

The Development of Psychological Health Education Curriculum Based on Psychological Capital to Improve the Positive Psychological Quality of College Students

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Abstracts

The objectives of this study are: 1). To investigate the current situation of psychological health curriculum demand of college students in Guilin University of Electronic Technology. 2). To develop psychological health education curriculum based on psychological capital in order to improve the positive psychological quality of college students. 3). To assess the efficiency of psychological health education Curriculum Based on psychological capital through comparing to the college students positive psychological quality before and after the implementation of curriculum. The population of this study is 6205 students who are majoring in psychological health education in Grade 2023 of Guilin University of Electronic Technology. The sample of this study: 1). A survey on the needs of psychological health education curriculum among 364 college students. 2). 100 students participated in the experimental study. This research tool: 1). A questionnaire on the needs of college students' psychological health education curriculum.2). Positive psychological quality scale.

The results of this study are as follows: 1. The main purpose of the curriculum is to cultivate positive psychological quality. Students think that the psychological health curriculum includes six modules: positive interpersonal relationship, positive cognition, positive virtue, positive emotion, positive character and positive spirit. 2). Based on psychological capital, 20 lessons of psychological health education in class hours are developed. 3). After taking part in the 20-unit course, the positive psychological quality of the students was significantly improved ($t = 24.174$). $\text{Sig.}=000$). At the same time, the six dimensions of positive psychological quality including positive cognition, positive emotion, positive interpersonal relationship, positive character, positive virtue and positive spirit have been improved. Among them, positive character ranks first. The second is positive cognition. At the end of the list is a positive spirit.

Keywords: psychological capital; psychological health education curriculum; positive psychological quality

Introduction

In recent years, the Ministry of Education explicitly requires all colleges and universities to set up psychological health education curriculum to cultivate students' positive psychological quality through curriculum teaching and promote the harmonious development of students' body and mind. Many colleges and universities have offered curriculum on psychological health education for college students. But generally speaking, there are some problems in the curriculum of college students' psychological health education, such as too

¹Received: October 20, 2023; Revised: October 26, 2023; Accepted: October 27, 2023

idealized curriculum goal setting, single orientation, improper connection between curriculum content and curriculum goal, unclear teaching material system and teaching content, etc., which is difficult to meet the actual needs of teachers and students, and can not improve the positive psychological quality of college students. Therefore, how to develop psychological health education curriculum suitable for college students is one of the problems that colleges and universities need to solve.

Psychological capital is one of the main research fields of positive psychology. Psychological capital refers to a positive psychological state shown by individuals in the process of growth and development, which is mainly composed of four elements: confidence, hope, optimism and resilience. Therefore, it is undoubtedly beneficial to solve the problems existing in the curriculum of psychological health education in colleges and universities and introduce psychological capital into the curriculum development of psychological health education.

Based on the concept of positive psychology, this study introduces psychological capital into the curriculum development of psychological health education for college students, and makes an intervention study on the positive psychological quality of college students through the teaching of psychological health curriculum. the aim is to fund a psychologically improve students' psychological health level and well-being, and improve the positive psychological quality of college students.

Research Objectives

1. To investigate the current situation of psychological health curriculum demand of college students in Guilin University of Electronic Technology.
2. To develop psychological health education curriculum based on psychological capital in order to improve the positive psychological quality of college students.
3. To assess the efficiency of psychological health education Curriculum Based on psychological capital through comparing to the college students positive psychological quality before and after the implementation of curriculum

Research Methodology

1. Population and the Sample Group

The total population of this study is 6205 students who are majoring in psychological health education in Grade 2023 of Guilin University of Electronic Science and Technology. Therefore, the sample size was determined to be 364 according to Krejcie and Morgan tables. Through simple random sampling, 364 college students were selected as the demand survey samples of psychological health education curriculum. Take a class as a sample, a class of 100 students, as an experiment Psychological study sample.

2. Research tools.

(1) A questionnaire on the needs of College students' psychological Health Education curriculum. On the basis of consulting the relevant literature of psychological health education curriculum and referring to the questionnaires compiled by Wang Zhenzhen (2016 : 929), Huang Shihua (2017 : 102) and Shen Yanhong (2019 : 73), the researchers compiled a questionnaire on the teaching needs of psychological health education curriculum for college students. The questions in the questionnaire include six questions, such as

curriculum purpose, curriculum teaching content and so on. The questionnaire invited three experts to check the questionnaire, IOC=1, and the result was good.

