

The Enlightenment of Positive Psychology to the Work of Heart-to-heart Talk of College Counselors

Ting Zou¹, Zhiqiang Lyu², Meihua Zeng¹

¹School of Management, Guangzhou University, Guangzhou 511400, Guangdong, China

²Student Affairs Office, Guangzhou University, Guangzhou 511400, Guangdong, China

Abstract: *Heart-to-heart talks are an important means for college counselors to conduct ideological education and value guidance for students, and an important tool for implementing the fundamental task of moral education in the new era. Integrating positive psychology into the work of heart-to-heart talk of college counselors, fully tapping the positive energy of students' growth and talent, and focusing on students' strengths and potential, are not only necessary, but also have high moral education value. From the perspective of positive psychology, in order to improve the effectiveness of heart-to-heart talk work, it is necessary to pay attention to the cultivation of students' positive psychological qualities, enrich and deepen students' positive emotional experiences, and create a positive and perfect organizational environment to provide potential support for students' happy life.*

Keywords: Positive psychology, College counselor, Heart-to-heart talk, Ideological education.

1. Introduction

In universities, heart-to-heart talks are an important means for counselors to carry out ideological education and value guidance for students, a close approach to understanding, supporting and helping students, an important tool for identifying problems, predicting risks, and intervening in a timely manner. They are the main methods for college counselors in the new era to implement the fundamental task of moral education and to solve the fundamental problem of "what kind of people to train, how to train people, and who to train". The State Council document points out that it is necessary to carry out in-depth heart-to-heart talk activities in accordance with the actual situation of college students, and to help them specifically deal with practical problems such as learning for success, choosing careers and friends, and leading healthy lives, and to improve their ideological awareness and spiritual realm. It is evident that heart-to-heart talks, as an important tool for college counselors to strengthen students' ideal faith education, are an effective way to solve students' practical difficulties.

Heart-to-heart talks are a process of "moral education" through positive education to guide, influence, and motivate people [1]. Literally, heart-to-heart talks require counselors to first "talk about the heart" before "talking", first make the talkers feel a sense of belonging and a willingness to talk, feel noticed, empathized, supported, and loved, and only then can the heart-to-heart talk established on this basis be smoother, more harmonious, and more effective. College counselors must be life mentors and close friends for students' growth and healthy lives, and must do a solid job of heart-to-heart talks. Positive psychology is a science that studies the positive traits and potential of humans, viewing each individual from a developmental perspective, focusing on the highlights and strengths of the individual, fully considering the individual's positive emotional experience, and attaching importance to creating a positive organizational system to help the individual grow healthily and happily. In the eyes of positive psychologists, everyone has positive potential and the power to grow upward and be kind. Integrating positive psychology into the heart-to-heart talk work of college counselors, fully tapping the positive energy of students' growth and talent, will

produce positive educational effects, help counselors update their concepts, open up new work perspectives, improve the results of heart-to-heart talks, and gain a sense of work happiness and achievement.

2. The Connotation and Development of Positive Psychology

Positive psychology is a new trend in psychology that emerged in the late 20th century, driven by American psychologists such as Martin Seligman. It is dedicated to using the positive power of psychology to help people discover and tap into their inner resources, cultivate excellent qualities and beautiful spirits, promote positive and harmonious psychological development and full potential development, and thereby enhance individual quality and quality of life. It was introduced to China in the early 21st century and has received increasing attention and importance, with more and more scholars conducting research and exploration on positive psychology. It can be said that positive psychology arose in contrast to negative psychology, which treats mental or psychological diseases. It represents the inheritance and development of psychology's two basic tasks: helping people achieve a happy life and cultivating talent. The emergence of positive psychology changed the research focus of psychological science since World War II, which centered on psychological problems, and turned the research perspective towards exploring positive aspects of people themselves. It advocates that psychology should pay attention to and dig into individuals' potential and developmental virtues and goodness, advocates interpreting psychological phenomena (including psychological problems) with a positive and optimistic attitude, thereby stimulating individuals' excellent qualities and positive power, helping people to maximize their inner potential and obtain a better life. It focuses on human psychological functions, pays attention to the potential of individuals, promotes healthy growth of individuals, inspires and cultivates positive emotions, helps people to be happy and successful, and guides people to consider happiness as their historical mission[2]. In terms of the research content of positive psychology, Seligman and others made a clear definition at the "Akumal

Conference" in 1998, including positive emotional experiences, positive personality traits, and positive social organizational systems, respectively studying the factors and mechanisms that have a positive impact on human beings from subjective, individual and group levels.

