A Survey on the Status Quo of Positive Psychological Qualities of Secondary Vocational Students in the New Media Environment and Countermeasure Research

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Keywords:

New media;
Vocational school students;
Positive psychological qualities;
Current situation investigation;
Educational countermeasures

ABSTRACT

To accurately grasp the current status of the positive psychological qualities development of vocational school students in the new media environment, this study selected the students of Jiongjiang Vocational High School as the survey subjects and conducted an empirical research through a combination of questionnaire surveys and individual interviews. The study found that vocational school students have varying degrees of shortcomings in dimensions such as optimistic mindset, self-efficacy, resilience to setbacks, and interpersonal communication skills. Fragmented information from short videos, negative online thoughts, and virtual social alienation are the main factors affecting the cultivation of their psychological qualities. Based on the educational goals of vocational education and the characteristics of students' physical and mental development, targeted optimization countermeasures were proposed from four aspects: classroom teaching infiltration, campus psychological intervention, home-school collaborative guidance, and network literacy cultivation. These countermeasures provide practical references for improving the quality and effectiveness of mental health education in vocational schools.

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DOI.10.64549/jaai-ii.v1i2.118

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1.Introduction

Secondary vocational education, as the foundational link of the modern vocational education system, shoulders the important mission of cultivating technical and skilled talents for regional industries. Students not only need to master practical operational skills in their majors, but also need to possess stable psychological states, good stress resistance, and positive personality traits. The "Guidelines for Mental Health Education for Students in Secondary Vocational Schools" clearly states that secondary vocational schools should integrate the cultivation of positive psychology into their daily teaching and guide students to develop self-respect, self-confidence, rationality, and a positive personality. This will lay a psychological foundation for students' career development and lifelong growth.

Currently, mobile internet technology has fully permeated campus life. New media platforms such as short-video platforms, social software, and online communities have restructured the ways in which secondary vocational students obtain information, conduct social interactions, and enjoy leisure and entertainment. Secondary vocational students, as the frequent users of new media, smartphones have become essential tools in their lives, and fragmented browsing, instant interaction, and entertainment-based leisure have become the norm in daily behavior. New media not only breaks down information barriers and broadens students' horizons but also accelerates the dissemination of diverse social ideologies. Hedonism, extreme individualism, laid-back culture, and anxiety over academic qualifications, among other negative contents, are continuously impacting the immature value cognition of secondary vocational students through algorithmic precise. Compared to ordinary high school students， the secondary vocational student group has distinct characteristics. Most students have mediocre academic performance during the compulsory education stage， and long-term academic setbacks have led to problems such as low self-identity， insufficient learning self-confidence， and sensitive and fragile psychology. Under the continuous influence of negative new media ideologies， some students experience negative learning attitudes， social withdrawal， extreme emotions， and rebellious behavior， making the cultivation of positive psychological qualities facing severe challenges.

From the current educational practice of secondary vocational schools， mental health education still has obvious shortcomings. Most schools focus their efforts on crisis intervention in mental health， paying close attention to students with serious psychological problems， while insufficiently emphasizing the regular cultivation of positive psychological qualities for all students. The educational methods mainly include holding psychological lectures and setting up counseling rooms， lacking systematic cultivation plans adapted to the new media environment and tailored to the psychological characteristics of secondary vocational students， resulting in limited educational effects. Based on this， this paper， based on the actual educational practice of the vocational high school in Hejiang County， conducts empirical analysis through questionnaire surveys and in-depth interviews to precisely analyze the existing problems and deep causes of positive psychological qualities of secondary vocational students in the new media environment， and focuses on developing feasible and promotable cultivation countermeasures to provide practical references for the reform of mental health education in secondary vocational schools.

