Article

Research on the Construction of Mental Health Mechanism for College Students under the Orientation of Cultivating Positive Mental Qualities

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Abstract: In today's society, the psychological development of college students' personality is nourished by positive factors such as multiculturalism and information technology, but at the same time, negative factors such as social competition and Internet addiction also pose challenges to their psychological health. College students are at a critical stage of rapid physical and mental changes, therefore, mental health education for college students is not only an educational responsibility, but also an urgent task given by the times. Positive psychology, as a new wave in the field of psychology, advocates exploring the potentials and advantages of human psychology with a positive attitude, providing a new perspective and concept for the innovation of mental health education. With the cultivation of positive psychological qualities as the core, this study aims to explore how to build a comprehensive, systematic and efficient mental health mechanism for college students in colleges and universities. Firstly, a solid theoretical foundation for the study is laid through an in-depth analysis of the core concepts of mental health, mental health education, college students' mental health education, positive psychology and positive psychological quality. Subsequently, a comprehensive review of domestic and international research results in the field of positive psychology and college students' mental health education was conducted, which provided a rich theoretical basis and practical reference for this study. On the basis of theoretical analysis, this study reveals the main problems existing in the current mental health education of college students through questionnaire surveys, in-depth interviews and other empirical research methods, and in response to the above problems, puts forward innovative countermeasures for college students' mental health mechanisms oriented to the cultivation of positive psychological qualities, forming a comprehensive mental health support system with the cultivation of positive psychological qualities at its core, covering prevention, intervention, education, and counselling.

Keywords: positive psychology; positive psychological quality; higher education; mental health mechanism

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1. Introduction

1.1. Research Objectives

Currently, the psychological pressure faced by college students is increasing day by day, and how to effectively improve their mental health and promote their overall development has become an important issue in the field of higher education that needs to be solved urgently. Focusing on the theoretical framework of positive psychology, this study emphasises the cultivation of positive psychological qualities, such as optimism, resilience, self-efficacy, etc., to enhance the psychological resilience of college students and their ability to face the challenges of life and study. Through the comprehensive use of literature

review, questionnaire survey, case study analysis and other research methods, we systematically sort out and summarise the influence mechanism of positive psychological qualities on college students' mental health, analyse the status quo and challenges of mental health education in colleges and universities, and put forward targeted strategies and paths, so as to provide theoretical support and practical paths for the improvement of the system of college students' mental health education, aiming at promoting the comprehensive improvement of college students' psychological quality and laying a solid foundation of mental health for their lifelong development. It aims to promote the comprehensive improvement of college students' mental quality and lay a solid foundation of mental health for their lifelong development.

Mental health, as an expression of an individual's ability to function well mentally, emotionally and socially, is an important component of human health. The World Health Organisation (WHO) defines mental health as "a state of psychological, emotional and social well-being", not just the absence of mental illness or disorder. This definition emphasises that mental health is a positive state that involves the overall development of an individual's cognitive, emotional and social adjustment.

Mental health education is an important branch in the field of education, aiming to help individuals develop a healthy mental state, improve their ability to cope with life's challenges, and promote their all-round development through the systematic teaching of theoretical knowledge and the cultivation of practical skills. It not only focuses on preventing the occurrence of psychological problems, but also on cultivating positive mental qualities, enhancing mental resilience and improving the psychological well-being of individuals. Generally speaking, mental health education includes knowledge popularisation, skill development, self-knowledge and growth, social network support and psychological counselling services.

College students' mental health education refers to the process of promoting college students' mental health, improving their psychological quality, enhancing their ability to cope with stress in study and life, and cultivating a positive attitude towards life and good social adaptability through systematic and scientific educational activities in the stage of higher education. This educational process not only focuses on preventing and intervening psychological problems, but also emphasises on helping college students to establish a healthy psychological state and promote their overall development through education and cultivation.

Positive psychology is a branch of psychology that focuses on the study of positive psychological qualities, positive emotions and positive behaviours in human beings. It emerged at the end of the 20th century and was advocated by scholars such as American psychologists Martin Seligman and Mihaly Csikszentmihalyi, aiming to explore and promote human happiness, fulfilment and potential. Positive psychology emphasises that by cultivating positive mental qualities and positive emotions, individuals are not only able to prevent psychological problems, but also to enhance their quality of life and well-being, realise their personal potential, and promote social harmony and progress. In this project, we aim to provide theoretical basis and practical guidance for the cultivation of positive centripetal qualities of college students around positive psychology.