(2) Positive psychological quality scale. In this study, the self-designed Chinese College students' positive Psychological quality scale was used as a research tool to test the level of positive psychological quality of college students. The main contents of this scale are divided into six dimensions: positive cognition (cognition), positive emotion (courage), positive interpersonal relationship (human communication), positive character (justice), positive virtue (self-discipline) and positive spirit (transcendence). The questionnaire invited three experts to check the questionnaire, IOC=0.89, and the result was good.

3. Data collection.

(1) 364 questionnaires were randomly distributed to collect the data of college students' demand for psychological health curriculum.

(2) 100 students who participated in the experiment filled in the positive psychological quality scale of college students before the experiment. After the implementation of the 20-hours psychological health education curriculum, all the subjects filled in the positive psychological quality scale of college students again.

4. Data analysis.

In this study, the data were analyzed by percentage, frequency, average value, t-test and so on. To analyze the demand of college students for psychological health education curriculum. To examine the effectiveness of psychological health education curriculum in improving the positive psychological quality of college students from the perspective of psychological capital.

Result

1. Analysis of the needs of psychological health education curriculum

The purpose of this survey is to investigate the needs of college students in Guilin University of Electronic Technology for psychological health education curriculum. 364 questionnaires were distributed, 364 were collected and 364 were valid. Collect information from the questionnaire, then code and analyze, and finally process and display the data.

Table 1 Students' understanding of the purpose of the curriculum

(n=364)

Students' understanding of the purpose of the curriculum	Frequency	Percentage
1. The purpose of studying the curriculum of psychological health education for College students		
1) Get the corresponding credit	102	28.00
2) Perfect yourself	195	53.60
3) Sound personality	144	39.60
4) Change unreasonable cognition.	117	32.10
5) Regulate psychological	161	44.20
6) Appropriate behavior	80	22.00
2. The problems that can be solved by the curriculum of		

psychological Health Education for College students			
1)	Adjust personal psychological state	209	57.40
2)	Cultivate positive psychological quality	212	58.20
3)	Develop one's potential.	72	19.80
4)	Dredge mild psychological problems and prevent psychological illness	157	43.10
5)	Master psychological health knowledge, methods and skills	153	42.00
3. The changes that the psychological health education curriculum can bring to students			
1)	Better understand psychological health and psychological disorders and help others	185	50.80
2)	Know yourself better and accept yourself	218	59.90
3)	Better understand your personality	112	30.80
4)	Better handle interpersonal relationships	135	37.10
5)	Better handle the relationship with the family	69	19.00
6)	Better regulate emotions	119	32.70
7)	Learn better	78	21.40
8)	Fall in love better	64	17.60

As can be seen from Table 1, college students think that the purposes of learning psychological health education curriculum are: Perfect yourself (53.60percentage), Regulate psychological (44.20percentage), sound personality (39.60percentage), Change unreasonable cognition (32.10percentage), Get the corresponding credit (28.00percentage), and appropriate behavior (22.00percentage).

College students believe that the first problem that psychological health education curriculum can solve is to cultivate positive psychological quality (58.20percentage), followed by regulating personal psychological state (57.40percentage), dredging mild psychological problems, and preventing psychological diseases (43.10percentage). Mastering the knowledge, methods and skills of psychological health (42.00percentage), the development of personal potential (19.80percentage) ranked low.

College students hope that the changes that psychological health education curriculum can bring are, first of all, a better understanding of themselves, acceptance of themselves (59.90percentage), a better understanding of psychological health and psychological disorders, and help others (50.80percentage). The second is to better handle interpersonal relationships (37.10percentage), better regulate emotions (32.70percentage), and better understand your personality (30.80percentage). Finally, better learning (21.40percentage), better handling of relationships with family (19.00percentage), and better relationships (17.60percentage).

From the point of view of the purpose, the problems that can be solved and the changes brought about by college students' learning psychological health education curriculum, the top answer of college students is to cultivate positive psychological quality, know themselves, accept themselves, perfect themselves, and adjust their psychologicality. This is not only the teaching objective of their expected psychological health education curriculum, but also the role of psychological health education as they understand it.

