

## Article

# Analysis on How the Great Founding Spirit of the Communist Party of China Promotes the Cultivation of Positive Psychological Quality in College Students

Huaibo Mu <sup>1,\*</sup><sup>1</sup> Hainan Vocational University of Science and Technology, Haikou, China

\* Correspondence: Huaibo Mu, Hainan Vocational University of Science and Technology, Haikou, China

**Abstract:** National development has raised higher requirements for the spiritual literacy and psychological resilience of younger generations, making the cultivation of positive psychological qualities among college students a key focus in higher education. The Great Founding Spirit of the Communist Party of China serves as the spiritual foundation for Chinese Communists, with its inherent truth beliefs, original aspirations, mission commitment, fighting spirit, and people-oriented ethos providing rich nourishment for shaping well-rounded personalities in contemporary college students. This study takes the Great Founding Spirit as a starting point to analyze its mechanisms in reinforcing ideals and convictions, inspiring mission-driven actions, cultivating resilience, and generating developmental momentum for students' positive psychological qualities. On this basis, it further explores how these value orientations can be translated into internal motivation, self-regulation capacity, and prosocial behavior, thereby supporting students' mental health and holistic development. It proposes diversified cultivation approaches, including integrating value education into classroom instruction, enriching campus culture with thematic activities, expanding practical experiences through social practice and volunteer service, leveraging digital media for value dissemination, and establishing collaborative mechanisms among families, schools, and society. The research aims to provide theoretical support and strategic guidance for enriching mental health education theories, optimizing educational pathways, and enhancing practical educational outcomes in colleges and universities.

**Keywords:** positive psychology; college students; mental health; value education; ideological education

## 1. Introduction

The college years represent a pivotal phase in the physical and mental development of young individuals, as well as in the formation of their core values. During this transformative period, fostering positive psychological qualities equips university students with the ability to build robust psychological resilience and adopt proactive coping mechanisms when confronted with academic demands, interpersonal complexities, and uncertainties in career trajectories. These well-cultivated psychological traits empower students to regulate their emotions effectively, enhance their capacity to withstand stress, and unlock latent potential. Furthermore, such qualities encourage an optimistic, exploratory, and innovative mindset, which is essential for personal and professional growth. Students who possess these attributes often exhibit heightened self-efficacy, a stronger sense of social responsibility, and superior adaptability in interpersonal interactions. These characteristics are instrumental in achieving academic excellence, advancing career prospects, and ensuring long-term personal fulfillment. Universities' dedication to nurturing these positive psychological traits is not only fundamental to the comprehensive development of individuals but also represents a strategic initiative to prepare future generations capable of contributing meaningfully to

Received: 24 November 2025

Revised: 12 January 2026

Accepted: 26 January 2026

Published: 31 January 2026



**Copyright:** © 2026 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

societal progress. This commitment ensures the cultivation of individuals with sound mental health and a resilient spirit, ready to contribute to the advancement of society and the broader community.

## **2. The Connotation of the Great Spirit of Party Building**

The great founding spirit of the Party represents a profound and invaluable spiritual legacy cultivated through the century-long journey of the Communist Party of China. Its essence can be encapsulated in a set of guiding principles: adherence to truth, commitment to ideals, fulfillment of original aspirations, dedication to the mission, fearlessness in the face of sacrifice, courageous struggle, unwavering loyalty to the Party, and wholehearted service to the people. At its core, this spirit underscores the unwavering pursuit of ideological truth and the steadfast belief in the noble ideals of communism and socialism with Chinese characteristics. These principles establish a robust ideological foundation and provide clear directional guidance for all Party-related endeavors. Furthermore, it emphasizes the transformation of the original aspiration and mission of seeking the well-being of the people and the rejuvenation of the nation into tangible actions. This transformation is marked by a readiness to assume responsibility and an unyielding commitment to progress, even amidst historical challenges. In confronting adversities and obstacles, this spirit exemplifies an indomitable will and a revolutionary ethos characterized by fearlessness and heroic perseverance, serving as a wellspring of strength to surmount all difficulties. Ultimately, it is rooted in absolute loyalty to the Party and the fundamental principle of serving the people with dedication, embodying the quintessential political character of Chinese Communists. These interconnected and unified aspects collectively articulate the Party's intrinsic nature, purpose, and ideals. They serve as a profound source of inspiration, motivating Chinese Communists in the new era to forge ahead with determination and resilience.