Positive psychological qualities are those psychological traits that help individuals realise their personal potential, enhance their sense of well-being, and promote mental health and social success. The field of positive psychology views these qualities as key factors that contribute to an individual's overall development. These qualities typically include, but are not limited to, the following: optimism, mental toughness, self-efficacy, gratitude, future expectations, curiosity and enthusiasm for learning, social empathy, self-acceptance, and empathic performance. Through a variety of means, such as mental health education and personal growth programmes, individuals can develop and enhance these positive psychological qualities, thereby improving their quality of life and well-being and realising their personal potential.

1.2. The Significance of Study

This study has important theoretical and practical significance. In terms of theory, the first is to deepen the application research of positive psychology theory, to closely integrate positive psychology theory with college students' mental health education, to explore in depth the role of positive psychological qualities on the promotion of college students' mental health, to enrich the practical application field of positive psychology, and to provide new perspectives and empirical evidence for the deepening and expanding of the theory. Secondly, to construct a theoretical framework of mental health education, through systematic analysis and empirical research, to construct a theoretical framework of college students' mental health education oriented to the cultivation of positive psychological qualities, to fill the gaps of theoretical guidance in the current system of mental health education in colleges and universities, and provide theoretical references and directional guidance for subsequent research.

In terms of practice, on the one hand, it improves the quality of mental health education in colleges and universities, and the mental health promotion mechanism for college students based on the cultivation of positive psychological qualities proposed by the study provides specific operational guidelines and practical paths for mental health education in colleges and universities, which helps to improve the quality and efficiency of education and comprehensively enhance the level of mental health of college students. On the other hand, it promotes the overall development of college students by fostering positive mental qualities, enhancing their mental toughness, improving their ability to cope with stress, and promoting their emotional, cognitive, social skills and other aspects of development, so as to lay a solid foundation for their lifelong development.

1.3. Research Question and Hypothesis

How to build mental health mechanism for Students in higher education under the orientation of cultivating positive mental qualities is main research question. The research hypotheses are listed below.

Positive psychological qualities are positively correlated with the mental health of college students. The higher the level of positive psychological qualities such as optimism, resilience, self-efficacy and so on, the higher the level of their mental health.

The cultivation of positive psychological qualities can effectively improve the psychological resilience of college students. Through educational interventions, such as psychological counselling and training courses, the adaptability of college students to life and study pressure can be significantly enhanced and the occurrence of psychological problems can be reduced.

The cultivation of positive psychological qualities has a positive impact on college students' academic performance and social skills. Positive psychological character not only affects psychological health, but also improves students' academic performance and social skills, and promotes their all-round development.

Intervention strategies based on the cultivation of positive psychological qualities can significantly improve the effectiveness of mental health education for college students. Through the implementation of targeted educational interventions, such as psychological counselling, team building activities, positive psychology courses, etc., the effectiveness of mental health education can be significantly improved to promote the mental health of college students.

2. Literature Review

With the rapid development of economy and society, the increasingly updated mobile devices, complex and changeable information in the public opinion field, and various degrees of academic pressure and other factors have put forward higher requirements for the work of college students' mental health education. The Opinions of the State Council of the Central Committee of the Communist Party of China on Further Strengthening and

Improving the Ideological and Political Education of College Students points out that we should pay attention to mental health education, focusing on cultivating the good mental qualities of college students. Mental health education for college students has become an important task for higher education. The report of the 20th CPC National Congress clearly pointed out the need to promote the construction of a healthy China, with a special emphasis on attaching importance to mental health and mental hygiene, thus elevating mental health to a high level of livelihood protection for the whole society. In order to implement the spirit of the 20th CPC National Congress, comprehensively strengthen and improve students' mental health work in the new era, and enhance students' mental health literacy, in April 2023, the Ministry of Education and other seventeen departments jointly issued the Special Action Plan for Comprehensively Strengthening and Improving Students' Mental Health Work in the New Era (2023-2025), which states. Promoting students' physical and mental health and all-round development is a major issue of concern to the Party Central Committee, people's concern and society's attention. Under the situation that the state and colleges and universities attach great importance to and actively practice all college students' mental health education, China's college students' mental health education work has achieved remarkable results, showing a systematic and normalised pattern. However, the non-mainstream ideology and multi-value culture still lead to poor psychological state of some college students, and the psychological problems and mental diseases caused by college students are not to be ignored, so how to effectively carry out the work of college students' mental health education has become a problem that colleges and universities urgently need to explore and solve. Therefore, this project is guided by positive psychology, linked to new problems and new situations, to find targeted and effective methods of mental health education, and to build a mechanism of mental health education for college students, in the hope that mental health education for college students can be further improved and developed.