Table 2 students' understanding of the content of the curriculum

(n=364)

students' understanding of the content of the curriculum	Frequency	Percentage
1、 Students' knowledge and experience in learning the curriculum		
1)Understand the related knowledge of psychology	193	53.00
2)Improve their psychological quality	231	63.50
3)Solve the psychological problems you face	77	21.20
4)Be able to help others as much as you can	49	13.50
2、 Students' favorite curriculum module of psychological health education curriculum		
1)Positive interpersonal relationship	202	55.50
2)Positive cognition	192	52.70
3)Positive virtue	172	47.30
4)Positive personality	99	27.20
5)Positive emotion	116	31.90
6)Positive spirit	112	30.80
7)Positive character	104	28.60
8)Active learning	80	22.00
9)Actively respond to	64	17.60
3、 The curriculum module of psychological health education be included contents		
1)Pay attention to the cultivation of students' team spirit and leadership ability, do things equally.	239	65.70
2)Pay attention to students' ability to love and be loved, friendliness, interpersonal communication and so on.	253	69.50
3)Pay attention to students' creativity, love of learning, judgment and observation, etc.	199	54.70
4)Pay attention to the cultivation of honesty, bravery, persistence, enthusiasm and other emotions	218	59.90
5)Focus on efficient learning and time management	143	39.30
6)Pay attention to the content of perfecting students' personality	151	41.50
7)Pay attention to students' positive understanding of setbacks and deal with setbacks.	112	30.80

8)Cultivate students' character of tolerance, modesty and self-control	191	52.50
9)Cultivate optimism and hope, belief, humor, gratitude and other attitudes towards life	157	43.10

Table 2 shows that among those aspects of knowledge and experience that college students want to acquire, improving their psychological quality (63.50percentage) ranks first, followed by understanding psychological knowledge (53.00percentage). Solving their own psychological problems (21.20percentage) and being able to help others as much as they can (13.50percentage) ranks last.

Among the psychological health education curriculum that college students like, the modules such as positive interpersonal relationship (55.50percentage), positive cognition (52.70percentage) and positive virtue (47.30percentage) are the most popular among students. Followed by positive emotion (31.90percentage), positive spirit (30.8 percentage) and positive character (28.00 percentage) module content. Students are less fond of other curriculum modules, such as positive personality (27.20 percentage), active learning (22.00 percentage), active coping (17.60 percentage) and so on.

The contents that students most want to be involved in the psychological health education curriculum module are as follows: paying attention to students' ability to love and be loved, friendliness and interpersonal communication (69.50 percentage). Pay attention to the cultivation of students' team spirit and leadership ability, do things equally (65.70 percentage). Pay attention to the cultivation of integrity, courage, persistence, enthusiasm and other emotions (59.90 percentage). Pay attention to students' innovation, love of learning, judgment and observation (54.70 percentage). Cultivate students' character of tolerance, modesty and self-control (52.50 percentage). Cultivate optimism and hope, faith, humor, gratitude and other attitudes towards life (43.10 percentage). Pay attention to the perfect content of students' personality (41.50 percentage). Pay attention to efficient learning, time management (39.30 percentage), pay attention to students' positive understanding of setbacks, deal with setbacks and other contents (30.80 percentage).

According to the results of the survey, the contents and curriculum that students hope to adjust their psychological and optimize their psychological quality are the teaching contents of psychological health education. Among them, positive interpersonal relationship, positive cognition, positive virtue, positive emotion, positive character and positive spirit are the top six curriculum modules, and they are also the contents of psychological health education curriculum.

2. Curriculum Development of Psychological Health Education based on Psychological Capital

The curriculum of Psychological health education based on psychological capital is developed on the basis of needs analysis and related literature. For the development of this curriculum, researchers take the following steps.

Step1: Determine the principles of curriculum development.

The theory of the development and construction of positive emotion holds that individuals in the atmosphere of positive emotion will expand their thinking ability and behavior motivation, effectively carry out self-cognitive exploration activities, and increase the behavior and thinking ability of daily life. The principles of psychological health

education curriculum development based on psychological capital are as follows:

(1) The curriculum development is based on the theory of positive psychology, according to the age stage of college students, taking the psychological capital as the starting point, the four elements of psychological capital such as optimism, hope, self-efficacy and resilience are integrated into the curriculum development of college students' psychological health education.

(2) The curriculum development should start with the emotional experience of college students, through the teaching of psychological health education curriculum to make college students realize the importance of positive psychological quality, master human vitality and virtue, and then make students have positive emotional experience. to maximize individual potential.

