. These courses should focus on cultivating positive psychological qualities, such as optimism, courage, and creativity. By learning the basic theories and methods of positive psychology, students can better understand how to stimulate their inner potential and be more confident and optimistic in the face of challenges^[8]. At the same time, the course content should also cover practical cases and the sharing of experiences in innovation and entrepreneurship, allowing students to learn from real situations and apply the knowledge learned to solve practical problems. Through systematic course study, students will be able to fully understand the application and practice of positive psychology in innovation and entrepreneurship. They will learn how to use their strengths and potential to cultivate innovative thinking and entrepreneurship. In addition, students will learn how to play an active role in a team and improve their teamwork and leadership skills^[9]. To ensure the effectiveness of the curriculum, schools need to regularly evaluate and update the curriculum to meet the needs of The Times. Teachers also need to constantly improve their teaching ability and guide students to connect theory with practice. The key to the effective integration of positive psychology and innovation and

entrepreneurship education is to formulate relevant courses that focus on cultivating the students' positive psychological qualities. This will provide students with comprehensive knowledge and skills to train them to become future leaders with innovative spirit and practical ability ^[10].

3.2. Conduct practical activities based on positive psychology

In addition to formulating relevant courses, practical activities are also an important way to integrate positive psychology into college students' innovation and entrepreneurship education. Schools can provide various practical opportunities for students to showcase their abilities and skills in real-life situations ^[11]. First, schools can set up practice bases for innovation and entrepreneurship to provide practical platforms for students. This platform can simulate a real environment, allowing students to personally participate in innovative projects and entrepreneurial practices. In the practice base, students can learn how to apply theoretical knowledge to real situations and cultivate their innovative thinking and entrepreneurial spirit. In addition, students can be provided with opportunities to interact with industry professionals, allowing them to benefit from the experiences of successful people. Second, the school can organize various activities such as competitions and forums to provide a stage for students to showcase their talents, as well as promote exchanges and cooperation among them. Forums can provide students with opportunities to learn about industry trends and development prospects, and stimulate their entrepreneurial enthusiasm and innovation awareness ^[12]. In practice, students will learn how to face challenges and difficulties with a positive attitude and optimistic mood.

3.3. Strengthening teacher construction based on positive psychology

Innovation and entrepreneurship education are of great strategic significance in China's economic and social development. Schools should bring together and form a teaching team with complementary advantages, and play a positive demonstration and leading role. According to the characteristics of entrepreneurship education for college students, it is suggested to establish a team of entrepreneurship guidance teachers composed of on-campus entrepreneurship guidance teachers, part-time entrepreneurship guidance teachers, and cooperative tutors, to better carry out innovation and entrepreneurship education. Specifically, educators of entrepreneurship and innovation education should know psychology, securities and investment, strategic management, financial operation and management, personnel management, and other fields of law ^[13]. In addition, part-time entrepreneurship teachers mainly include entrepreneurs, industry elites, successful entrepreneurial alumni, full-time trainers, and government staff, all of whom have rich entrepreneurial experience and can provide assistance to students with various practical problems encountered in entrepreneurial practice. The partner mentors are mainly venture capital companies and public welfare enterprises. The school can facilitate various entrepreneurial resource matchmaking meetings, alumni project exchange meetings, and project conferences. On this basis, universities can also introduce more social resources for students, so that they can cooperate with other entrepreneurial teams from different universities, guide the establishment of a mass entrepreneurship partnership model, and improve the success rate of students' entrepreneurship ^[14].

3.4. Creating a cultural atmosphere based on positive psychology

To fully utilize the benefits of positive psychology in innovation and entrepreneurship education, colleges and universities should create an ideal cultural atmosphere based on this. Regular cultural and scientific activities can be held to stimulate the student's awareness of innovation and creativity, including art, music, science, and technology. By participating in these activities, students can be exposed to different ideas and ways of thinking, thus stimulating their imagination and creativity. In addition, industry experts can be invited to share their experiences on campus, so that students can learn about industry dynamics and the practical operation of

innovation and entrepreneurship. Colleges and universities should also strengthen the construction of school spirit and study style to create a positive, united, and enterprising learning atmosphere. A good school and study spirit help students develop good habits and qualities and lay a foundation for their future development. Schools should advocate values such as integrity, diligence, and cooperation, and encourage students to actively participate in campus activities and volunteer services to cultivate a sense of social responsibility and team spirit. At the same time, good teacher-student relations should be established, where exchanges and interactions between teachers and students should be strengthened by providing constant guidance and support to students. By creating a positive campus cultural atmosphere, the students' sense of belonging and pride can be enhanced ^[15]. Students can discover their own identity and self-value while learning together with like-minded classmates.

4. Conclusion

To adapt to the current trend of quality-oriented education reform and development, colleges and universities need to actively implement innovation and entrepreneurship education, and apply effective measures under the guidance of the positive psychology concept. This is to reconstruct the mode and method of innovation and entrepreneurship education, to effectively cultivate the students' innovation and entrepreneurship ability. Specifically, teachers can optimize the curriculum of entrepreneurship and innovation based on positive psychology, implement practical activities, strengthen teacher-student relations, and create a positive cultural atmosphere. This way, teachers can give full play to the application value of positive psychology, stimulate the students' innovation consciousness, and cultivate their entrepreneurial spirit and entrepreneurial ability.

Disclosure statement

The authors declare no conflict of interest.

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