2.1. Research on Positive Psychology and Psychological Healthy Education of College Students in China

Parviniannasab et al developed positive psychological quality assessment tools suitable for college students, such as the Positive Mental Capital Scale and the College Student Well-Being Scale, which provide important measurement tools for localised research on positive psychology [1]. Researchers explored the application of positive psychology in promoting students' mental health, enhancing learning motivation, and fostering good teacher-student relationships, as well as how to implement the educational strategies of positive psychology in school environments through courses and activities [2]. Some scholars focused on the impact of positive psychological qualities on mental health, including how to prevent psychological problems through the development of positive psychological qualities, and the application of positive psychology in psychological intervention and treatment [3]. Ngwenya & Pelser explored the role of positive psychology in enhancing employee job satisfaction, organisational commitment, and team effectiveness, as well as how to build a positive work environment [4].

Wang et al study focuses on the current situation of college students' mental health education, including the provision of mental health education courses, teacher strength, student participation, etc. [5]. It also analyses the causes of college students' psychological problems, such as academic pressure, interpersonal relationships, employment anxiety, etc., and stresses the necessity and urgency of mental health education. Other scholars proposed a variety of mental health education modes, such as curriculum education, group counselling, individual counselling, network mental health education, etc., and explored the advantages and disadvantages of different modes and the applicable context. In addition, the researcher also focuses on how to improve the fun and effectiveness of mental health education through innovative ways such as psychological dramas, psycho-

logical films, and psychological games [6]. Some focused on the cultivation of college students' mental toughness and how to enhance students' positive psychological qualities, such as optimism, resilience, and self-efficacy, through mental health education in order to strengthen their ability to cope with life challenges [7]. There are scholars who discussed how to establish an effective assessment system for mental health education, including the assessment of students' mental health level, the evaluation of the effectiveness of mental health education courses, and how to use the assessment results to optimise the education strategy and improve the effectiveness of education [8].

2.2. Related Research from Abroad

The research on college students' mental health education in other foreign countries is also of great significance and worthy of reference and modelling for this topic. For example, the United States has rich experience and practice in college students' mental health education, especially in psychological counselling and mental health services [9]. Universities in the United States generally have mental health centres that provide a variety of psychological counselling services, and mental health education courses play an important role in the curriculum system [10]. University mental health education in the UK focuses on prevention and early intervention, and they help students establish a healthy mental state and prevent the occurrence of mental problems through mental health education programmes and counselling services [11]. Australia's university mental health education research focuses on interdisciplinary co-operation, involving psychology, education, sociology and other fields, and the research covers the theory, practice and evaluation of mental health education [12]. Researchers in Canada emphasise cross-cultural perspectives in university mental health education, and they focus on mental health education strategies in different cultural contexts to accommodate multicultural student populations. Japanese researchers focus on the influence of traditional culture in mental health education, and they believe that Japanese traditional culture, such as respect and harmony, has a positive influence on mental health education [13].

As we can see from the above studies, scholars at home and abroad have carried out rich research and exploration around the mental health education of college students, and the educational experiences and models summarised by scholars have provided a solid theoretical support for this research. However, it is worth paying attention to the fact that the existing mental health education often focuses on universal strategies, but ignores the individual differences of college students, and lacks personalised education programmes for different individual characteristics. At the same time, the existing research focuses on short-term effects and lacks tracking and evaluation of the long-term effects of mental health education, which makes it difficult to fully understand its sustained impact. Therefore, there is still room for optimising the cultivation of positive mental qualities in college students. Based on this, this study explores the construction of mental health mechanism for college students under the orientation of cultivating positive psychological qualities, aiming to improve the existing limitations of mental health education in colleges and universities and provide reference for subsequent development.