(3) In curriculum development, we pay attention to cultivating college students' ability to be hopeful, optimistic, confident, have goals in life, cultivate the habit of positive thinking, shape students' confidence in the future, avoid adverse psychological problems such as inferiority and loss, overcome temptations and difficulties in reality, and enable students to recover quickly from negative or positive events. Help them find "self" to improve their ability, trigger students' positive physiological and psychological effects, make students maintain a good and sunny psychologically, and finally improve the positive psychological quality of college students.

Step 2: Set curriculum objectives.

The overall goal of this curriculum is to cultivate the positive psychological quality of college students. According to previous research, positive psychological qualities can be divided into six categories: cognition, courage, human communication, justice, self-discipline and transcendence. Therefore, the curriculum objectives of this study can be divided into six goals.

(1) To provide students with an understanding of the basic general situation of psychological health education and the basic theory of learning psychology, stimulate college students' habit of loving learning, and improve their judgment and insight. At the same time, the students should understand the meaning and influencing factors of innovation and cultivate the innovative ability of college students.

(2) To make students understand the positive emotions such as honesty, bravery, persistence and enthusiasm, shape students' resilience, let students face life actively and bravely, and learn to solve self-emotional problems.

(3) To encourage students, understand the basic theory of love and love, and improve their ability to love and be loved. Master the theory of interpersonal relationship, promote friendliness, and improve the social ability and wisdom of college students.

(4) To enhance students, understand the importance of team spirit and overall awareness, have the ability of decision-making, planning and cooperation, and cultivate students' leadership and team spirit. Students understand the meaning of equality and fairness, treat people equally, treat things fairly and reasonably, and treat others and themselves equally.

(5) To make students learn tolerance, modesty and self-control, let students find their own advantages and virtues, learn self-discipline, and enhance the power of students to feel happy and actively create a better life.

(6) To Make students understand the basic theory of hope and belief, cultivate students' optimistic attitude, be full of hope for life, and face stressful events calmly. Let the students be grateful, learn to be grateful, be good at self-mockery and playful ways to create a relaxed and pleasant atmosphere, so that students are full of fun and happiness.

Step3: Formulate the structure and content of the curriculum.

According to the six dimensions of positive psychological quality, we think that the curriculum structure of psychological health education can be divided into six modules: positive cognition, positive emotion, positive interpersonal relationship, positive character, positive virtue and positive spirit. Taking the development of college students' positive psychological quality as the main line and the six curriculum modules of psychological health education curriculum structure as the starting point, the curriculum content of psychological health education is divided into 20 specific contents, and the planned class hours is 20 class hours. The details are shown in Table 3.

Table 3 Curriculum structure and contents

NO.	Curriculum module (Structure)	Curriculum plan	Curriculum contents
1	Positive cognition	4 hours	<ol style="list-style-type: none"> 1. Knock on the door of health-enter the curriculum of positive psychological health education. 2. Open the learning key-- college students' active learning psychology. 3. Dare to innovate-- cultivate the creativity of college students. 4. Self-awareness-- shaping the judgment and insight of college students
2	Positive emotion	3 hours	<ol style="list-style-type: none"> 1. Open the door of the heart-- exchange sincerity for sincerity. 2. Go ahead courageously-let bravery persist in fever. 3. Keep a positive attitude-start college life with enthusiasm
3	Positive interpersonal relationship	3 hours	<ol style="list-style-type: none"> 1. The first experience of love-- feel the charm of loving and being loved 2. Be kind to others-- keep friendliness in mind. 3. Maintain a good interpersonal relationship-- active communication
4	Positive character	3 hours	<ol style="list-style-type: none"> 1. Unity and Cooperation-- shaping team Spirit. 2. Positive perception-- Social Justice and Fairness around. 3. Be yourself-- improve students' leadership
5	Positive virtue	3 hours	<ol style="list-style-type: none"> 1. The way to do things wisely-- to know how to be modest. 2. Live in peace with others-- learn to forgive. 3. Self-control-- learn to self-control
6	Positive	4 hours	<ol style="list-style-type: none"> 1. Full of hope-- actively adapt to college life.

	spirit		2. Have faith-know life, fear life. 3. Know how to repay gratitude-- make college students learn to be grateful. 4. Keep humorous and humorous character-- make college students understand, accept and perfect themselves
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Step4: Write curriculum activities.