3. The Necessity of Applying Positive Psychology to the Work of heart-to-heart Talk of College Counselors

Currently, China is vigorously promoting positive psychological education, and the concept of positive education has gradually penetrated into school education and teaching in primary, secondary, and tertiary institutions. According to the literature review, current research on counselors' heart-to-heart talk is mainly limited to the importance of education, such as the college counselors' heart-to-heart talk system, the importance of heart-to-heart talk, and the application of new media in heart-to-heart talks. The confusion and low efficiency of counselors' heart-to-heart talks are important reasons why positive psychology should be introduced into heart-to-heart talks for students. This move will promote the development of rational peace and a healthy mentality among teachers and students, create more possibilities for cultivating innovative talents with comprehensive development of morality, intellect, physical health, aesthetics, and labor in the new era, and cultivate human capital for the early realization of the Chinese dream. Whether the counselors' heart-to-heart talk with university students is effective relates to whether education is impactful and memorable, whether students are comfortable and relaxed, whether the counselor can be at ease, and the overall effectiveness of university education. Applying the concept of positive psychology in heart-to-heart talks, shifting from focusing on student problems to focusing on students' positive emotional experiences, focusing on students' strengths and potentials, and viewing students' growth with a developmental perspective, is of great necessity.

3.1 Positive Psychology is a Reliable Helper for College Counselors to Improve their Professional Abilities and Obtain a Sense of Happiness

Heart-to-heart talks are a bridge and bond for communication between teachers and students. Regular and in-depth heart-to-heart talks are an important way for counselors to integrate with students and provide targeted educational guidance. The introduction of positive psychology can help college counselors change their thinking patterns and carry out heart-to-heart talks with a new and developmental concept and perspective. Truly student-centered, it motivates the orientation of communication with a force full of hope. Counselors can initiate good and enjoyable heart-to-heart talks, students are willing and happy to talk, forming a harmonious coexistence between the two, allowing both teacher and student to grow together. While instructing students, counselors also remember to enhance their own positive qualities, using an optimistic style to view the surrounding world, forming a positive and optimistic mentality, fostering positive growth motivation, and being full of vitality and passion for work. They no longer view students as "detestable problem creators," but as "lovable and

close people" full of infinite possibilities. They no longer negatively complain or grumble about complicated work but proactively respond and explore. Positive psychology allows counselors to find the joy of education in heart-to-heart talks, appreciate the power of life changes, and see the hope of career development. The counselor's own professional abilities are constantly improved, and a sense of professional happiness naturally arises.

3.2 Positive Psychology is an Internal Requirement for the Healthy Development and Beautiful Spiritual Growth of University Students

As organizers, implementers, and guides of student education and management in universities, the educational concepts, personality traits, and handling styles of counselors directly affect students' growth, character shaping, and coping methods. Counselors conduct heart-to-heart talks with the basic concepts and methods of education when facing university students, establishing relationships of mutual trust with students, exploring and assessing students' needs and problems, setting work goals together with students, and helping university students adjust themselves or solve problems. Heart-to-heart talks are the basis of counselors' educational work, the carrier to establish trust with students, and a method of work to help students improve their self-education level and continuously improve themselves. Heart-to-heart talks are the real contact between counselors and students. With extensive and in-depth heart-to-heart talks considering the reality of university students, students can be guided to develop good psychological qualities and excellent characters of self-esteem, self-love, self-discipline, and self-improvement. Some scholars believe that heart-to-heart talk is a process of deep counseling in which one life influences another, and success depends on providing students with a sense of trust and security. Positive psychology emphasizes that everyone is an expert in solving their own problems, by discovering their own strengths, and enhancing individual energy and happiness. Theoretically, the goals of positive psychology and heart-to-heart talk are identical. Students, as the object of communication, can express their real thoughts and feelings at any time, not just passively receiving. Positive psychology makes counselors, the subject of heart-to-heart talks, more positive, optimistic, patient, kind, and loving. University students, as the objects of heart-to-heart talks, can feel more cared for, accepted, respected, and affirmed, rather than being disliked, rejected, doubted, or negated. Students' inner positive growth motivation is easier to stimulate in a positive educational environment full of love. Their body, mind, and soul get better nourishment, and they are more willing to actively explore the path suitable for their own growth and development.