3. Methodology

This study combines the requirements of the cultivation of positive psychological qualities, and in the process of conducting it, the existing research experiences of scholars at home and abroad are first summarised. Based on this, the current situation of mental health education in a university is researched by means of field investigation, so as to obtain the main problems existing in the construction of college students' mental health education mechanism and put forward optimisation opinions for these problems. At present, the project design of this study mainly covers the following aspects.

Firstly, it mainly elaborates the research theme, research significance, research methodology and research ideas. Secondly, it is to understand in detail the characteristics, development prospect, reasonable configuration and mechanism value of the construction of college students' mental health education mechanism under the orientation of cultivating positive psychological qualities, and to master the method and steps of the construction of the system and other related knowledge. Thirdly, it is to conduct a study on the development status quo of the mechanism of college students' mental health education in colleges and universities at the present stage. The fourth is to put forward targeted countermeasures and reasonable suggestions for the problems existing in the construction and development of the project.

3.1. Research Design

This study makes comprehensive use of a variety of research methods. Firstly, the literature research method, in the early stage of the study, through the review of information, extensive collection and in-depth study of all kinds of literature on mental health theory, mental health education at home and abroad, and then to explore the construction strategy and effectiveness of the mental health education system for college students. Secondly, the questionnaire survey method is used to conduct investigation and interviews with college students and teachers of mental health courses, in order to comprehensively understand the relevant teachers' knowledge of college students' mental health and education status, their attitudes towards college students' mental health and learning problems, as well as the requirements for the cultivation of positive mental qualities, so as to obtain the deficiencies of the construction of the current mechanism of college students' mental health education, and to enhance the reliability and validity of the study.

In addition, the case study method was used to select some college students for a follow-up survey in the middle of the study to provide a further basis for the assessment of the level and degree of students' mental health, and to record the changes in the psychological status of college students at different levels. Finally, using the summary of experience method, for the members of the project division of labour research, regular or irregular focus, sum up a period of time and the results of the methodology and write experience, in the late stage of the study, all members of the case information obtained, survey data, etc. to analyse and collate, to form a written summary.

3.2. Research Participants

The object of this research is the mental health education mechanism for college students, combined with the cultivation of positive psychological qualities of college students, to explore the construction method of such a mechanism, to provide support for the physical and mental health of college students to provide comprehensive development of his.

The survey selected a college to conduct a questionnaire survey, the practice team footprint covers all sections of the university, interviews with more than 100 people, a total of 100 questionnaires were distributed, 100 questionnaires were returned, the questionnaire recovery rate of 100%. The questionnaire is anonymous, set a total of 14 questions, including 7 single choice questions, 7 multiple choice questions, used to investigate the current stage of mental health education in colleges and universities the real situation.

3.3. Research Path

For this study, the research path and outline are presented in the Figure 1.
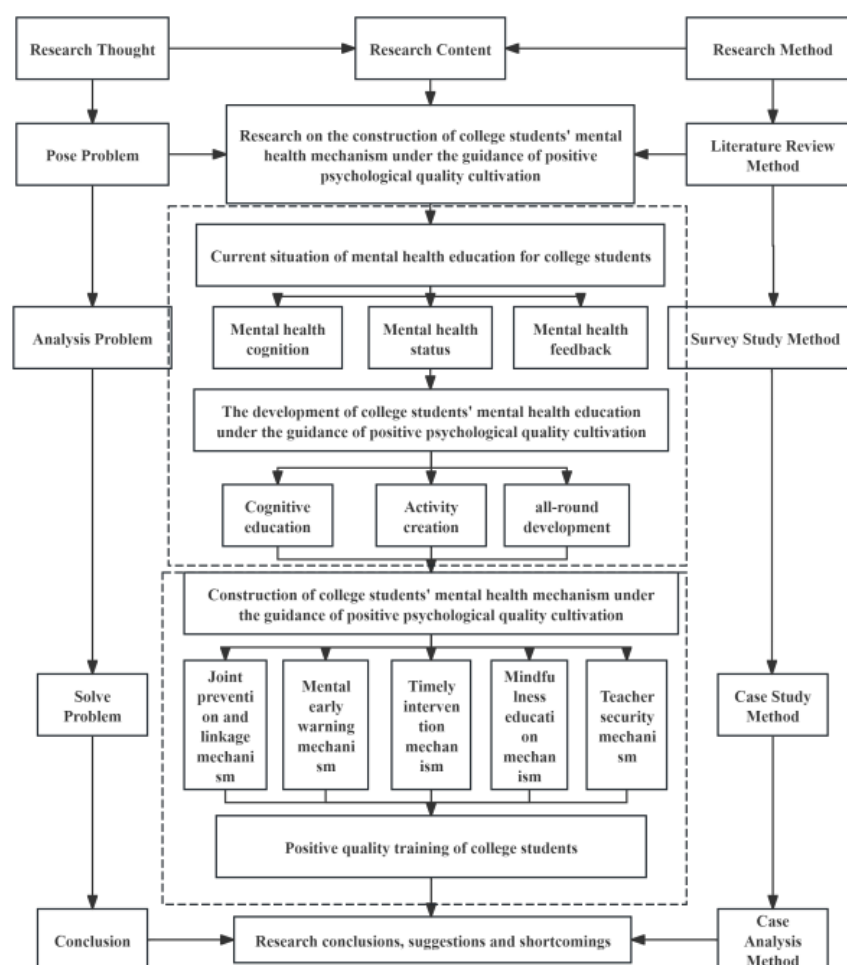
Figure 1. The research Path and Outline.