Curriculum teaching activity is not only a specific process of putting psychological health education curriculum plan into practice, but also a strong guarantee for psychological health education curriculum to achieve ideal results, but also an important part of psychological health education curriculum development. The curriculum of psychological health education is carried out around the three-dimensional goals of cognition, emotion and behavior, so the implementation of the curriculum of psychological health education should adhere to the combination of knowledge teaching and experience training. unify the knowledge of psychological health, students' own practical feelings and positive psychological and emotional experience, and the application of knowledge to life practice.

In view of this, the implementation of psychological health education curriculum is also varied to meet the different needs of different college students for psychological health development. The teaching activities of psychological health education mainly include many kinds of popular teaching forms, such as curriculum teaching method, case analysis method, special topic discussion method, practical experience method, situational experience method and so on, so as to mobilize students' active participation and positive understanding. let students acquire knowledge and experience emotions in the learning process, so as to cultivate the positive psychological quality of college students.

3.Statistical results of pre-test and post-test on the overall level of positive psychological quality

Table 4 Pre-test and post-test scores of positive psychological quality

(n=100)

Positive psychological quality	\bar{X}	S.D.	t	Sig. (2-tailed)
Pre-test	3.2941	.38953		
Post-test	4.3684	.21396	24.174**	.000

** stands for statistical significance at .001 level

For the test results shown in Table 4, we find that the average pre-test score of students' positive psychological quality is 3.2941. The score of post-test is 4.3684. The average score of positive psychological quality of post-test is 1.07433 higher than that of pre-test. In other words, the score of the post-test of students' positive psychological quality is higher than that of the pre-test. $t=24.174$. $sig.=.000$. The average score of positive psychological quality of students is significantly different pre-test and post-test.

Therefore, from the perspective of the scores of pre-test and post-test of positive psychological quality, after students participated in the developed psychological health education curriculum, their positive psychological quality was significantly improved.

Table 5 Pre-test and post-test statistical results of 6 dimensions of positive psychological quality

(n=100)

Positive psychological quality	pre-test		post-test		M.D.	Rank
	\bar{X}	S.D.	\bar{X}	S.D.		
1) Positive cognitive	3.0233	.48169	4.1111	.37406	1.08778	2
2)Positive emotion	3.1767	.36857	4.1942	.28205	1.01750	3
3)Positive interpersonal relationship	3.1639	.47862	4.1183	.32482	.95444	5
4) positive character	3.0167	.50595	4.1256	.29657	1.10889	1
5) positive virtue	3.1344	.57617	4.1189	.39890	.98444	4
6)positive spirit	3.1908	.46990	4.1446	.31573	.95375	6

It can be seen from Table 5 that after the implementation of 20 psychological health curriculum, the scores of students' positive psychological qualities such as positive cognition, positive emotion, positive interpersonal relationship, positive character, positive virtue and positive spirit have been improved. In other words, after participating in the developed psychological health education curriculum, the students' positive cognition, positive emotion, positive interpersonal relationship, positive character, positive virtue and positive spiritual level have been improved. Among them, the positive character dimension ranks first (M.D.=1.10889), followed by the positive cognitive dimension (M.D.=1.08778), and the last is positive spirit (M.D.=.95375).

Conclusion

1. Through the investigation, it is found that the main purpose of the curriculum is to cultivate positive psychological quality, adjust personal psychological state, improve self and personality, in order to understand psychological health knowledge, better understand themselves, accept themselves and help others. The contents and curriculum that can adjust students' mentality and optimize psychological quality are the teaching contents of psychological health education. among them, positive interpersonal relationship, positive cognition, positive virtue, positive emotion, positive character and positive spirit are the top six curriculum modules.

2. The psychological health education curriculum based on psychological capital will explain and transform the results of the needs analysis stage into curriculum objectives, curriculum contents and curriculum activities, according to the research objectives and contents. Then make the curriculum teaching plan and work out 20 curriculum plans.

3. In order to investigate the effectiveness of the curriculum, the study was carried out among 100 students who took part in the psychological health education curriculum in Guilin University of Electronic Science and Technology in the first semester of the 2023-2024 academic year. Through the distribution of questionnaires, the pre-test and post-test methods are used to evaluate the positive psychological quality of students. The results showed that after participating in 20 units curriculum, the students' positive psychological quality was significantly improved. Students' positive cognition, positive emotion, positive interpersonal relationship, positive character, positive virtue and positive spirit have been improved. Among

them, positive character ranks first. The second is positive cognition. At the end of the list is a positive spirit.

