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Positive Psychology Application in Student Management under Modern Apprenticeship System

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Abstract: Due to the alternations of learning and work, modern apprentices are prone to many practical problems such as difficulty in adapting to the environment, low identity, and difficulty in adapting to the learning place, resulting in psychological problems. We advocate the use of positive psychology to conduct mental health education for modern apprentices, and explore multiple measures and ways to integrate positive psychology into the mental health education of students under modern apprenticeship.

Keywords: Modern Apprentice; Positive Psychology; Application Exploration.

1. Overview of Modern Apprenticeship

In order to meet the needs of various industries and enterprises for skilled talents, vocational colleges and enterprises have explored a new education model: modern apprenticeship model. Closely combine the training of talents with the job needs of enterprises, integrate and use the teaching resources of schools and enterprises, and focus on cultivating students' practical ability, professional skills and professional quality, so as to cultivate innovative practical talents for the society. Teachers and enterprise masters jointly guide students to consciously integrate professional theoretical knowledge and practical skills, and jointly train students to become professional technical talents. Modern apprenticeship education model has been highly valued by the national education department and schools, and will be widely implemented in major colleges and universities across the country in the future [1].

2. Connotation of Positive Psychology

Positive psychology is a new psychological concept, that explores the positive aspects of human virtue and strength with the help of the relatively perfect and scientific experiment and measurement methods in the field of psychology. The birth and development of positive psychology is a major revolution in the development of psychology. Traditional psychology mainly focuses on pathological research, that is, exploring the psychological phenomena and objective laws existing in patients with abnormal mental diseases, as well as their application in specific fields, and the treatment and remedy after the generation of problems. Positive psychology focuses on the exploration of human potential and energy. The research object is not patients, but ordinary people. It is committed to guiding and exploring the positive qualities of individuals, so as to prevent psychological problems and help people pursue a happy life. With happiness as the core, positive psychology explores positive and healthy subjective experience, positive and harmonious social relations, and positive and optimistic personality traits based on three dimensions, and finally generates an exclusive theoretical system, which is popularized in all aspects [2]. At present, although the academic community has clearly recognized the value and significance of positive psychology, it has not generated a systematic application model. If we can deeply integrate positive psychology with mental health education in higher vocational colleges, build a new education model, promote curriculum construction and activities, and promote the formation of an inclusive, positive and optimistic healthy atmosphere in the whole society, it will promote the further development of mental health education.

3. The Current Situation of Mental Health and Education of Modern Apprentices

In recent years, modern apprenticeship has become a popular talent training mode in vocational colleges at all levels in the field of vocational education. It is an important way for schools and enterprises to carry out the combination of work and study in close cooperation, and plays an immeasurable role in improving the adaptability and integration of vocational education and China's economic development. However, in the process of trying out the new talent training mode of modern apprenticeship in school-enterprise cooperation, although the training of apprentices has met the needs of enterprises for talents to a large extent, there are also many problems such as the loss of apprentices, job transfer and low recognition of work. To some extent, these problems arise because the apprentices' psychological maturity is not enough, and their social adaptability needs to be strengthened. Therefore, in order to realize the students' career development ability and improve the quality of modern apprenticeship training, it’s necessary to conduct scientific research on the mental health status of apprentices and find ways and methods to solve the problem. There are several realistic disturbances in modern apprentices.

(1) Subject transformation

Traditional vocational education takes colleges and universities as the main body of management, and teachers are the executors of management work. The modern apprenticeship system based on the integration of industry and education, school-enterprise cooperation, and the combination of work and study has changed the educational subject of higher vocational education. Colleges and enterprises are both the management subjects, and teachers and enterprise masters are both the executors of management

work. Apprentices need to face and adapt to different management subjects and management systems, which increases them psychological burden.

(2) Role transformation

Under the modern apprenticeship model, students have changed from a single student identity in the traditional education model to a dual identity of student and apprentice. In the process of identity change, apprentices may have psychological problems due to the change of learning identity and the exchange of learning environment.

(3) Environmental transformation

The modern apprenticeship system adopts the teaching mode of combining work with study, focusing on cultivating students' job skills, and realizes the integration of modern education system and labor system. The learning environment of apprentices has also changed from the traditional single school classroom to a comprehensive learning environment combining classroom and enterprise workshop. The interaction of learning time and space increases the difficulty of the apprentice's adaptation.

(4) The difference between the goals of schools and enterprises

Schools take education as the main goal, while enterprises pursue the maximization of profits. The education of higher vocational colleges takes into account both educational and vocational, but some enterprises only recognize the vocational and ignore the educational, which makes it difficult for modern students to adapt to the management system of enterprise "employee".

The operation of modern apprenticeship makes the subject and environment of apprentices change, requiring apprentices to adapt to the two management systems and learning environment of schools and enterprises, leading to the psychological problems of adaptability of apprentices. Therefore, the research on the integration of positive psychology into the daily education management of modern apprentices has significant practical significance.