4. Data Analysis

Table 1 show that there are 25 respondents from the first to the fourth year of college; among them, 53 are male students and 47 are female students, which is representative and can reflect the phenomenon of college students' mental health education under the perspective of positive psychology to a certain extent.

Table 1. Basic Information of Interviewees.

Stage	Freshman	Sophomore	Junior	Senior
N	25	25	25	25
Gender	Male		Female	
N	53		47	

4.1. Mental Health Cognition Survey

More than 60% of the students have participated in mental health education activities organised by the university, showing that the university's efforts in mental health education have been positively responded to by the students. However, 38 students said they rarely participated in related activities, which also shows that the attraction of mental health education in colleges and universities needs to be improved.

85% of the students believe that mental health education is helpful to their study life, which shows that mental health education has a positive impact on students' psychological state and study efficiency. 22% of the students indicate that mental health education has little or no effect, which shows that mental health education in colleges and universities cannot meet individual needs.

The school curriculum is the most important channel for students to acquire knowledge about mental health education, which shows that schools play an important role in popularising mental health education. Online media is also one of the important channels, showing the potential of using the internet platform for mental health education.

Stress management, self-knowledge and self-growth, and emotion management were the most important elements that students thought should be included in mental health education, reflecting their needs in coping with study stress, self-knowledge and emotion regulation. Interpersonal and social skills and knowledge of mental illness also received high attention, indicating that students have high expectations for the comprehensiveness and practicality of mental health education content.

4.2. Mental Health Status Survey

25% of the students said that they often felt stress, while 40% felt stress occasionally, reflecting the existence of a certain degree of psychological stress among the university student population, and the popularisation of mental health education and the provision of psychological counselling services are particularly important.

46% of the students said they had encountered psychological problems, which indicates that mental health problems are a phenomenon that should not be ignored in the college student population and need sufficient attention and support from schools and educators.

Academic pressure is the main factor affecting students' mental health, followed by interpersonal relationships and concerns about future employment, which suggests that schools need to pay more attention to students' academic burden and guidance on future planning, as well as provide effective training on social skills and emotional management in mental health education.

Self-regulation and confiding in friends were the most common coping methods adopted by students when they encountered psychological distress, showing that students tended to seek solutions through self-effort and social support when facing psychological distress. The proportion of seeking psychological counselling was 14%, indicating that there is still room for improvement in psychological counselling services in schools, and that publicity and accessibility need to be further strengthened.

4.3. The Results

1) Uneven publicity and participation in mental health education among college students

Although more than 60% of students have participated in mental health education activities organised by their schools, showing that mental health education has a certain degree of popularity on campus, nearly 40% of students still have not participated. The reasons behind this are complex, and may include a lack of awareness of mental health education, insufficient interest in the activities, or inadequacies in the school's promotion of the activities and attraction of students' participation. This imbalance not only limits the impact of mental health education, but also means that a significant proportion of students fail to receive the necessary mental health support and education.