Discussion

The discussion of the research results is divided into three parts: the discussion of the needs analysis of psychological health education curriculum, the discussion of the development of psychological health education curriculum and the discussion of the effectiveness of psychological health education curriculum.

1. The discussion of the needs analysis of psychological health education curriculum

From the point of view of the purpose of the psychological health education curriculum, the survey results show that the main purpose of the curriculum is to cultivate positive psychological quality, adjust personal psychological state, perfect oneself and perfect personality, in order to understand psychological health knowledge, better understand oneself, accept oneself and help others. The survey results are consistent with the findings of Bai Lu (2017 : 39). She pointed out that the purpose of bringing the cultivation of positive psychological quality into the curriculum of psychological health education. In addition, Sun Sheng (2020 : 47) believes that the curriculum of psychological health education for college students is a comprehensive discipline and an important part of the school quality education curriculum, which is not aimed at promoting students to master psychological knowledge. But to optimize students' psychological quality, improve students' psychological quality as the purpose, in order to finally achieve students' self-growth.

From the perspective of curriculum content needs, students want to adjust their psychologically and optimize the curriculum content of psychological quality, mainly including positive interpersonal relationship, positive cognition, positive virtue, positive emotion, positive character and positive spirit are the top six curriculum modules. The results of this survey are different from those of Shen Yanhong and Yang Yifei (2019 : 73), Sun Sheng (2020 : 47), Liu Chang and Zhou Jun (2020 : 14), Wichean Intarasompan, and Jittawisut Wimuttipanya (2021 : 2586). and Li Jinghua (2021 : 73). The main reason is that the research objectives are different, the research design questionnaire is different, so the research results are a little different. Their previous survey design is based on the traditional curriculum content requirements design questionnaire. The purpose of this study is to improve the positive psychological quality of students, and to design the questionnaire with modular design content.

2. The discussion of the development of psychological health education curriculum

This study is based on the investigation of the needs of college students' psychological health education curriculum and takes psychological capital as the concept to design and develop college students' psychological health education curriculum. The process of curriculum development mainly includes five steps. The first step: determine the principles of curriculum development. Step 2: set curriculum goals. The third step: formulate the structure and content of the curriculum. The fourth step: write curriculum teaching activities. Step 5: write a lesson plan. This is basically consistent with the goal model advocate Taba believes that curriculum development includes seven steps: assessing needs, forming goals, selecting content, organizing content, selecting learning experience, organizing learning activities and evaluation and its methods. At the same time, Zhang Xiao feng (2018) believes

that psychological health education curriculum should be carried out in accordance with the steps of situation analysis, "setting curriculum development objectives, determining curriculum development content," curriculum organization and implementation, and curriculum evaluation. In addition, the developed psychological health education curriculum was evaluated by three well-known curriculum experts in Thailand, and the three external audit experts agreed that the curriculum development was reasonable and the IOC value was very high. Therefore, the psychological health education curriculum developed in this study is not only in line with the model and steps of curriculum development, but also suitable for the needs of college students.

3. The discussion of the effectiveness of psychological health education curriculum.

According to the results of the experiment psychological research, after the implementation of the developed psychological health education curriculum, the positive psychological quality level of the students is higher than the pre-test level. The results of this study are basically consistent with those of Ren Zhong xia (2021). She thinks that experiential psychological health curriculum has a significant effect on the positive psychological quality of higher vocational freshmen. In addition, Yang Xian hua (2017) believes that the teaching of psychological health curriculum can improve positive psychological quality. The results of this experiment psychological study are consistent with the research hypothesis. The results of this experiment psychological study are consistent with the research hypothesis and can be explained as follows:

(1) Rational use of demand analysis.

This study shows how to follow the curriculum development steps and procedures and apply them to adapt to specific situations and requirements, so as to develop, implement and evaluate. It is generally believed that to make the curriculum effective, students' demand for the curriculum should be investigated when setting curriculum objectives and designing curriculum content. As Taba points out, the first step in curriculum development is to assess needs, that is, to identify the needs of the students facing the curriculum. In addition, Jill Schneiderhan et al. (2019 : 3023) believes that the first step in curriculum development is needs assessment, combining the curriculum development methodology elaborated by THOMAS and the framework used in the University of Michigan Teacher Development Research (University of Michigan Faculty Development Institute) curriculum development seminar. The needs assessment helps us answer why it is developed. In other words, students' needs analysis is the starting point of curriculum development, through the investigation of students' specific needs, teacher determine the curriculum objectives and contents before the implementation of the curriculum according to the results of the needs analysis to.