3.3 Positive Psychology is an Effective Way to Elevate the Atmosphere of Education in Universities and Improve the Quality of Educational Work

The construction of the "ten major" education systems in universities and the formation of the "three comprehensive" education patterns require all departments in the school to respond to the call from top to bottom, build a positive education environment, focus on students, educate with unity, and comprehensively improve the quality of educational work.

In practice, the basic theory and viewpoint of positive psychology, as well as its application skills, are easy to learn, understand, and master for ordinary counselors. Guiding counselors to conduct heart-to-heart talks with the guidance of positive psychology will effectively play the effectiveness of efficient education work. Positive psychology pays attention to the creation of a positive educational environment, emphasizes the construction of happiness, pursues the shaping of a positive mindset, points to the creation of a better life, and advocates that education should start from the reality of students and view students with a comprehensive and developmental perspective. In the eyes of positive psychologists, all people are uplifting, malleable, full of infinite possibilities, and the occurrence of anything is for a reason and can find the positive meaning behind it. Using positive psychology in heart-to-heart talks can reduce conflicts and confrontations between teachers and students, change the educational concept and working belief of various departments in the school, create more possibilities for the solution of problems and the realization of educational goals. It can stimulate the generation of students' positive emotions and emotional experiences, foster a sense of belonging and affection for the school, comply with the school's educational management, and better engage in campus life and study as an owner.

4. The Moral Education Value of College Counselors using Positive Psychology in Heart-to-heart Talks

According to Professor Wei Dongxue's analysis, the content studied in moral education and ideological education is basically the same. A counselor's heart-to-heart talk with students is not only a means of ideological education but also a path to moral education. The psychological components of morality mainly include moral cognition, moral emotions, moral will, and moral behavior. Heart-to-heart talks are precisely the process of motion transformation of these four components in an individual. Modern moral education should fully play the subjectivity of students, educate and motivate students to have self-esteem, self-love, self-confidence, independence, and self-improvement, guide and cultivate students to set their own growth goals, analyze their growth environment, find their growth motivation, open up their growth channels, research their growth methods, and self-assess their growth effects, making them the masters of their own comprehensive development. Through the use of positive psychology, college counselors guide the focus of heart-to-heart talks towards cultivating students' positive psychological qualities and helping students discover their potential and realize their self-worth. This leads to positive changes and growth in cognition, emotion, will, and behavior of the subjects of education, possessing high moral education value.

4.1 Forming Positive Cognitive Approaches

Cognition is the most basic psychological process and the basis for individuals to construct the world. According to American psychologist Ellis's Rational Emotive Behavior Therapy, the factors that change individual emotional distress and behavior are people's attitudes, views, and evaluations of

events, rather than the events themselves. It can be seen that different cognition forms different emotional experiences and leads to different behavioral results. College students are at a critical period of establishing their values, outlook on life, and worldview. In heart-to-heart talks, counselors use a positive perspective to actively and positively interpret and intervene in students' problems and existing phenomena, guiding students to get used to seeing the positive aspects of problems and the positive meanings behind them, to discover their own advantages, and to pay more attention to the good aspects of humanity, virtues, and justice. They help students establish scientific, rational, and positive cognition, learn to see the world from a comprehensive development perspective, think rationally, and maintain a calm mindset. This enables students to re-understand events and build positively, deal with problems in a positive way, respond to people and things around them, form positive cognitive ways, and find the direction and motivation to move forward.