(5) The mental health education of modern apprentices does not have the support of enterprises

Modern apprentices' mental health education is generally concentrated in the school, apprentices enter into the enterprise basically no mental health education curriculum, but at this time, the apprentices psychological fluctuation greatly, because of the complex corporate interpersonal relations and "harsh" employee system, modern apprentices usually produce anxiety, inadaptation, leading to escape psychology, if there is no psychological counseling at this time, Modern apprentices are prone to psychological problems, which have a serious impact on students' life and study.

(6) The mental health education of modern apprentices lacks the support of family strength

Modern apprentices in school or enterprise learning, life is confused usually to the family, if the family does not have the psychological knowledge base, it cannot be vigilant to recognize the child's psychological problems, so miss the best period to solve psychological problems, resulting in children's psychological problems backlog more, which evolved into serious mental illness.

4. The Significance of Integrating Positive Psychology into Modern Apprenticeship Management

(1) Enhance the ability of apprentices to perceive happiness

One of the important research contents of positive personality, namely subjective well-being, focuses on individual emotional experience, self-acceptance of life status and self-identification of the present, and focuses on individual satisfaction with life status. Modern apprentices have two identities of "prospective employees" and "students", due to the training mode of alternation of learning and working. Because of the dual system replacement management of schools and enterprises, they are prone to a series of psychological problems such as identity disagreement, environmental inadaptability, resistance and so on. The process of resolving these negative emotions and psychological problems is a process of happiness perception and happiness experience.

(2) Help apprentices maintain objective and calm judgment

When individuals are in low mood or emotional overreaction, or even have psychological disorders, it is easy to appear excessive behavior, resulting in adverse effects. However, apprentices with positive personality can overcome these disadvantages effectively. One of the elements of positive personality, "self-determinism", is to guide individuals to fully understand themselves, their needs and their environment, and on this basis, help individuals to make appropriate choices for their own development. Self-determinism leads modern apprentices to engage in things that interest them and contribute to the development of their abilities.

(3) Brewing optimism

Optimistic personality in daily life can be reflected as a good life attitude and state of mind, it is a kind of personality quality of positive personality. When modern apprentices with optimistic personality encounter difficulties in study and life, they can give themselves internal spiritual strength, constantly encourage themselves, adjust their mentality in time, and work hard in a good direction, so it is easier to succeed, and easier to adapt to the constantly changing learning environment and the "strict" enterprise management system. Although not all behaviors with optimistic characteristics are beneficial to human development, cultivating optimistic personality is helpful to guide college students to avoid the adverse consequences caused by blind optimism. [3]

5. Strategies for Integrating Positive Psychology into the Mental Health Education of Modern Apprentices

(1) Establish an all-round concept of positive psychology education

Compared with traditional negative psychology, positive psychology has a lower "status" in mental health education in higher vocational colleges, and has little influence in higher vocational colleges. At present, major higher vocational colleges still do not pay enough attention to positive psychology, that is, mental health education does not pay attention to the majority of students, and the focus of mental health education is still only to pay attention to "problem"

students, psychological counseling and correction of psychological disorders for "psychological problems" students. This mental health education model restricts the innovation and development of mental health education in higher vocational colleges to a large extent. It also hinders the implementation of mental health education goals.

In order to promote the deep integration of positive psychology into mental health education in higher vocational colleges, we should establish the main position of positive psychology, and vigorously publicize the idea of positive psychology into mental health education in higher vocational colleges. No matter the leaders of higher vocational colleges, teachers or enterprise managers, they should rely on positive psychology to guide the correct values. Especially, teachers of mental health courses should deeply understand the concept of positive psychology, move from the study of negative psychology to the exploration of positive psychology, and deepen the research on the positive experience and emotions of social groups.

(2) Establish a network psychological education platform

Developing network psychological education platform. Publish psychological MOOCs, online psychological knowledge lectures, online psychological counseling and counseling, etc. The network learning platform can make up for the psychological consultation demands of modern apprentices in the enterprise learning stage, and solve the current situation of the lack of enterprise psychological consultants. At the same time, the network has a certain virtual nature, which can better protect the privacy of students, eliminate students' fears and fear of disclosure, and guide apprentices to speak freely and talk about their psychological problems boldly, help apprentices solve psychological problems in time, and help apprentices to live and study in the enterprise normally. [4]

(3) Improve the comprehensive ability of mental health teachers

The effectiveness of mental health education in higher vocational colleges is largely determined by the quality of school psychological teachers. Therefore, whether positive psychology can be deeply integrated into mental health education in higher vocational colleges and improve the level of psychological, teacher is the key. Therefore, in order to build a professional teacher team of mental health education in higher vocational colleges, professional skills training should be conducted for the majority of mental health education teachers in higher vocational colleges, and the training hours of mental health education teachers should not be less than 32 hours per year, so as to realize the lifelong learning system of mental health education teachers. At present, many teachers of mental health education in colleges and universities are not from academic courses and lack theoretical knowledge and professional practical skills. In order to effectively solve this problem, it is suggested to establish an expert group to carry out in-depth discussion on the training program and planning of mental health education in higher vocational colleges and determine the final plan. At the same time, the major psychological training centers should be designated by the education department, and clarify the training content and evaluation methods, implement the qualification recognition system, and implement standardized unified management. In addition, moral education teachers with rich practical experience and ideological and political work can be absorbed into the mental health education teacher team, they can optimize the psychological teacher team structure and supplement the teacher strength.

