

Exploring the Application of Psychological Methods to Optimize the Education of College Students

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Abstract—To improve the effectiveness of college students' innovation and entrepreneurship theory education, it is necessary to combine psychological education with innovation and entrepreneurship education. The article introduces the psychological methods in innovation and entrepreneurship education, including: attaching importance to the need for psychology, using herd mentality, paying attention to psychological set-up, and making full use of the psychological environment, thus promoting the better development of innovative entrepreneurship theory education.

Keywords—*psychology college students innovation and entrepreneurship theoretical education*

I. INTRODUCTION

Under the background of the country's vigorous advocacy of "mass entrepreneurship and innovation", college students have become an indispensable force in the innovation and entrepreneurship army, especially college students, who play an increasingly important role in the mass innovation and entrepreneurship. However, there are many problems in the process of college students' innovation and entrepreneurship. Strengthening college students' innovation and entrepreneurship education is the key to solving the problems of low level of technology and innovation and entrepreneurship of college students' innovation and entrepreneurship projects. It is also an important task for college workers. Materialist dialectics tells us that external factors play an internal cause and use positive psychology to carry out college students' innovation and entrepreneurship education, which will open up a new perspective for people, help to enhance the psychological quality of innovative entrepreneurs. From a practical perspective, we will effectively improve the ability of college students to innovate and innovate, and expand the success rate of innovation and entrepreneurship and the participation rate of the whole people.

II. THE NATIONAL INNOVATIVE TALENT TRAINING PROGRAM AND THE REQUIREMENTS FOR COLLEGE STUDENTS TO IMPROVE THEIR OWN DEVELOPMENT LEVEL

At present, although different scholars have different emphasis on the definition of the concept of talent policy, the basic point of view has been reached, that is, the sum of a series of interventions in the process of talent introduction, incentive, cultivation, use and management formulated by the government as the main body. This shows that government policy is an important guide for talent training.

In 2015, the Central Committee of the Communist Party of China and the State Council's "Several Opinions on Deepening System Reform and Accelerating the Implementation of Innovation-Driven Development Strategy" clearly required "to deepen the reform of innovation and entrepreneurship education in colleges and universities as a breakthrough in promoting comprehensive reform of higher education, and establish an advanced concept of innovation and entrepreneurship education." In the same year, the "Implementation Opinions of the General Office of the State Council on Deepening the Reform of Innovation and Entrepreneurship Education in Colleges and Universities" promoted the innovation and entrepreneurship of college students in nine aspects, including the innovation of innovative entrepreneurship education curriculum system, innovative talent training mechanism, and improvement of entrepreneurial guidance services. In 2016, the State Council issued the "Opinions on Promoting Certain Policies and Measures for Public Innovation and Mass Innovation", pointing out that it is necessary to incorporate entrepreneurship cultivation and entrepreneurship quality education into the national education system, and to realize the institutionalization and systemization of entrepreneurship education and training in the whole society. Accelerate the improvement of entrepreneurship curriculum, strengthen the construction of entrepreneurial training system, and strengthen the education of entrepreneurial innovation knowledge, so that mass entrepreneurship and innovation can be deeply rooted in the hearts of the people.

In Maslow's theory of hierarchy of needs, human beings have different needs. Like ladders, they are divided into five categories from low to high, namely: physiological needs, security needs, social needs, respectful needs, and self-fulfilling needs. Young people in the university stage are in a period of active physical and mental activity, and constantly pursue self-fulfilling needs on the basis of satisfying basic needs. College students are exposed to the society through various emerging media while they are in higher education. They are also thinking about how to apply the knowledge they have learned in real life. It is the pursuit of many contemporary college students to creatively use their knowledge to fulfill their personal values. The implementation of the innovative entrepreneurship education curriculum has opened up a new world for the pursuit of self-realization of college students, and has provided powerful help for college students to fully tap their

personal potential and carry out innovation and entrepreneurship.

III. PROBLEMS EXISTING IN COLLEGE STUDENTS' INNOVATION AND ENTREPRENEURSHIP

College students have a strong sense of innovation and entrepreneurship, but lack of confidence. College students have higher emotional intelligence and a stronger sense of innovation and entrepreneurship. In particular, freshmen have just entered school and want to do some earth-shattering careers. However, with the growth of grades and the increase of experience, the confidence of innovation and entrepreneurship has decreased. According to the statistical analysis of the questionnaires on the status quo of college students' innovation and entrepreneurship, the college students showed a positive attitude towards innovation and entrepreneurship, and the proportion of people who are "very interested" or "interested" in innovation and entrepreneurship is as high as 83.94%. However, with the extension of school time, the number of people considering the intention to innovate and start a business will be less and less. In particular, the "Junior" students who are nearing graduation are cautious and conservative about the choice of innovation and entrepreneurship. Among the graduates, 80.28% prefer "employment", and only 5.28% plan to "innovate and start their own business" or "innovate and start their own business together with friends" after graduation. This shows that many college students only have the idea of innovation and entrepreneurship, but most of them only stay at the stage of envisioning and have not taken action. At present, college students are optimistic about the primary positive attitude towards engaging in innovation and entrepreneurship activities, and their perception of self-ability is obviously not as high as other dimensions. According to the actual analysis, as college students, they are full of vitality, broad vision, and have enthusiasm for future work. Coupled with the lack of social experience, the lack of estimates of the difficulties and setbacks that may be encountered in innovative entrepreneurial activities will give them an optimistic attitude. At the same time, as college students, they also know that their knowledge, ability and experience are still a certain gap between being a good innovation entrepreneur, so they have insufficient confidence. These have affected the confidence of college students in innovation and entrepreneurship to a certain extent.