2) Poor match between resources and needs in mental health education for students

Although students generally believe that mental health education is helpful to their study and life, the poor match between the content of mental health education and students' actual needs is a problem that cannot be ignored. Survey data show that students

show a high level of concern for the contents of stress management, self-knowledge and self-growth, and emotion management, and it is worthwhile to explore in depth whether the school's education in these areas really meets students' expectations. The mismatch between resources and needs may lead to students' lower satisfaction with mental health education, which in turn affects their participation and trust in mental health education.

3) Limited accessibility and use of psychological counselling services for university students

Although students tend to self-regulate and confide in friends when they are in psychological distress, the proportion of students seeking professional psychological counselling is only 25%, which reflects the limited accessibility and utilization of psychological counselling services. This low percentage may be due to a number of factors, including students' misconceptions about counselling, such as the belief that counselling is a sign of "problems" or concerns about privacy and confidentiality; insufficient publicity of the school's counselling services, which leads to students' limited understanding of the services; and limited resources for counselling services, which make it difficult to meet the needs of all students.

4) Lack of Innovation in the Forms and Methods of College Students' Mental Health Education

Students' suggestions to increase practical activities and personalised counselling indicate that the current forms and methods of mental health education may be relatively homogeneous, lacking in attractiveness and relevance, and difficult to meet students' diversified learning needs. The lack of innovation in mental health education may lead to low student participation and limited learning effect. Traditional lectures and programmes may be difficult to attract all students, especially those who are not interested in the traditional mode of teaching. In addition, the lack of personalised counselling may mean that it is difficult for students to receive targeted guidance and support when facing specific mental health problems, thus affecting the effectiveness and satisfaction of mental health education.

5) Insufficient relevance and personalisation of mental health education for university students

Students' suggestions for mental health education focused on increasing personalised counselling, reflecting that current mental health education may be too generalised and lack attention to individual differences. Insufficient personalisation and targeting of mental health education may result in students struggling to access effective guidance and support when facing personal mental health problems. Each student faces different mental health problems and needs, so the lack of personalised support may limit the effectiveness of mental health education, making students feel frustrated and helpless when seeking help.

5. Discussion

5.1. Suggestion

1) "Joint defence and action" mechanism: building a multi-dimensional mental health protection network

Interdepartmental collaboration: Establishing a joint mechanism involving multiple departments, such as the Student Affairs Office, the Academic Affairs Office, the Mental Health Centre, colleges and classes, to ensure the smooth flow of information and the effective integration of resources for mental health work.

Cooperation between home, school and society: Strengthen the contact with families, communities and social mental health organisations to form a trinity of home, school and society to provide students with all-round mental health support.

Crisis Intervention Team: A Crisis Intervention Team composed of professional psychological teachers, counsellors, class teachers, etc. is set up to ensure that students can respond quickly and take effective measures in the event of a psychological crisis.

2) "Psychological Early Warning" Mechanism: Early Identification and Warning

Psychological assessment and screening: Regular psychological assessment is conducted to identify possible psychological problems or risks at an early stage using scientific psychological assessment tools.

Big data analysis: using campus information systems to collect data on students' learning, life and behaviour, and through big data analysis, establish a psychological early warning model to identify potential mental health problems in a timely manner.

Student Feedback and Observation: Encourage students, teachers and parents to participate in the daily observation of mental health and establish an early warning mechanism for psychological problems.

3) "Timely intervention" mechanism: personalised and professional psychological support

Psychological counselling services: Provide personalised and confidential psychological counselling services to ensure that students can obtain professional psychological support when needed.

Crisis intervention process: Establish a clear crisis intervention process to ensure that when a student has a psychological crisis, the intervention process can be activated quickly and the necessary psychological assistance can be provided in a timely manner.

Psychological Rehabilitation and Follow-up: Provide continuous follow-up services for students who have received psychological intervention to ensure the stability and continuous improvement of their psychological state.

4) "Positive Thinking Education" Mechanism: Cultivating mental resilience and a positive mindset

Positive Mind Training Courses: Courses on positive meditation and positive breathing are offered to help students learn to practise positive thinking in their daily lives, and to enhance their mental resilience and emotional management skills.

Positive Psychology Education: Popularise the concept of positive psychology through lectures and workshops, guiding students to cultivate a positive mindset and enhance their sense of self-efficacy.

Integration of mental health education into the curriculum: Integrate mental health education into the teaching of various disciplines, and enhance students' understanding of mental health and self-protection abilities through case studies and role-playing.