(4) Create rich content of mental health education

Psychology teachers should constantly optimize the teaching concept, constantly integrate positive psychology knowledge into the curriculum setting or lesson preparation, actively adopt the teaching methods of mindfulness guidance, psychological suggestion, classroom games, etc., and focus on cultivating students' positive personality, so that apprentices can gain positive emotions of pleasure, satisfaction and happiness in the classroom experience, and gradually improve students' bad psychology. Finally, in the process of deeply integrating positive psychology into mental health education, students can continuously enhance positive emotional experience in the subtle influence of course education, shape the positive life attitude and healthy life of modern apprentices, and constantly enhance the personal happiness of apprentices.

In addition, in daily life and classroom teaching, teachers and enterprise teachers should strengthen their understanding of apprentices through various channels, comprehensively discover the existing positive character characteristics of apprentices, and strengthen these positive character characteristics through positive guidance. The main channels for teachers to understand the character of apprentices include daily communication, classroom questioning, homework correction, skill teaching and observation, etc. Teachers should choose appropriate methods according to actual needs.

At the same time, psychology teachers can collect cases in real life, which can intuitively show the psychological problems of characters, give students intuitive feelings, and help students better timely release their psychological pressure and avoid psychological problems. Students can also use cases to be alert to the psychological problems encountered in the future study and life in the enterprise, cultivate students to have positive personality traits, and promote their ability to resist mental illness through case analysis, so as to better help students resolve the cure of mental illness.

(5) Adopting diversified mental health education methods

Creating campus culture and enterprise culture and make them different in the mental health education of modern apprentices. University campus and enterprises are the main places for apprentices to live and learn, and culture has a subtle influence on the mental health education of modern apprentices. Therefore, we should give full play to the role of campus and corporate culture construction in the positive mental health education of apprentices [5]. School libraries and enterprise reading rooms should provide more books on positive psychology to apprentices, and hold regular symposiums and lectures to help apprentices have a comprehensive understanding of positive mental health education. The school community should also organize relevant practical activities to help the apprentices put their positive mental health knowledge into practice; Each class director should also carry out the construction of positive mental health education in order to promote the improvement of students' mental health level. When apprentices enter the learning stage of enterprises, enterprises should provide apprentices with personal stories, professional spirit, and mental health education for employees from time to time, and can also organize some activities to expand the taste and quality of employees, so as to enrich the life of apprentices

and help modern apprentices quickly adapt to the learning and living environment of enterprises. Help modern apprentices develop positive personalities.

(6) Create the apprentices' self-subjective initiative

Firstly, having a correct understanding of oneself. Clearly understand their own advantages and disadvantages, to give their own objective personal evaluation, in learning, life encountered difficulties, we must find objective factors, but also from their own subjective factors, and strive to find the right way to solve the problem.

Secondly, Building harmonious interpersonal relationship. Good and harmonious interpersonal relationship is the premise of modern apprentices' mental health development, which can promote the formation of positive personality. Apprentices can build good interpersonal relationships by helping their classmates and colleagues around them.

Thirdly, Doing a moderate amount of physical exercise. Healthy body is an important basis for modern apprentices to form a positive personality, and exercise is an effective means to exercise the body and temper perseverance, which can effectively improve the mental health level of modern apprentices.

(7) Establish a comprehensive social support system

Pay attention to the positive role of family education. Family members have a close relationship with modern apprentices, and there are natural advantages in the positive mental health education of modern apprentices. First of all, parents should change the concept of achievements as heroes, should cultivate the healthy mind and virtue of apprentices as the primary education goal, second, parents should be a good example for apprentices, in the face of difficulties and setbacks and achievements, to be unarrogant and impetuous, to give students a good example.

Establish a "trinity" linkage mechanism between schools, families and enterprises. Schools and enterprises should give timely feedback of the performance of apprentices in school to parents, and parents should also provide suggestions and support for positive mental health education of apprentices according to their children's consistent personality characteristics. At the same time, the school and the cooperative enterprises and companies should also actively communicate and exchange timely, understand the specific needs of the society for talents, and constantly adjust their educational goals, so as to shorten the difference between school and enterprise education, and help modern apprentices better adapt to the corporate life and learning environment. Positive psychology advocates that everyone can be a mental health educator, and the object of positive psychology service is the whole students. For example, in interactive forms of mental health education such as psychological group counseling, teachers are both instructors and participants. The process of group counseling not only popularized mental health knowledge, but also spread positive ideas, how to improve social skills, and how to explore their potential positive power. Apprentices experience success in the activities organized by the school and feel happy in the professional learning of enterprises, which is to gain growth and education.

6. Summary

Under the modern apprenticeship system, students' psychological problems are more prominent, complex and changeable. Educators should advance the mental health education of apprentices, actively create a good educational environment, deeply integrate positive psychology into the daily psychological education of apprentices, and cultivate students' positive personality. Strengthen students to resist the psychological troubles caused by the changing learning environment and learning content.

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