4.2 Cultivating Positive Emotions

Emotion is an inner experience that accompanies individual cognition. It is a subjective attitude towards objective things and a driving system for behavior, which is directly related to whether a person's needs are satisfied. Heart-to-heart talks, as a thoughtful exchange activity with emotions, must start from people's needs. Humanistic psychologist Maslow's hierarchy of needs theory believes that an individual can only gradually realize higher-level needs for belonging and love, self-esteem, and self-actualization based on the satisfaction of lower-level physiological and safety needs. Through the "heart connection bridge" of heart-to-heart talks, counselors let students feel fully secure, empathize with students' feelings, and understand students' inner demands. When students feel their needs for love, understanding, and support are met, they naturally let down their guard, open their emotional systems, engage in the heart-to-heart talk, and turn the content of the heart-to-heart talk into a driving force for their own growth, continuously directing towards self-realization and transcendence. In the process of talking with students, counselors should use examples, tell stories, and other ways to empathize and sympathize with students, have deep exchanges, guide students to have positive emotional experiences such as happiness and hope, and promote the generation of positive emotional feelings.

4.3 Cultivating Positive Willpower

Willpower is a psychological process by which individuals actively regulate their activities, overcome difficulties, and strive to achieve their predetermined goals. It is governed by cognition and influenced by emotions. Contemporary college students often exhibit self-centeredness, lack patience and perseverance in their actions, act according to their desires, are not afraid of authority, and are fearless of life. Heart-to-heart talks are an important means to help them shape strong and positive willpower. However, the formation of quality is not achieved overnight; the forging of willpower requires multifaceted honing. Positive willpower includes self-awareness, decisiveness, perseverance, and self-control. Heart-to-heart talks from a positive psychological perspective use an optimistic interpretive style. In heart-to-heart talks, counselors see more of students' strengths and potentials,

rather than habitually denying and reprimanding. Under an atmosphere of encouragement and affirmation, students consciously consider the rationality of their own actions, make quick and decisive decisions, remain undaunted in the face of difficulties, calmly analyze the reasons and face them, and have more confidence, determination, and persistence. The virtues of courage in positive psychology, including honesty, bravery, persistence, and passion, are precisely what are needed to form a positive willpower. In heart-to-heart talks, counselors should emphasize guiding students to keep their promises, bravely face difficulties and setbacks, persevere and never give up, learn to enjoy the beauty of the process, feel the joy of persistence, positively and optimistically treat the people and things around them, and wholeheartedly make life enjoyable.

4.4 Developing Positive Behavioral Traits

The occurrence and change of behavior is the result of the combined action of "knowledge, emotion, and will." The appearance of positive behavior, in turn, promotes the positive transformation of "knowledge, emotion, and will," and the four mutually influence and promote each other. Here, positive behavior refers to good, proactive, positive, and behavior beneficial to individual development. Promoting the generation of positive behavior traits in college students is the ultimate result of moral education and the key to demonstrating the effectiveness of heart-to-heart talks. When individuals always use positive behavior to deal with the problems they face, they form a coping system with positive qualities. Once a coping system with positive qualities is formed, this system will in turn prompt it to take more positive actions in the future[7]. Counselors should not only be good at cultivating students' positive behavior through the transformation of cognition, emotion, and will, but also have a discerning eye to see the positive behavior in students, affirm and encourage students to practice positive behavior, and promote the cyclical recurrence of students' positive behavior. This not only can enhance the persuasiveness and influence of heart-to-heart talk work, harmonize teacher-student relationships, and improve students' trust and recognition of counselors, but also can stimulate students to discover their own advantageous resources, promote the internalization of knowledge and behavior change, and truly achieve self-education, self-management, and self-service.

5. Implications of Positive Psychology for College Counselors' heart-to-heart Talks

The importance and significance of heart-to-heart talks in college student ideological education cannot be underestimated, and improving the effectiveness of these talks is an important part of achieving the goal of cultivating morality in universities. From the perspective of positive psychology, to improve the effectiveness of heart-to-heart talks, it is necessary to pay attention to the cultivation of students' positive psychological qualities, enrich and deepen students' positive emotional experiences, and create a positive and perfect organizational environment to provide potential support for students' happy life.