The effectiveness of innovation and entrepreneurship education is not strong. At present, most of the innovation and entrepreneurship education in colleges and universities is carried out in the form of innovation and entrepreneurship courses, innovation and entrepreneurship contests. Because some instructors themselves lack the experience of innovation and entrepreneurship, when teaching innovative entrepreneurship courses, more introduction to the theory of innovation and entrepreneurship, lack of practical guidance, the effectiveness is not strong, students feel that the effect is not great.

IV. THE COUNTERMEASURES FOR THE CULTIVATION OF COLLEGE STUDENTS' ENTREPRENEURIAL PSYCHOLOGICAL QUALITY UNDER THE PERSPECTIVE OF PSYCHOLOGY

At present, there is still no systematic theoretical guidance for entrepreneurship education in China. In particular, there is still a lack of understanding of the cultivation of entrepreneurial psychological quality, and the measures are not effective. This is also an important reason for the low enthusiasm of college students in China. The quality of entrepreneurial psychology is different from other specific entrepreneurial knowledge. It needs to be immersed in the entrepreneurial environment for a long time and experience it in person and gradually internalize it. Having a good entrepreneurial psychology is an important factor for college students to start a business smoothly. Therefore, it is necessary to increase the cultivation of college students' entrepreneurial psychological quality. Here we introduce the concepts and methods of positive psychology, and use it to directly act on entrepreneurial behavior, thus affecting college students' entrepreneurial attitudes and entrepreneurial performance. Based on the perspective of positive psychology, this paper will propose countermeasures from four aspects: school, society, family and individual, helping and leading college students to form positive entrepreneurial psychological quality.

Firstly, establish a positive concept of entrepreneurship education. Correct understanding of entrepreneurship education. As we all know, the traditional education model pays attention to imparting relevant knowledge theories of college students, but less on the cultivation of practical ability and innovative ability. With the continuous innovation and development of the society, the state pays more and more attention to the cultivation of entrepreneurial spirit and entrepreneurial practice ability. At the same time, colleges and universities gradually realize the importance of entrepreneurship education, so the traditional educational concepts and educational models need to be changed accordingly. The correct concept of entrepreneurship education requires us to fully realize that entrepreneurship education is not only to train college students to become rich bosses, well-known entrepreneurs or to dream of "Boss", but to cultivate college students' excellent psychological qualities such as ability, perseverance, will, and personality that they need to start a business, so as to help them achieve entrepreneurial success and realize entrepreneurial dreams.

Secondly, establish a positive entrepreneurial education philosophy. Positive psychology is a discipline that studies people's positive qualities and discovers the positive qualities of good people. Positive psychology pays more attention to and explores the potential positive forces in people and helps people to face various things happening in life with a positive attitude. Integrating the ideas and concepts of positive psychology into entrepreneurship education is conducive to helping college students find their own positive forces in entrepreneurship and forming a positive psychological quality. (1) It is necessary to adhere to the educational philosophy of positive psychology, pay attention to the exertion of the positive power of college students, respect the differences of individuality of college students, tap the potential of entrepreneurship, and enable college students to form entrepreneurial awareness of entrepreneurship and self-employment through the power of school education. Continuously improve their ability to innovate and start their own businesses; (2) It is necessary to give full play to the subjective initiative of students, embody the people-oriented thinking, respect the students' initiative and quality, so

as to help college students discover positive factors of their own existence, establish self-confidence of entrepreneurship, enhance college students' entrepreneurial awareness, and tap the entrepreneurial potential of college students; (3) It is necessary to pay attention to the cultivation of the psychological quality of college students' active entrepreneurship. In this way, college students not only show their confidence in life in their daily life, but also have an optimistic and positive attitude. They will face difficulties with a positive attitude on the road of entrepreneurship, and adhere to their own entrepreneurship until success.

Thirdly, pay attention to the all-round development of college students. The goal of education is to promote the all-round development of people, and the excellent psychological quality and sound personality should be the meaning of the comprehensive development of people. Therefore, in order to successfully realize the goal of entrepreneurship education and help college students succeed in entrepreneurship, it is necessary to cultivate college students' entrepreneurial quality, especially entrepreneurial psychological quality, as an important part of college students' entrepreneurial education system, and also to conduct in-depth academic research on how to strengthen college students' entrepreneurial psychological quality. Strengthen the cultivation of entrepreneurial awareness, entrepreneurship skills training, and entrepreneurial psychological quality for college students, so as to promote the all-round development of college students.

V. SUMMARY

The university's innovation and entrepreneurship culture is a subculture in the university cultural system and a new feature of cultural construction in the era of innovation and entrepreneurship. The university's innovation and entrepreneurship culture in the perspective of psychology is based on the perspective of students' potential development. The focus of research is from the university itself to students. It pays more attention to the development of students' innovative entrepreneurship, survivability and practical ability, and cultivates students' passion and vitality for innovation and entrepreneurship and social responsibility. It is a growth culture that focuses on the development of the potential of all students. It is a process culture that emphasizes the formation of students' active innovation and entrepreneurial experience. The inherent psychological trait of an innovative entrepreneur is the key to determining the success of an innovative entrepreneur. It is more important than any innovative entrepreneurial skill. A person who is interested, courageous, dares to pursue his own happiness, is good at dealing with interpersonal relationships and grasping opportunities is hard to be stumped by difficulties. Therefore, using positive psychology concepts, strengthening college students' innovation and entrepreneurship education, and cultivating college students' positive innovation and entrepreneurship psychology are the key to breaking the bottleneck of current innovation and entrepreneurship development.

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