2.Core Concept Definitions

2.1 New Media Environment

The new media environment in this paper refers to the mobile communication ecosystem based on mobile terminals such as smartphones and tablets， with platforms such as Douyin， Kuaishou， Xiaohongshu， WeChat， and QQ as the core communication channels. Different from traditional media such as television and newspapers that are one-way in nature， new media has four core characteristics： real-time communication， fragmented content， audience interactivity， and personalized algorithms. In this environment， the threshold

for information dissemination is low， content updates are fast， the entertainment attribute is prominent， and viewpoints are expressed freely. It is the core field for secondary vocational students to obtain information， conduct social interactions， and release emotions in their spare time， and it is also the main carrier for the dissemination and diffusion of various social ideologies.

2.2 Positive Psychological Qualities

Positive psychological qualities originate from positive psychology theory. Different from traditional psychology's focus on correcting psychological problems， positive psychology focuses on exploring the positive psychological traits within individuals and enhancing individual happiness and adaptability through the cultivation of positive psychological traits. Based on the physical and mental development characteristics of vocational school students, their learning and living scenarios, as well as their future career demands, this article avoids broad conceptual definitions and focuses the research focus on five core dimensions: First, self-efficacy, which refers to students' confidence in completing tasks such as professional learning, skill training, certification and employment; second, an optimistic mindset, which refers to students' positive thinking tendency when facing academic pressure and life contradictions; third, the ability to resist setbacks, which refers to students' psychological tolerance and problem-solving ability when encountering failures and difficulties; fourth, interpersonal communication skills, which refer to students' communication and collaboration abilities in the campus, family and future workplace; fifth, emotional regulation ability, which refers to students' ability to identify and manage negative emotions and maintain emotional stability.

3.Investigation Design and Implementation

3.1 Survey Participants

To ensure the representativeness of the survey sample, this survey selected students from the 2024 and 2025 grades of vocational high schools in Hejiang County as the research subjects. The survey covered four core majors: Numerical Control Technology Application, Childcare, Computer Application, and E-commerce. It also took into account different professional types, including engineering and service fields. A total of 320 students were selected, including 172 males (accounting for 53.8%) and 148 females (accounting for 46.2%). The gender difference among vocational school students would lead to different psychological traits and preferences for using new media. Males preferred games and technology-related short videos, while females preferred life and emotional content. Different content preferences would have differential impacts on psychological qualities. Considering gender samples can make the survey results more in line with the actual situation of the campus.

3.2 Survey Tools

This study adopted a mixed research method of questionnaire survey and semi-structured interviews. The questionnaire data was quantitatively presented to show the current situation, and the interview content supplemented to explore the underlying causes in depth, achieving a combination of quantitative and qualitative research.

Questionnaire Tools: Based on the five research dimensions, a self-developed "Survey Questionnaire on Positive Psychological Qualities of Vocational School Students in the New Media Environment" was created. The questionnaire was divided into two parts: basic information and core scales. Basic information included three items: student gender, major, and average daily duration of new media use; the core scales were designed with 20 objective questions around the five dimensions, using the Likert 5-point scoring method, where 1 indicates complete non-conformity and 5 indicates complete conformity. The higher the score, the better the corresponding dimension of positive psychological qualities of the students.

Interview Outline: Eight interview questions were designed around new media usage habits, feelings

towards negative online content, sources of psychological distress, and psychological cultivation needs. Fifteen students from different majors and different psychological states, as well as 5 long-term class teachers, were selected for anonymous interviews. Through face-to-face communication, the hidden problems that could not be presented by the questionnaire were explored.

3.3 Survey Implementation

The questionnaires were distributed in classes using class meetings, with students filling them out and returning them on the spot. This minimized the interference of external factors on the filling results. A total of 320 questionnaires were distributed, and 312 valid questionnaires were retrieved, with an effective recovery rate of 97.5%. The interviews were conducted after class, with full text records made throughout. After the interviews, the interview content was de-sensitized and organized, and a comprehensive analysis was conducted based on the questionnaire data to ensure the authenticity and objectivity of the research results.