## **3. The Positive Role of the Great Founding Spirit of the Party in College Students' Growth**

### *3.1. Strengthening the Foundation of Ideals and Beliefs, Cultivating Positive Cognition and Values*

The spiritual essence of adhering to truth and upholding ideals serves as a foundational guide for college students, enabling them to establish meaningful life goals that transcend individual interests. Through the study of scientific theories, students gain a deeper understanding of knowledge systems and develop a comprehensive worldview and methodology, equipping them to navigate and critically analyze complex societal ideologies [1–3]. For example, by applying systematic and historical perspectives, they can effectively challenge and deconstruct flawed viewpoints that undermine historical understanding. This steadfast commitment to truth naturally extends into their academic endeavors, fostering a dedication to maintaining data integrity and constructing well-reasoned arguments. Furthermore, this guiding principle encourages students to align their personal ambitions with broader societal and developmental objectives, such as advancing technological progress and contributing to rural development initiatives. By doing so, they are inspired to reject passive attitudes and instead embrace a proactive approach to life, infusing their daily efforts with a sense of purpose and broader significance. This alignment not only enhances their academic and professional growth but also reinforces their role in contributing to collective progress and innovation [4, 5].

### *3.2. Inspire a sense of mission and responsibility, and enhance accountability and efficacy*

The principle of fostering a sense of mission and responsibility encourages college students to transition from focusing solely on personal growth to embracing broader societal obligations. This transformation is evident in their active participation in various activities, such as organizing student-led initiatives, undertaking complex roles in collaborative projects, and engaging in community service efforts. These experiences not

only instill a sense of accountability but also provide opportunities for students to witness the tangible impact of their contributions, reinforcing their confidence and personal growth. Furthermore, institutional programs designed to promote social engagement and teaching support act as expansive platforms for experiential learning. By immersing themselves in grassroots environments, students develop a deeper understanding of societal dynamics and public needs [6]. This hands-on exposure bridges the gap between theoretical knowledge and practical application, enabling them to internalize the ethos of contributing to societal well-being [4, 7]. Ultimately, these experiences cultivate a profound commitment to serving others, transforming abstract ideals into actionable skills and enduring values.

### *3.3. Cultivate tenacious willpower and enhance resilience and courage*

Contemporary college students encounter a wide array of pressures and challenges spanning academic endeavors, interpersonal dynamics, and career aspirations. The concept of unwavering determination and courageous perseverance encapsulates the vital qualities needed to navigate and triumph over adversity. Reflecting on historical examples of overcoming significant obstacles and the actions of exemplary figures provides valuable lessons: true personal and intellectual growth often arises from persistent engagement with difficulties and the ability to learn from failures. This perspective encourages students to embrace a mindset oriented toward growth when confronted with setbacks, reframing experimental missteps, academic challenges, and career-related disappointments as opportunities to refine their approaches and enhance their capabilities. Such an outlook fosters a deeply rooted sense of courage and determination, enabling students to cultivate a robust psychological foundation [8]. Through consistent exposure to challenges, they develop the resilience and mental fortitude necessary to face future uncertainties with confidence and adaptability, equipping them for the complexities of life ahead.

### *3.4. Provide strong spiritual motivation to promote comprehensive development*

The foundational principles of collective spirit serve as a cohesive force, driving the holistic development of college students. In the realm of intellectual education, these principles inspire learners to seek authentic understanding, foster creativity, and move beyond mere academic performance by applying their knowledge to address real-world challenges effectively. Moral education, through engaging narratives, transforms abstract values into actionable principles, enabling students to develop a clear moral compass, uphold ethical standards, and cultivate a profound sense of dedication to societal progress. Physical and mental health education emphasizes the cultivation of resilience and optimism, promoting psychological stability and encouraging consistent physical activity as a cornerstone of balanced personal growth. Aesthetic and labor education further enrich students by fostering an appreciation for the transformative power of creativity and the dignity of labor, which is experienced through active participation in community initiatives and hands-on projects. The overarching aim is to empower students to overcome the constraints of individualistic pursuits or superficial achievements, guiding them toward becoming well-rounded individuals equipped with diverse skills, a robust sense of responsibility, and the capacity to contribute meaningfully to the evolving demands of contemporary society [9].