5.1 Pay Attention to the Excavation, Affirmation and Cultivation of Students' Positive Psychological Qualities

in Heart-to-heart Talks

Teachers are the engineers of the human soul, carrying the sacred mission of cultivating morality and people. Positive psychological education believes that both teachers and students are developing individuals. In heart-to-heart talks, they are not in a relationship of education and being educated, but in a relationship of mutual growth and nourishment. Counselors should not only look positively at students and respect their growth experience, but also value their own positive psychology and health. Sukhomlinsky said: "Cultivating a real person is to make people 'nobly spiritual' with the beauty of human spirit. The spiritual life of the beautiful world can make people become educated. To carry out moral education and cultivate real people - is to call for becoming a beautiful person[8]." Counselors with positive psychological qualities are more affable and are more likely to win students' favor and trust. In heart-to-heart talks, they can more wisely discover students' strengths and potentials, give timely positive reinforcement, help students discover their own positive psychological elements and beautiful human qualities, use their inner resources to achieve goals and solve difficulties they face, strive to practice positive behavior, and enhance their overall quality.

Positive psychology, based on a large amount of research, has summarized six categories of virtues containing 24 positive qualities. These virtues, including wisdom, courage, love, justice, moderation, and transcendence, do not necessarily need to be present in an individual at the same time. We cannot pursue all virtues to be perfectly displayed in individuals. However, they can be emphasized in different aspects of students' growth, and need to be cultivated targetedly in the process of heart-to-heart talks. For example, for issues related to students' academic growth, counselors can focus on the cultivation of the virtue of wisdom, and purposefully cultivate students' creativity, curiosity, open-mindedness, love of learning, insight, and other positive qualities in talks. For students facing setbacks and challenges, emphasis can be placed on the virtue of courage, helping students see the power of positive qualities such as bravery, persistence, integrity, and vitality. A positive, humanistic learning environment usually promotes students to conduct academic research independently, achieve self-breakthrough, improve their own value, help them develop good independent thinking habits, exercise their creativity, and promote students to maintain a positive thinking attitude, which is of great significance to students' future life path. For interpersonal issues that college students care most about and are most sensitive to, the cultivation of the virtue of love is key, so that students understand love and kindness and make good use of social intelligence. For college students' personal growth and interpersonal behavior, we should cultivate their virtues of justice and moderation, learn cooperation, justice, leadership, understand forgiveness, modesty, prudence and self-control. To promote self-realization and ideal belief education, we should cultivate their transcendence virtue, establish a connection with the vast universe, including appreciation, gratitude, hope, humor and spiritual perception, etc. positive psychological qualities.

5.2 Continually Enriching and Deepening Students' Positive Emotional Experience in heart-to-heart talks

Although positive psychology regards positivity as an inherent quality of humans, it does not mean that these positive traits can spontaneously manifest under any circumstances. The blossoming of these positive "seeds" relies on postnatal conditions[9]. The current generation of college students, bred in the fast-paced information age, are characterized by strong self-consciousness, vibrant personalities, active thinking, and a thirst for novelty and change. They have a clear sense of fairness. Facing this new student group, traditional conversational approaches filled with criticism and admonishment targeting student deficiencies are no longer sufficient. Instead, heart-to-heart talks need to respect individuality and occur within a free, relaxed, and comfortable atmosphere. Positive psychology posits that positive character traits are ignited and reinforced through the potential abilities of the individual, turning these abilities into habitual ways of working. One of the best methods to cultivate these traits is to enhance the individual's positive emotional experiences. Switching the focus from students' problems to their development, strengthening students' internal drive and positive aspirations, and fully leveraging their initiative and creativity can effectively stimulate the innate positivity in students, allowing them to engage more enthusiastically in their studies and life. This requires the counsellor, during heart-to-heart talks with students, to adeptly capture emotional signals from students, facilitate more positive emotional experiences, and foster positive feelings, with the hope that students can increase their desire to converse, open their hearts, and express their inner thoughts more deeply, making the heart-to-heart talk more harmonious and effective.