4.Analysis of the Current Situation and Problems of Positive Psychological Qualities of Vocational School Students

4.1 Overall Situation

Through statistical analysis of the data from 312 valid questionnaires, the overall average score of positive psychological qualities of vocational school students in this survey was 62.3 points (out of 100 points), which was at a medium-low level. This reflects that the cultivation of positive psychological qualities among vocational school students in this school under the impact of the new media environment has obvious shortcomings, and students generally lack positive psychological traits. There were significant hierarchical differences in the scores of the five dimensions, as shown in the following table:

Table 1 Statistical Table of Scores of Each Dimension of Positive Psychological Qualities of Secondary Vocational Students

Evaluation Dimension	Average Score (Full Score 100)	Evaluation Grade
Interpersonal Communication Ability	68.1	Upper-Medium
Emotional Regulation Ability	63.5	Medium
Optimistic Mindset	61.2	Medium
Self-Efficacy	59.7	Lower-Medium
Frustration Resistance	58.4	Lower-Medium

From the survey score data, it can be seen that vocational school students have a strong desire for communication in virtual social scenarios, and their scores in the interpersonal communication dimension are relatively high. However, when facing real academic pressure and career dilemmas, their core psychological traits show significant shortcomings, and their resilience to setbacks and self-efficacy become the weakest two aspects. Analyzing the interview content, the new media environment is an important external factor contributing to this situation. Negative online thoughts, fragmented information, and the alienation of virtual social interaction have continuously eroded students' positive psychological cognition.

4.2 Specific problems and manifestations of each dimension

4.2.1 Low self-efficacy, with continuous weakening of academic self-confidence

The average score of the self-efficacy dimension is 59.7 points, ranking second from the bottom among

the five dimensions, reflecting that vocational school students generally have insufficient confidence in their studies. The questionnaire data shows that only 23.4% of students believe that they have the ability to complete professional studies, obtain skill certifications, and find future employment, and can actively plan learning tasks; 37.8% of students state that they can only passively complete the basic tasks assigned by teachers, lacking the motivation for active learning; 27.6% of students experience fear and hesitation when facing complex professional theories and difficult practical projects, and their first reaction is to avoid and give up; the remaining 11.2% of students, influenced by online remarks, agree with the "useless theory of studying" and directly abandon professional studies.

To deeply analyze the causes, apart from the shortcomings in students' academic foundation during the compulsory education stage, the negative guidance of the new media environment is the core external factor. The short videos platform is filled with a large number of one-sided "success stories", some self-media deliberately exaggerate the wealth-generating experiences of low-education-level internet celebrities and grassroots bloggers, and deliberately avoid the industry chaos and long-term accumulation behind them, transmitting the wrong cognition that "education is not important and skills are meaningless". At the same time, "difficulty in vocational school students' employment" and "factory workers have no future" anxiety content are precisely targeted at students through algorithms, continuously intensifying their career confusion. Many students in the interviews stated that after seeing these contents on short videos, they would subconsciously feel that studying at school is meaningless, even if they practice skills diligently, they will have difficulty finding an ideal job in the future. The long-term negative suggestions continuously weaken their self-confidence, eventually forming a self-denying psychological state.

4.2.2 Lack of optimistic mindset, and negative thinking patterns gradually solidify

The average score of the optimistic mindset dimension is 61.2 points, at a medium level. Students generally lack the ability to view problems positively. The questionnaire survey shows that 47.8% of students state that when they frequently browse short videos, they are easily influenced by negative social news and satirical content, and when encountering minor issues in life or study, they experience irritability and anxiety; 39.4% of students have formed a negative thinking pattern and, when facing problems, their first reaction is to predict the worst outcome, rarely actively thinking of solutions; only 12.8% of students can maintain a calm mindset and rationally view various issues.

The homogenized push mechanism of the new media algorithm is the core reason for this problem. Short video platforms, in order to increase user retention time, will continuously push similar content based on students' browsing habits. If a student accidentally views a negative emotional content, the platform will continuously push mocking, anxious, and pessimistic content. Students are constantly trapped in the "information cocoon", and their vision is continuously narrowed. At the same time, emotional expression in the online environment has become the mainstream, and extreme mocking, negative complaints are more likely to gain traffic. Students, after long-term browsing, will subconsciously imitate this way of thinking and habitually adopt a negative perspective when facing issues such as failure in skill assessments, conflicts with classmates, and differences with teachers. It is difficult to cultivate an optimistic mindset.