## **4. Implementation Pathways for Integrating the Great Founding Spirit of the Party into Positive Psychological Quality Cultivation**

### *4.1. Integration into classroom teaching to achieve knowledge internalization*

Teachers must deeply explore the rich spiritual elements embedded within various academic disciplines, seamlessly integrating the profound connotations of the great founding spirit of the Party with professional knowledge systems to foster both knowledge internalization and the cultivation of psychological qualities. For example, in

ideological and political theory courses, educators can guide students to understand that adhering to truth and upholding ideals arises from a profound recognition and practical application of scientific theories, rather than superficial rhetoric. This can be achieved by discussing historical events that exemplify these principles, allowing students to connect theoretical concepts with real-world applications. In science and engineering courses, educators should analyze how teams overcame extreme environments and technological challenges in significant projects, such as lunar exploration or satellite network construction. These examples vividly illustrate the spirit of fearless sacrifice and heroic struggle in the field of science and technology. By examining these processes, students can develop a strong determination to tackle difficulties and cultivate a rigorous, pragmatic scientific mindset. In medical education, real-life cases of combating public health crises can be introduced, focusing on the perseverance and ethical choices of frontline medical workers under constrained resources. Such discussions can transform principles like respecting life and saving lives into core professional ethics, enhancing students' empathy and psychological resilience when facing pressure. In economics and management courses, educators can analyze corporate practices aligned with national strategies, such as poverty alleviation, to demonstrate how businesses balance commercial success with social responsibility. This approach helps students establish values that connect personal achievements with broader societal development. In humanities and social sciences courses, close readings of significant literary works or in-depth analyses of historical events can provide students with a deeper understanding of the historical significance of practicing original aspirations and shouldering missions. These discussions can be contextualized within specific narratives of people, events, and emotions to make the lessons more relatable and impactful. To enhance teaching methodologies, educators should reduce reliance on one-way knowledge transmission and instead adopt interactive approaches such as case studies, project-based learning, or role-playing. For instance, in engineering ethics courses, simulated discussions on major engineering decisions can be conducted, while medical classrooms may incorporate scenarios simulating doctor-patient communication. These methods encourage active participation and critical thinking, enabling students to internalize ethical qualities and achieve a harmonious integration of knowledge acquisition and value cultivation [4, 10]. By fostering an environment where theoretical knowledge is actively applied to practical and ethical scenarios, educators can effectively nurture well-rounded individuals equipped with both intellectual and psychological resilience.

#### *4.2. Integrating campus culture to foster an educational atmosphere*

Campus culture development should transcend empty slogans by integrating foundational values into students' daily experiences through tangible activities and immersive environments. Activity designs should prioritize meaningful engagement and depth, steering away from superficial formats. For instance, workshops can be structured to combine historical context with contemporary relevance, fostering critical thinking and personal connections to the material. Creative projects, such as self-scripted and self-directed performances, can encourage students to explore historical narratives in a more personal and impactful way. Similarly, oral history initiatives, where students engage with individuals who have contributed significantly to societal progress, can provide firsthand insights into dedication and perseverance. Environmental enhancements should also play a pivotal role in shaping the campus atmosphere [11]. Interactive installations in high-traffic areas, such as digital displays showcasing stories of resilience and achievement, can serve as constant reminders of inspirational values. Public spaces can feature dynamic exhibits of exemplary individuals, with accessible links to detailed biographies, while campus pathways named after historical figures can include explanatory signs to deepen understanding. Furthermore, student organizations should be empowered with targeted support to foster active participation. Volunteer groups can collaborate with local communities and cultural institutions to organize guided tours, while academic societies can integrate themes of perseverance and innovation into their

research initiatives, culminating in collaborative outcome-sharing sessions. By embedding these values into participatory and actionable formats, students are encouraged to internalize positive cultural influences, fostering a sense of responsibility, resilience, and ambition through authentic and meaningful interactions.