Heart-to-heart talks are an art of soul communication, which puts a particular demand on the capabilities of counsellors. Current university counselling work often suffers from arbitrariness, delays, pedantry, and a lack of summarization [10]. Some cases even produce more problems because students' negative emotions were not promptly addressed during the heart-to-heart talk. Positive psychology believes that removing negative emotions does not mean the generation of positive emotions[11]. Only by consciously cultivating positive emotions can one truly overcome negative ones. Positive emotional experiences are divided into past, present, and future experiences. Therefore, the success of heart-to-heart talks largely depends on whether the participant is satisfied with their subjective experience during the heart-to-heart talk and whether it promotes the generation of more positive emotions, maintaining health and vitality. Student issues are diverse, whether originating from the past, present, or future. During the heart-to-heart talk, counsellors must genuinely and unconditionally accept students positively, empathize with them, and engage in the heart-to-heart talk with love and interest. It is not hard to notice that students' current emotional state and future aspirations are significantly influenced by the value cognition formed by past experiences. During the heart-to-heart talk, counsellors should help students find positive experiences and practices from their past growth, allowing them to feel a sense of achievement and satisfaction while recognizing their growth's positive power. They should assist students in facing current problems and finding effective solutions, allowing them to experience the joy and happiness of problem-solving. In facing the widespread issue of lack of motivation and

confusion about the future among students, counsellors should provide guidance and assistance, enabling students to see their strengths and development confidence, reinforce the positive experiences of hope and expectation, and establish an optimistic belief in a promising future.

5.3 Creating a Positive Campus Environment Provides Potential Support for Effective Heart-to-heart Talks

According to dialectical materialism, the relationship between people and their environment is a dialectical unity. People's free and comprehensive development, as well as the formation of their ideas, are influenced by their environment, while the individual's interaction with the environment is a subjective and dynamic process. The elements of the environment shape cognition through physical experiences and activities. The formation and development of human values rely on the cultivation and shaping of the environment[12]. The realization of the goal of "moral education and personal development" in universities cannot be separated from the construction of a positive campus environment. Positive psychology research emphasizes the importance of creating positive organizational systems, including families, schools, and societies. These systems should be constructed in ways that foster the growth and development of individual positivity and positive qualities. In order for instructors to have productive heart-to-heart talks with students, they require the full support of the school to create a positive atmosphere and enhance students' humanistic literacy. Sound character is the foundation of ideological education. Every student has the right to free development and possesses a unique personality, which is a fundamental human characteristic. Therefore, instructors should also respect this natural phenomenon. The campus environment of universities is a "large classroom" for students to live, study, and grow. A beautiful, harmonious, positive, people-oriented campus, full of vitality and passion, provides an uplifting feeling. It can cultivate students' positive sense of belonging, make them feel like part of it, aspire to assimilate into the environment, and encourage students to live and study happily.

Heart-to-heart talks, as an interactive communication activity between teachers and students, are conducted in a certain environment, and the effectiveness of the heart-to-heart talk is constrained by the environment. The environment here refers to both the immediate surroundings of the heart-to-heart talk and the larger campus environment. A good heart-to-heart talk environment includes both objective and subjective aspects. The objective environment includes the suitability of the place and time of the heart-to-heart talk, allowing students to express themselves in a relaxed and safe environment, and reducing their psychological alertness. From a subjective perspective, instructors need to do their homework before the heart-to-heart talk, understanding the student's family situation, interpersonal relationships, and other basic information, and start the heart-to-heart talk with an equal and humble attitude, fully accepting and trusting the students. Many studies have shown that the choice and arrangement of the heart-to-heart talk environment have a significant impact on the effectiveness of the heart-to-heart talk. Instructors need to arrange and design the heart-to-heart talk environment according to the specific situation of the students and the content of the heart-to-heart talk. Heart-to-heart talks that

involve student privacy should be conducted in a safe, independent, and protected space, allowing students to express themselves freely, which is conducive to a smoother heart-to-heart talk. The larger campus environment is a hidden curriculum resource for school education, including campus greening, space design, dormitory environment, living services, cyberspace, teaching resources, teacher-student relationships, club culture, system construction, etc. These hidden curriculum resources have a potential educational function, subtly influencing students' healthy growth, guiding students to study positively, guaranteeing the quality of students' life, shaping students' character and influence their spiritual world. Universities should strengthen campus environment construction by optimizing the physical environment, standardizing the institutional environment, guiding a positive spiritual and cultural environment, creating a safe green network environment, and creating a harmonious campus interpersonal environment, so as to enhance the effectiveness of ideological education in universities [13].

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