4.2.3 Weak resilience to setbacks, and pressure response methods tend to be avoidance

The average score of the resilience to setbacks dimension is 58.4 points, the lowest score in this survey, and also a high-risk area for psychological problems among vocational school students. The questionnaire data shows that only 18.3% of the students can calmly face setbacks such as failure in practical skills, exam failures, etc., and actively review the problems and improve their training methods; 39.7% of the students will fall into short-term sadness after encountering setbacks and need a long period of self-adjustment to recover; 28.5% of the students will directly choose to evade when under pressure, by skipping classes, procrastinating on

homework, and indulging in short-video content to avoid problems; the remaining 13.5% of the students will have strong feelings of dislike and resistance after setbacks, and even exhibit rebellious behavior.

The "instant gratification" atmosphere created by new media, which conflicts strongly with the "delayed rewards" of real learning, is the core factor causing the weakening of students' ability to cope with setbacks. Short videos can bring visual pleasure in just a few seconds, mobile games can quickly provide a sense of achievement upon completion, and online interactions can provide immediate emotional feedback. Students have long been accustomed to this zero-waiting happiness and find it difficult to adapt to the long-term accumulation process of skill learning. Vocational skills learning in secondary vocational schools is highly practical, including content such as CNC equipment debugging, infant care practical operations, and computer programming, which require repeated practice and multiple failures to master. One cannot quickly obtain a sense of achievement. When students encounter setbacks in learning, they will subconsciously turn to new media to obtain instant happiness, thereby avoiding real pressure. Over time, the psychological resilience to face difficulties continuously weakens.

4.2.4 The disconnect between real and virtual interpersonal communication, and there are shortcomings in real communication skills

The average score in the interpersonal communication dimension is 68.1 points, which is the highest among the five dimensions. However, this high score is mainly concentrated in virtual social scenarios, and there are still obvious shortcomings in real interpersonal communication. The questionnaire data shows that 62.5% of the students say they are very active in communication in online scenarios such as WeChat, QQ, and short-video comment sections, and are willing to express their opinions and make friends; but in real scenarios such as campus classes, class activities, and teacher-student communication, they are reluctant to speak out and have problems such as social tension and timid communication. Some students bring the entertainment and casual communication methods of online communication into real interactions, and when communicating with classmates, they speak flippantly and do not know how to respect others, which easily leads to interpersonal conflicts.

The average daily usage time of new media by secondary vocational school students can directly reflect the root cause of the problem. In this survey, the distribution of students' daily usage time of new media is as shown in the table below:

Table 2 Distribution of Daily New Media Usage Duration of Secondary Vocational Students

Usage Duration	Number of Students	Percentage
2 hours or less	59	18.9%
2–4 hours	100	32.1%
4–6 hours	97	31.1%
More than 6 hours	56	17.9%

The survey shows that over half of the students spend more than 4 hours using new media every day, and their spare time is mostly occupied by virtual socializing, squeezing out time for offline interactions and teamwork. In virtual socializing, students can express their emotions through text and emoticons, have ample time to organize their words, and communicate with less stress; however, in real-life interactions, immediate reactions, emotional perception, and body language coordination are required, and prolonged detachment from real-life interaction scenarios leads to the continuous deterioration of students' communication skills and

empathy abilities, ultimately resulting in the social alienation problem of "being sociable online but socially anxious in reality".

4.2.5 Insufficient emotional regulation ability, and negative emotions are easily influenced by the network

The average score of the emotional regulation ability dimension is 63.5 points. Students have poor emotional stability and are easily influenced by external information, getting trapped in a negative emotional vortex. Questionnaire data shows that 41.7% of students said that after seeing negative content on the internet, their negative emotions would last for the entire day and could not be quickly adjusted; 13.8% of students would actively forward negative content, using ridicule to vent their emotions and thereby pass on negative emotions to their classmates; only 19.6% of students could view the network information rationally and not be influenced by negative emotions.