#### *4.3. Expanding Practical Experiences to Promote the Unity of Knowledge and Action*

Higher education institutions should carefully design and implement a diverse range of practical educational activities aimed at fostering the integration of theoretical knowledge with real-world application. For example, immersive experiential programs could be developed to allow students to explore historical and cultural sites, engaging in activities that simulate significant historical events and decisions. These activities might include carrying supplies along historically significant trails or participating in structured discussions that emphasize equality and collaboration [9, 12]. Students could also be encouraged to create reflective journals or perform reenactments to deepen their understanding of the perseverance and sacrifices that shaped historical movements, thereby cultivating resilience applicable to academic and personal challenges. Additionally, service-learning initiatives should be systematically integrated into curricula, enabling students to contribute to community development through projects such as rural education programs, community governance, or technological assistance tailored for elderly populations. For instance, teacher trainees could design programs to enhance learning motivation among underserved children, while engineering students might develop accessible technological solutions for waste management in local communities. These experiences not only instill a sense of responsibility but also enhance problem-solving skills through structured feedback and mentorship. Innovation and entrepreneurship programs should incorporate elements such as simulated challenges and reflective exercises to prepare students for real-world complexities. These programs could be complemented by resources for project incubation and opportunities for ethical debates during presentations. Team coaching sessions might utilize case studies of scientific breakthroughs to illustrate resilience during setbacks, encouraging students to transform their commitment to ideals into practical strategies for overcoming technical and market challenges. Through collaborative teamwork, students can refine critical thinking, communication, and adaptability, ensuring their preparedness for future endeavors.

#### *4.4. Effective Utilization of Online Media and Innovation in Communication Channels*

Universities should strive to create a series of multimedia products with solid content and innovative formats, such as producing tightly-paced, historically accurate short videos or micro-documentaries based on classic stories while enhancing persuasiveness through high-definition restored images and expert interpretations. Develop VR experience applications based on key historical scenes to allow students to immerse themselves in interactive experiences and personally feel the choices and hardships of early revolutionaries. Build interactive learning platforms and design lightweight gamified applications to integrate ideal and belief education into task challenges and team collaboration, thereby improving engagement and sense of achievement. On the operational level, focus on mainstream social media platforms, such as systematically operating columns on WeChat public accounts, Bilibili, and TikTok, regularly releasing in-depth interviews planned and produced by student teams, as well as short films or animated interpretations of historical scenes. Organize activities like topic interactions, online essay contests, and short video creation competitions to encourage students to transition from audiences to co-creators and disseminators of content. Utilize platform data analysis tools to understand students' content preferences and interaction hotspots, enabling precise delivery of spiritual education content and role model cases, thereby connecting historical narratives with the growth challenges of contemporary youth. Additionally, universities can explore the integration of artificial intelligence tools to

personalize content delivery, ensuring that educational materials resonate with diverse student groups. By leveraging advanced analytics, institutions can refine their strategies to address specific interests and developmental needs, fostering a deeper connection between historical narratives and contemporary values. The core of this multi-dimensional online communication strategy lies in attracting audiences with high-quality content, uniting them through in-depth interaction, and influencing them with targeted services. This approach subtly guides college students to deepen their understanding of foundational ideals and internalize them as psychological qualities such as optimism, resilience, responsibility, and a sense of duty.

