

Analysis and Guidance Strategies of College Students' Behavior Habits Based on Psychological Theory

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Abstract: Behavior habits include moral behavior habits, learning behavior habits, life behavior habits, etc. To develop good behavior habits, college students need a long-term adherence, repeated training process, students must have a strong will and positive psychological quality. Psychological knowledge can understand the reasons for the formation of students' behavior habits, explore the students' inner potential, and fully stimulate the students' subjective initiative, thus encouraging students to form good behavior habits. Good behavioral habits can change a student's life, benefiting them for life, and improving students' well-being. The article mainly analyzes the behavior habits of college students based on the perspective of positive psychology, and proposes specific guiding strategies.

1. Consistency between Psychological Theory and College Students' Behavior Habits

Psychological theory has inherent consistency with college students' behavior habits, which is embodied in the following aspects:

Firstly, the implementation subjects are consistent. The main function of psychology is to study the problems existing in human psychology and put forward relevant solutions and remedies, especially positive psychology, which lays more emphasis on the psychological behavior of normal people, so as to help normal people realize their value in life. In the process of forming good behavior habits, the subject is normal. Everyone is born with acquired training, which will make some of their behavior become spontaneous habits. Everyone gradually improves himself through good behavior habits and seeks his own happiness. Therefore, psychology and the subject of forming behavior habits are the same. Secondly, education guidance has interoperability. Psychology, especially positive psychology, mainly studies positive emotional experience, and the formation of behavior habits also needs good education and guidance, so the education and guidance of the two have interoperability. Emotions can have an effect on individual behavior or behavioral tendencies. Positive emotions can produce behaviors that are close to sexual orientation. They can expand an individual's thinking system in a specific situation and cause more behavior or behavioral tendencies. The cultivation of good behavior habits should not only pay attention to the behavior of the subject, but also sort out their thoughts and understandings, so that they maintain a positive psychological state and encourage individuals to constantly improve themselves and improve themselves. Finally, pursue positive goals. Psychology, especially positive psychology, can stimulate people's positive emotions, and make individuals feel the inner positive ability such as hope, self-confidence and optimism, so that they can exert their subjective initiative and consciously improve their bad behavior habits. Education can't force students to complete their own development according to the established goals. They can only guide and motivate students to exert their subjective initiative, guide students to improve and improve themselves, and finally cultivate good behavior habits.

2. Major factors of forming college students' behavior habits

Specifically, the main factors affecting college students' behavior habits are from college students, schools and families. First of all, the self-cognition of students during the university is not yet fully mature, and there is still a large space for development in their mental development. Their

self-management and restraint ability are in a state of independence and dependence, so the level of self-control of students is relatively low. The attitude and enthusiasm for learning are relatively poor, which directly affects the learning efficiency of students. Second, the family factor. Early childhood is a crucial period for individuals to form behavior habits. The influence of family is deeply ingrained for students. Especially the modern college students are the only children after 95s and 00, most of them grow up under the care of their parents. It is not only dependent on parents, but also has a self-centered consciousness. This sense of autonomy has a strong reflection on the behavioral habits of college students. Finally, on the school side. The cultivation of good behavior habits of college students is far from enough. How many college students in our country grow up under the examination-oriented education system, they are faced with the pressure of entrance and grades for a long time. The learning process focuses on knowledge learning, ignores the improvement of ability, morality and accomplishment, and pays no attention to the all-round development of students. For a long time, most of our education for college students has remained at the level of setting up models, holding lectures, shouting slogans and organizing activities, without evaluating and improving the effectiveness of moral education. Influenced by the idea of emphasizing intellectual education but neglecting moral education, students are not satisfied with their moral behavior and habits. In addition, teachers' self-cultivation and self-teaching are also crucial to the formation of students' behavior habits. Teachers have a great influence in students' minds. If teachers don't pay attention to their words and deeds, students will have conflicting feelings and oppose teachers. Some teachers only like students with good grades and dislike students with poor grades, which will lead to students' resistance to teachers.

3. Strategies for Developing College Students' Good Behavior Habits Based on Psychological Theory

From the above analysis, we can see that many factors will have an impact on the formation of good behavior habits of College students. Therefore, we can guide college students to develop good behavior habits from the following aspects, as follows:

3.1. Guiding College Students to Form Correct Self-Cognition

Students' accurate cognition of themselves is the primary condition for cultivating good behavior habits. Students can't have high expectations of their own values, and they are eager to seek success. Once their efforts have not achieved the expected efficiency, they should not negate themselves. Face up to their own shortcomings. Weaknesses, cultivate and change our core habits. The so-called core habits refer to the habit of driving and reshaping other habit patterns when a certain behavioral habit changes. For example, if the learning efficiency is low, the reason cannot be accurately analyzed. However, after improving the physical quality of the exercise, the learning efficiency will also be improved. It is the exercise behavior habit that has improved other habits, so exercise is the core habit. Therefore, college students should consciously cultivate good core habits on the basis of accurate positioning, thus having a wide impact on their other behaviors. However, it should be noted that the core habits have certain hidden characteristics. Students must discover and cultivate core habits in daily life and learning according to their actual situation, and improve students' learning efficiency. In addition, students should be guided to have positive emotional experience and improve their self-regulation ability. Good habits of behavior are gradual. College students will inevitably encounter many obstacles and difficulties in their daily life. Therefore, students should constantly form positive emotions, improve their ability of emotional regulation and self-control, go through the low tide peacefully, grasp the high tide in a low-key way, and try to avoid excessive emotional attitudes. If conflicts arise because of bad personal habits, college students should control their emotions reasonably, first recognize their own shortcomings, sincerely accept criticism and suggestions from others, cultivate their own positive and healthy emotions, and lay a solid foundation for the sound personality and personal development.

3.2. School Should Strengthen Active Guidance

Although individual behavior habits have been formed since childhood and adolescence, and relatively fixed behavior habits have been formed at University stage, it is believed in psychological research that college students' personal cognitive ability is still developing continuously, and there is still room for improvement of their personal behavior habits. However, influenced by such factors as the concept of University education, the way of education and the teaching system, schools often intervene after students' bad behavior habits have serious problems, neglecting other bad habits that do not cause serious harm in college students' daily life, and often only pay attention to the surface of the problem and do not really realize the deep-seated causes of the problem in the process of guidance. It is impossible to solve the problem fundamentally. Therefore, university educators should pay attention to the prevention of problems, actively guide college students, and reduce the probability of bad behavior and habits. Indirect help students can accept certain opinions and beliefs through positive psychological cues, correctly recognize their own bad behavior habits, guide students to enhance self-efficacy, help students to develop their desire to overcome bad behavior habits, and enhance students' self-efficacy. . Self-efficacy can improve students' self-control ability, enhance their self-confidence in learning and life, cultivate their core habits, and ultimately have a positive impact on their study, life and work. In addition, college students' bad behavior habits are formed over time. Correcting their bad behaviors is not a one-off event. Therefore, students should be informed of their psychological preparations for frustration in advance, and guide them to establish an optimistic interpretation style. Optimistic interpretation style can help college students. In the face of difficulties, or when you have not achieved the expected results through your efforts, you can look at the results with an optimistic attitude. The relevant setbacks are only short-lived, accidental, positively facing reality, accepting self, A positive attitude towards difficulties and treatment of setbacks.

3.3. Strengthen the Auxiliary Function of Family Education

Although there are few studies on family education for college students in China, at the university level, students' behavior habits are to some extent a continuation of family education. Therefore, in order to cultivate students' good behavior habits, it is necessary to establish a good cooperation between home and school. To highlight the auxiliary functions of family education. Family education at the university level cannot be accompanied, grown and guided by parents as before. Students are away from home. Parents need to actively cooperate with the relevant requirements of the school, based on the characteristics of the physical and mental development of college students, and use scientific and rational methods. The child carries out conscious education or unconscious influence, guiding the students to develop good behavior habits. Although college students are over 18 years old, psychology believes that their growth and development are basically mature, and they have to bear corresponding responsibilities and obligations in law. However, the emotional control and cognitive development of college students still have a large space, so they are more dependent on the family in terms of psychological and spiritual aspects; And the expansion of college enrollment has increased the number of College students, and the lack of teachers makes teachers unable to pay attention to every student's behavior changes in real time. Therefore, it is not guaranteed that the good behavior habits of college students can only be trained by schools, but also need the cooperation of families. According to the individual development characteristics or potential of students, students can be taught in accordance with their aptitude and guided by the influence of families. Schools develop good habits. Teachers and counselors in schools should regularly establish necessary contacts with students' families in order to better understand students' growth environment and their personality characteristics, and parents and schools can also strengthen their contacts to learn more about students' school situation, Home-School Interaction can formulate more reasonable and positive education programs for students' individual, and really cultivate students' good quality. Behavior habits.

4. Conclusions

In a word, the cultivation of talents is a cause that needs dedication, and so is the cultivation work. In the process of cultivation of talents in Colleges and universities, the characteristics of cultivation work are often silent, and the results can only be reflected by students' explicit behavior. The cultivation of good behavior habits is not only an effective measure to improve students' comprehensive quality, but also the basis of cultivating and building excellent socialist talents. From the perspective of psychology, it has obvious consistency with the cultivation of College Students' behavior habits, and the main factors affecting the cultivation of College Students' behavior habits come from students themselves, schools and families. Therefore, in the actual teaching management process, the school should guide students to do their own accurate positioning and continuously improve their ability to control emotions; schools should play their leading role in helping students develop good behavior habits; Strengthen communication with parents of students and obtain the cooperation of students and families. The cooperation between home and school will have a more comprehensive and three-dimensional effect on students, so that they can form good behavior habits.

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