The physical and mental development of vocational school students is not yet mature, the stability of their emotional centers is insufficient, and their ability to distinguish information and regulate emotions is limited, which is the internal reason for their susceptibility to emotions. Network negative content often adopts exaggerated and emotional narrative styles, deliberately magnifying conflicts and intensifying anxiety, which can easily stir up students' emotions. When students themselves encounter learning pressure and interpersonal conflicts, the negative emotions from the network will be superimposed with their own emotions, forming emotional consumption, which not only affects their own learning efficiency but also creates a negative atmosphere in the class, interfering with the overall psychological environment.

4.3 The deep causes of the impact of the new media environment on the positive psychological qualities of vocational school students

Algorithm push solidifies cognition and weakens students' rational thinking ability. The personalized algorithm of short-video platforms uses user stay time and likes/comments data as the core of the push logic, not oriented towards content value. The morely students browse content， the more homogeneous the platform's pushed content becomes， ultimately trapping students in an information cocoon. Long-term reception of fragmented， entertainment-oriented， and one-sided information makes it difficult for students to conduct in-depth thinking， continuously weakening their ability to rational analyze and objectively view problems. When facing negative ideological trends on the internet， they lack independent judgment ability and are easily misled by wrong viewpoints. Positive psychological cognition is difficult to establish.

The lag in network content supervision makes it easy for negative ideological trends to spread. Currently， there is obvious lag in network content review， and it is difficult to conduct real-time and accurate review of a large amount of short-video and graphic content. Enjoyment-oriented， money-worshiping， and laid-back cultural negative content can easily spread quickly through disguised forms. Some self-media deliberately distort the reality of vocational education and exaggerate the employment difficulties of vocational school students to convey negative and negative values. Vocational school students have not yet formed stable values， and when facing these contents， they have difficulty accurately distinguishing the truth from falsehood. Negative content continuously erodes and impacts students' positive psychological cognition.

The school's guidance method is rigid， and there is no new media literacy cultivation system. Most vocational schools， when facing students' addiction to mobile phones and being influenced by network ideological trends， adopt a "one-size-fits-all" prohibition management method， strictly controlling students' mobile phone use during school hours， but without conducting regular new media literacy education. Students cannot understand the pros and cons of new media and will only have rebellious psychology. They suppress their need for mobile phone use at school and indulge in the internet without restraint at home. At the same time， the school's mental health education does not innovate forms in line with the new media environment

and traditional lectures and heart-to-heart talks are difficult to fit the students' online life scenarios， unable to solve the psychological problems brought by the network from the root.

There is a gap in the collaboration between schools and families. The psychological guidance provided by families is seriously lacking. Some parents have misconceptions about new media, either allowing their children to use mobile phones without any restrictions and regarding them as "electronic babysitters", or forbidding their children from using mobile phones altogether, which leads to conflicts between parents and children. Most parents focus more on their children's academic performance and practical skills, while neglecting their children's psychological state. They seldom communicate with their children about the psychological problems caused by online content. There is a lack of regular communication channels between schools and families, and the educational concepts of schools cannot be passed on to families. The educational directions of schools and families are inconsistent, making it difficult to form a synergy for nurturing, and the negative impact of new media on students' psychology is difficult to be effectively controlled.

5.Strategies for Cultivating Positive Psychological Qualities among Vocational School Students in the New Media Environment

5.1 Focusing on the Main Classroom, Layer-by-Layer Infiltration of Positive Psychological Quality Cultivation

The classroom is the core scene of vocational school education. Social studies courses and professional courses should abandon the sole goal of knowledge transmission and integrate the cultivation of positive psychological qualities into the entire teaching process. Innovate teaching forms in line with the new media environment to achieve a combination of value guidance, skill teaching, and psychological cultivation.