#### *4.5. Strengthening Collaborative Mechanisms to Build Synergistic Educational Efforts*

The university has established a dedicated task force comprising representatives from various departments, including the Propaganda Department, Student Affairs Office, Academic Affairs Office, School of Marxism, and other academic units. This task force operates under a monthly coordination meeting system designed to collaboratively develop and implement annual plans that integrate ideological principles into curriculum reforms, student social practices, and campus cultural activities. To ensure efficiency, departmental responsibilities have been clearly defined, accompanied by evaluation metrics aimed at reducing bureaucratic barriers. The Academic Affairs Office spearheads collaborative lesson planning efforts between specialized faculty and ideological education instructors, embedding elements such as truth-seeking pragmatism and innovative courage into academic courses while supporting specialized teaching reform initiatives. The Student Affairs system enhances campus engagement by creating themed cultural corridors within student communities, organizing immersive activities such as interactive games and knowledge competitions, with student participation incorporated into comprehensive evaluations. To strengthen family involvement, the university conducts semester-long online workshops and live lectures for parents, focusing on the educational significance of ideological principles while offering guidance on effective communication and mental health strategies to foster supportive family environments and shared goals for student development [13]. Additionally, the institution actively builds external collaboration networks by forming partnerships with local research institutes, memorial halls, educational bases, and socially responsible enterprises. These collaborations facilitate practical learning experiences, including specialized internships during academic breaks, volunteer service programs, and guided educational tours. For example, partnerships with memorial halls enable the development of on-site teaching courses, while students gain practical experience by serving as tour guides. Collaborations with corporate entities provide opportunities for students to engage in meaningful work, such as rural development initiatives and technological innovation projects, fostering a sense of dedication and responsibility.

### **5. Conclusion**

The foundational spirit of collective progress, with its profound theoretical implications and practical significance, serves as a vital source of inspiration for fostering the positive psychological development of college students in contemporary society. Higher education institutions must fully recognize the strategic importance of embedding these values into the holistic development of students. This requires a comprehensive and multidimensional approach, including the reform of traditional teaching methodologies to make them more engaging and relevant, the enhancement of campus culture to promote inclusivity and shared values, the creation of diverse platforms for experiential learning, the adoption of innovative digital communication strategies to connect with students effectively, and the establishment of collaborative frameworks involving various stakeholders. By implementing these strategies, students can be guided to internalize core values, develop resilience, and cultivate a sense of purpose. This holistic development aims to nurture individuals who are mentally robust, socially responsible, and equipped

with the creativity and determination needed to address future challenges, thereby contributing meaningfully to societal progress and global innovation.

## References

1. Y. Zhang and J. Chen, "The Importance, Basic Principle, and Construction Path of Strengthening Party History Education for College Students in the New Era."
2. A. Macaskill and A. Denovan, "Developing autonomous learning in first year university students using perspectives from positive psychology," *Studies in Higher Education*, vol. 38, no. 1, pp. 124-142, 2013.
3. C. Hobbs, J. Armitage, B. Hood, and S. Jelbert, "A systematic review of the effect of university positive psychology courses on student psychological wellbeing," *Frontiers in Psychology*, vol. 13, Art. no. 1023140, 2022.
4. S. Yang, L. Lin, and X. Zhang, "Adjustment method of college students' mental health based on data analysis under the background of positive psychology," *Frontiers in Psychology*, vol. 13, Art. no. 921621, 2022.
5. J. E. Gillham and M. E. Seligman, "Footsteps on the road to a positive psychology," *Behaviour Research and Therapy*, vol. 37, no. 1, p. S163, 1999.
6. Y. F. Luo, S. C. Yang, R. Gong, and C. M. Lu, "Learning performance of university students from the perspective of positive psychology," *Social Behavior and Personality: an international journal*, vol. 47, no. 3, pp. 1-10, 2019.
7. S. J. Lopez, Ed., *The encyclopedia of positive psychology*. John Wiley & Sons, 2011.
8. B. L. Fredrickson, "The value of positive emotions: The emerging science of positive psychology is coming to understand why it's good to feel good," *American Scientist*, vol. 91, no. 4, pp. 330-335, 2003.
9. F. Pajares, "Toward a positive psychology of academic motivation," *The Journal of Educational Research*, vol. 95, no. 1, pp. 27-35, 2001.
10. L. A. Schreiner, "Positive psychology and higher education," in *Positive psychology on the college campus*, pp. 1-25, 2015.
11. C. R. Snyder and S. J. Lopez, Eds., *Handbook of positive psychology*. Oxford University Press, 2001.
12. C. Peterson, *A primer in positive psychology*. Oxford University Press, 2006.
13. C. A. Costello and S. L. Stone, "Positive Psychology and Self-Efficacy: Potential benefits for college students with attention deficit hyperactivity disorder and learning disabilities," *Journal of Postsecondary Education and Disability*, vol. 25, no. 2, pp. 119-129, 2012.

**Disclaimer/Publisher's Note:** The statements, opinions and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of Publisher and/or the editor(s). Publisher and/or the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions or products referred to in the content.