(2) Set up the structure and content of the curriculum scientifically.

Compared with before the experiment, the positive psychological quality of college students has been greatly improved after the experiment, which is due to the preparation of a reasonable and scientific curriculum structure and content. The goal of this curriculum is to cultivate students' positive psychological quality and adjust their personal psychological. based on the theory of psychological capital, 20 class hours of 6 topics are set up. The aim is to guide students to understand the meaning of life, feel the wonderful life, share happy experiences, and be full of hope for the future. Each project designs a variety of classroom activities, such as problem situations, topic discussion, group cooperative learning and so

on. This design can enable students to quickly integrate into the classroom, achieve self-improvement in self-exploration, self-experience and self-perception, and then cultivate the positive psychological quality of class hours. The result of this study is consistent with that of Ye Juan (2022 : 3192). In order to cultivate the positive psychological quality of college students, the positive psychological quality of college students should be included in the teaching goal and the curriculum content of psychological health education should be deeply developed. In addition, Jiang Jie and Wu Yan (2021 : 150) also pointed out that the organization of the teaching content of psychological health education curriculum highlights the cultivation of positive psychological quality. Therefore, the scientific and rational establishment of the curriculum structure and content of psychological health education is an important guarantee for students to improve their positive psychology.

(3) Carry out rich and colorful curriculum activities.

In this study, classroom activities are divided into three parts: activity details, teachers' roles and students' roles. The details of the activities are the specific interpretation of the curriculum content. The roles of teachers and students are the regulations on the specific activities of teachers and students in curriculum activities. In curriculum activities, teachers are activity constructors, student-centered, create problem situations for students, provide students with a relatively safe and open environment, and create a harmonious, friendly and tolerant learning atmosphere. Encourage positive communication among students and between students and teachers. As the constructivist said teachers are the instructors for students to construct knowledge. Students play the role of learners and participants in the curriculum, participate in curriculum experience activities, communicate sincerely, speak freely, and perceive and learn knowledge in the participation experience. guide students to establish a positive understanding of themselves, can accept themselves, increase positive emotional experience, and then improve students' positive psychological quality. As the constructor believes, learners are active explorers and constructors of knowledge, and they must be student-centered and mobilize their initiative to construct knowledge on the existing basis, so as to make teaching in line with students' "recent development area".

Recommendations

According to the results of this study, we put forward two suggestions. Recommendations on the research results and future research.

1. Recommendations on the results of the study

(1) After the implementation of the 20-hour psychological health education curriculum, among the six dimensions of positive psychological quality, the improvement level of positive character is the highest. This is mainly for the following reasons: first, for teachers, in the process of curriculum activities, we can set up problem situations, guide and encourage students to actively participate in the discussion, and create a supportive and open environment for curriculum activities. Second, for students, students need to actively participate in curriculum activities, including cooperation with classmates, discussion with teachers, group cooperation, etc., through participation in curriculum activities, cultivate students' team spirit and leadership as well as the ability to handle affairs fairly and impartially.

(2) After the implementation of the 20-hour psychological health education curriculum, among the six dimensions of positive psychological quality, the improvement of positive spirit is the lowest. Therefore, in the future curriculum teaching, teachers should pay more attention to the cultivation of students' sense of hope, ideals and beliefs, sense of humor and gratitude education. By setting up reasonable teaching situations and curriculum teaching activities, students can acquire knowledge in the activities, increase the experience of positive emotions, and then improve students' positive spirit.

2. Future research.

(1) Demand analysis is an important initial stage of curriculum development. This study only selects students from one university of science and technology as a sample to collect data. The more the number of research objects, the higher the reliability of the data. Therefore, we can further study the needs of students in comprehensive universities, medical universities and vocational colleges for psychological health education curriculum, and then develop psychological health education curriculum suitable for different types of colleges and universities. in order to improve the positive psychological quality of college students.

(2) This study mainly focuses on the effectiveness of developing psychological health curriculum based on psychological capital to improve the positive psychological quality of college students. In the future, we need to further study whether the developed curriculum can improve the psychological health level or subjective well-being of college students.

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