5.1.1 Social Studies Courses Anchor Value Guidance and Solve Cognitive Misunderstandings

Social studies teachers should combine network hotspots to offer thematic and case-based teaching content. For frequent online negative thoughts such as "laid-back culture", "academic anxiety", and "the idea that studying is useless", select real cases for analytical teaching. During the teaching process, introduce the growth cases of national masters, winners of vocational skills competitions, and outstanding local graduates. Through video and short video formats that students enjoy, showcase the practical paths of skill acquisition and national service. Through case analysis, guide students to rationally view the one-sided remarks on the internet, correct cognitive misunderstandings, reshape career confidence, and gradually enhance self-efficacy, cultivating an optimistic and upward mindset.

5.1.2 Professional Courses Integrate Psychological Guidance and Cultivate Resistance to Setbacks

Professional teachers should rely on practical operation classes to design step-by-step training tasks, gradually increasing the difficulty level from basic operations to complex projects. Let students gain a sense of achievement through progressive practice. For students who frequently make mistakes during practical operations, teachers should not simply criticize and blame, but patiently analyze the problems and guide students to review the training process. In error correction, they can exercise their stress resistance. At the same time, in team training and group projects, set collaborative tasks for students to learn communication and cooperation skills, gradually filling in the shortcomings in real interpersonal communication and simultaneously achieving skill improvement and psychological quality cultivation.

5.2 Improve the Campus Psychological System and Establish a Regular and Precise Intervention Mechanism

Vocational schools should change their concept of mental health education, shifting from "problem intervention" to "prevention and cultivation", building a psychological education system covering all students and adapted to the new media environment, achieving early detection, early guidance, and early intervention.

5.2.1 Offer New Media Psychological Specialized Courses to Cultivate Emotional Regulation Skills

School psychological teachers, based on the psychological education class, add specialized content on new media literacy and emotional regulation. Explain methods for distinguishing network information and skills for guiding negative emotions. For students' habit of fragmented browsing, create psychological science popularization content in the form of short videos and publish it on the school's official new media account, allowing students to learn psychological knowledge in their spare time. Relying on the psychological club, organize a positive short video creation competition to guide students to shoot positive content such as skill learning, campus life, and psychological insights. Let students actively convey positive viewpoints in creation and shape positive psychological traits in practice.

5.2.2 Establish Dynamic Psychological Monitoring Archives and Conduct Layered Assistance

Build a tripartite linkage monitoring system of "head teacher + psychological teacher + professional teacher". The head teacher observes students' classroom behavior and emotional changes on a daily basis, professional teachers pay attention to students' stress resistance during practical operations, and psychological teachers conduct regular psychological assessments. The information is summarized and a dynamic psychological file is established for each student. For students who are addicted to the internet, have prominent negative emotions, or have severe self-denial, mark them as key assistance targets and conduct one-on-one talks and group psychological counseling to specifically solve their psychological problems. For students with weak resistance to setbacks, organize simulated experience activities of setbacks, such as simulated failure in skill assessment and interpersonal conflicts, to exercise their stress response ability.

5.3 Build a Bridge for Home-School Collaboration and Unify the New Media

Education Orientation School-home collaboration is the key to solving the problems of new media education. Schools should actively break down the barriers of communication between families and schools, guide parents to change their educational concepts, form a synergy for educational purposes, and jointly regulate students' use of new media, cultivating positive psychological qualities.

5.3.1 Regularly carry out family-school communication and convey scientific educational concepts

Schools organize online and offline parent meetings regularly to systematically explain the negative impact of the new media environment on the psychological qualities of vocational school students, popularize the characteristics of their physical and mental development, and correct the extreme management methods of "laissez-faire" or "prohibition" by parents. Use class WeChat groups to regularly push methods for controlling new media, communication skills between parents and children, and knowledge on guiding students' psychology. Let parents master scientific educational methods. Establish a home visit mechanism for key students, and for students with serious internet addiction or psychological problems, the head teacher and psychological teachers conduct door-to-door visits to precisely solve the difficult problems in family education.