5) "Mechanism of Teacher Guarantee": Construction and enhancement of professional psychological teaching staff.

Professional training and accreditation: Regularly organise professional training for psychology teachers to enhance their skills in psychological counselling and intervention and to ensure the professionalism and authority of the teaching staff.

Diversified faculty: Establish a diversified faculty including psychology teachers, counsellors, class teachers, etc. to ensure comprehensive coverage of mental health education.

Teacher motivation and support: Provide professional development opportunities, reasonable working conditions and mental health protection to motivate the enthusiasm and creativity of the teaching staff and enhance their role and effectiveness in mental health education.

5.2. Limitation

There are certain shortcomings in this study. In terms of sample diversity and representativeness, the sample used in the study may have limitations in terms of geography, gender, and disciplinary background, which may affect the general applicability of the findings, and future studies should expand the sample to increase the diversity and representativeness of the sample. In terms of long-term effect assessment, the current focus is mainly on short-term effects, and there is insufficient assessment of the long-term effects of mental health education and interventions. Subsequent studies should design longer-

term tracking studies to comprehensively assess the impact of positive mental character cultivation on the mental health and overall development of college students. In the area of technology application and innovation, although the study mentioned the use of big data analysis and psychological assessment tools, the exploration of the application of emerging technologies such as artificial intelligence and virtual reality in mental health education is still shallow, and it is necessary for future studies to further explore the potentials of these technologies in this area and explore the challenges they may face.

5.3. Future

Based on this study's emphasis on the importance of positive mental qualities in promoting the mental health and overall development of college students, future research can be carried out in multiple directions. Firstly, focusing on the optimisation of personalised interventions, i.e. exploring how to provide students with more personalised and precise mental health education and intervention programmes based on their individual differences, so as to effectively meet the mental health needs of different students. Secondly, we will focus on researching more effective ways of linking family, school and society, exploring the construction of a close linkage mechanism between family, school and society, and gathering the strengths of all parties to form a synergy effect, so as to jointly promote the development of college students' mental health.

Thirdly, we will explore the intrinsic connection between mental health education, academic achievement and career development, and actively explore how to organically combine mental health education with students' academic achievement and career development, so as to promote students' all-round development in an all-round way. Fourthly, we will analyse in depth the long-term impact of cultivating positive mental qualities, and study in detail its effect on the long-term mental health and happiness of college students, as well as its continuous impact at different stages of college students' lives, so as to provide more prospective and long-term theoretical and practical support for improving the mental health education system of college students.

6. Conclusion

This study is carried out under the orientation of cultivating positive psychological qualities, with remarkable results in terms of innovativeness and applicability. In terms of innovation, the study breaks through the traditional limitations and starts from the perspective of positive psychology, emphasising the cultivation of positive psychological qualities, such as optimism and resilience, in order to promote students' mental health and overall development, and to achieve the change from passive response to active development; the content of the study is comprehensive and practice-oriented, with five major mechanisms, such as the "joint prevention and coordination" and "psychological warning", incorporating the practical methods of positive psychology, and realising the development of students with big data analysis and psychological assessment tools. The research content is comprehensive and practice-oriented, with the establishment of five mechanisms, including "joint prevention and action" and "psychological early warning", the integration of positive psychology practice methods, and the implementation of personalised education with the help of big data analysis and psychological assessment tools; the research focuses on the comprehensive development of college students, integrates mental health education into multi-dimensional, and establishes a joint mechanism between home, school and community, with an eye on the innovativeness and personalisation of education, which provides new ideas for the construction of an accurate and efficient education system.

In terms of applicability, the results of this research have various advantages: the theoretical framework is paired with specific operational steps and practical methods, such as cross-departmental cooperation and big data analysis, which enhance the practical applicability; the "timely intervention" mechanism, combined with the psychological

early warning system, can provide personalised intervention plans for different students to ensure accuracy and effectiveness; The "Teacher Guarantee" mechanism focuses on enhancing the professional capacity of teachers to provide students with more professional support; the "Positive Thinking Education" mechanism helps students cultivate a sense of positive thinking and enhance their psychological resilience through practical courses; the system is integrated into all aspects of students' lives to promote their all-round development. The "Joint Prevention and Action" mechanism integrates family, school and social resources to build a comprehensive mental health education and intervention system.

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