5.3.2 Guide families to create a positive atmosphere and reduce virtual network dependence

Encourage parents to put down electronic products and increase offline parent-child companionship time. Through joint sports, reading, and practical activities, enrich students' after-school life and reduce their dependence on new media. Guide parents to actively communicate with students about online content, respect students' thoughts, and in communication, guide students to distinguish negative information and use new media rationally to obtain learning resources and positive content. Schools and families reach a consensus and jointly control the usage time of students' mobile phones, guiding students to reasonably plan their online time, making new media a learning tool rather than an inducement for psychological problems.

5.4 Strengthen the cultivation of network literacy and enhance students' critical thinking and self-control abilities

To fundamentally resolve the negative impacts of new media, the core is to enhance students' own network

literacy, enabling them to have the ability to actively resist negative trends and use new media rationally, achieving a transformation from "passive control" to "active self-discipline".

5.4.1 Develop school-based courses on network literacy, laying a cognitive foundation

Based on the cognitive characteristics of vocational school students, develop school-based network literacy courses, covering four modules: network information discrimination, rational online expression, self-discipline in new media use, and online emotion management. The courses abandon dry theoretical explanations and adopt forms such as case analysis, scenario simulation, and short video appreciation, which are in line with students' learning habits, allowing students to understand the underlying logic of algorithmic push and master methods for identifying false information and negative content, breaking the information cocoon, and forming objective and comprehensive cognition.

5.4.2 Build campus new media platforms to seize positive dissemination space

Relying on the school's WeChat official account and short video accounts, continuously output positive content such as skills knowledge, psychological knowledge, outstanding student stories, and policy interpretations, creating a campus new media platform that suits students' interests, seizing students' online attention space. Encourage students to participate in campus new media operations, allowing students to become content creators, actively thinking about the value of positive content in the selection, shooting, and editing process, strengthening positive psychological cognition, and achieving the two-way improvement of network literacy and psychological quality.

6. Conclusion

For the cultivation of positive psychological qualities of vocational school students in the new media environment, it is both a challenge and an opportunity to promote the reform of vocational school mental health education. The cultivation of positive psychological qualities of vocational school students cannot be achieved solely through lectures and heart-to-heart talks; it requires basing itself on the actual psychological status of students, focusing on core weaknesses such as self-efficacy, resistance to setbacks, and interpersonal communication skills, and relying on four paths: classroom teaching, campus intervention, school-home collaboration, and the cultivation of network literacy, to carry out precise and regular educational work.

Vocational schools should abandon generalized educational thinking, based on the characteristics of the new media environment and the physical and mental characteristics of vocational school students, continuously optimize the mental health education system, integrating positive psychological cultivation into every aspect of students' learning and life. Only by guiding students to establish positive value cognition and cultivate stable psychological qualities can we help vocational school students adhere to their original intentions in the complex online environment, and face academic and future career challenges with confidence, optimism and tenacity. They can grow into high-quality technical skills talents with both physical and mental health and excellent skills, providing solid talent support for regional industrial development.

Disclosure Statement

There are no conflicts of interest.

Contribution Statement

JuanfangPu was mainly responsible for research and data collation.FengfengLong was mainly responsible for thesis writing, revision and data analysis.

Funding

Research findings from the Sichuan Provincial Ideological and Political Education Research Project (Special Program for Young Teachers of Ideological and Political Theory Courses), the Sichuan Provincial Higher Education Institute Training Center for Ideological and Political Theory Course Teachers, titled "Practical Research on Cultivating Positive Psychological Qualities in Secondary Vocational Students under New Era Ideological and Political Education" (SZQ2024070); research outcomes from the 2026 Luzhou Social Science Applied Research Quality Improvement Project titled "Practical Research on Cultivating Positive Psychological Qualities in Secondary Vocational Students under the Influence of Online Social Trends" (Project No.: LZSK26016); and research results from the 2025-2026 Vocational Education Teaching Reform Project of the Sichuan Vocational Education and Technology Association titled "Research on the Pathways for Synergistic Education between Curriculum-based Ideological and Political Education and Standalone Ideological and Political Courses under the Broad Perspective of Ideological and Political Education" (No.: Y252063).

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