

A study on training strategies of high school students' mental toughness from the perspective of positive psychology

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Abstract: This study takes positive psychology as the theoretical guidance to discuss the cultivation of high school students' mental toughness. This paper expounds the connotation of high school students' mental toughness and its importance in individual growth, then analyzes the current situation of high school students' mental toughness training, points out the existing problems, and puts forward specific optimization countermeasures from the aspects of cognitive improvement, diversification of ways, and improvement of support system. It is concluded that comprehensive measures can effectively improve the mental toughness level of high school students and provide guarantee for their healthy growth. This study aims to provide references for educational practitioners and relevant policy makers, promote the scientific and systematic development of high school students' mental toughness training, and help improve the mental health quality of adolescents.

1. Introduction

With the intensification of social competition and the increasing prominence of teenagers' psychological problems, the cultivation of high school students' mental toughness has become the focus of education. Mental toughness, as a positive psychological quality in the face of adversity, is of great significance to the healthy growth and future development of high school students. However, in the actual training process, it is found that the mental toughness level of high school students is uneven and there are many problems. Based on this, from the perspective of positive psychology, this study conducted an in-depth analysis of the current situation of high school students' mental toughness training, explored the existing problems and their causes, and proposed corresponding optimization countermeasures. The aim is to provide theoretical basis and practical guidance for improving the mental toughness level of high school students and promoting their all-round development, and at the same time provide a new perspective and thinking for the research in the field of mental health education in China.

2. Characteristics of high school students' mental toughness

2.1. Individual difference and universality

When discussing the characteristics of high school students' mental toughness, we must first face up to the dual dimensions of individual difference and universality. As a kind of psychological quality to cope with pressure and adversity, the individual differences of mental toughness are particularly significant among high school students^[1]. On the one hand, gender, age, family background, educational experience and other factors interweave, making each high school student's mental toughness presents a unique face. For example, boys may be more likely than girls to use problem-solving strategies when faced with frustration, while girls may seek more social support. The psychological toughness of students with stable family environment and high parental support is often stronger than that of students with incomplete family functions. On the other hand, although there are significant differences between individuals, the mental toughness of high school students also shows universal characteristics. In a general sense, students in this age group are in adolescence, and the drastic changes in physiology and psychology make them generally show a certain psychological toughness in the face of academic pressure, interpersonal relations and other problems. This universality is not only reflected in their ability to adapt to adversity, but also in their exploration and establishment of self-worth in the process of growth.

Furthermore, the mental toughness of high school students is not isolated, but closely related to their educational environment and social and cultural background. In the micro-system of school, teachers' expectations, peer support and feedback on academic achievement all have a profound impact on students' psychological resilience. At the same time, social and cultural background, as a macro factor, indirectly affects the mental toughness of high school students through the transmission of values and the shaping of social norms^[2]. In this process, individual difference and universality are interwoven, which together constitute a complex picture of high school students' mental toughness. Therefore, when discussing this issue, researchers should not only pay attention to the universal law, but also dig deeper into the deep reasons behind individual differences, in order to more comprehensively understand the characteristics of high school students' mental toughness. On this basis, education practitioners can formulate training strategies to promote the improvement of high school students' mental toughness.

2.2. Dynamic and stability

In the in-depth analysis of the characteristics of high school students' mental toughness, it is inevitable to touch its dynamic and stability, which seem contradictory but unified characteristics. Mental toughness is not an immutable psychological trait, but a constantly evolving process in the interaction between individuals and the environment, which reflects a significant dynamic nature. In the critical development stage of high school, students face multiple challenges in their physical and mental development, and their mental resilience also experiences ups and downs^[3]. For example, success in an exam may temporarily boost a student's sense of self-efficacy, thereby enhancing their psychological resilience; Conversely, a failed experience can also lead to a temporary decline in mental resilience. This dynamic performance is reflected in the timeline, that is, the quantitative or qualitative changes in psychological resilience over time. However, behind the dynamic nature, the psychological toughness of high school students shows a certain stability. This stability does not mean that psychological resilience remains unchanged, but that individuals have formed a relatively stable coping model and psychological resources in the process of long-term response to pressure and challenges. This pattern and psychological resources can resist the impact of the external environment to a certain extent, so that individuals can maintain a relatively stable mentality and

behavior in adversity. Stability is reflected in the fact that an individual can invoke internal psychological resources, such as optimism and flexible thinking, to cope with various challenges even in different situations. The coexistence of dynamism and stability in high school students' mental toughness reveals the complex mechanism of the development of mental toughness. On the one hand, dynamics indicates that mental toughness is malleable. Targeted intervention and training can effectively improve the level of high school students' mental toughness. On the other hand, mental toughness is not volatile, it has a relatively stable foundation within the individual, which provides the possibility and direction for the cultivation of mental toughness. Under the guidance of this characteristic, educators should realize that the cultivation of psychological resilience should not be a short-term behavior, but a long-term and systematic process, which needs to be combined with the actual situation of students to develop both phased and continuous training plans.

The interaction between dynamics and stability is also reflected in the situational dependence of high school students' mental toughness. In different life events and situations, the mental toughness of high school students varies, which is not only the embodiment of dynamism, but also the test of stability. Therefore, when studying the mental toughness of high school students, we must consider the complexity of specific situations and how individuals find a balance between stability and change in order to achieve the optimal development of mental toughness.

2.3. Plasticity and development potential

When discussing the characteristics of high school students' mental toughness, we should not ignore its remarkable plasticity and potential development potential. As a complex psychological structure, the plasticity of mental toughness is reflected in the fact that high school students are in a critical period of individual development, their psychological characteristics have not been solidified, and there is great room for adjustment and optimization. At this stage, the mental toughness of high school students is like a plastic material, which can be shaped and reshaped under proper guidance and training, showing great flexibility. The plasticity of mental toughness is manifested in the individual's self-adjustment ability when experiencing setbacks and adversities. When facing challenges such as academic pressure and interpersonal conflict, high school students can gradually improve their mental toughness through strategies such as cognitive reconstruction and emotional regulation^[4]. This process of self-adjustment is not only a response to current difficulties, but also a prevention of possible challenges in the future, showing the important role of psychological resilience in individual growth. The development potential of high school students' mental toughness is unlimited. Adolescence is the golden period of individual psychological development, and high school students' cognitive ability, emotional management and social skills are constantly maturing, which provides a solid foundation for the improvement of mental toughness. In this period, through effective educational intervention and practical activities, the inner potential of high school students can be stimulated, so that their psychological toughness has been significantly enhanced. For example, through group counseling, psychodrama, outdoor outreach training and other ways, high school students can learn how to deal with pressure in practice, how to maintain a positive attitude in adversity, so as to explore and improve their own psychological resilience. The plasticity and development potential of mental toughness are also reflected in its cross-field mobility. The mental toughness of high school students is not limited to a specific field, but has a wide range of transfer effects in different life fields. For example, a student who shows a high degree of mental toughness in athletic competition is likely to show similar tenacity academically. This kind of migration further proves the plasticity and development potential of mental toughness, and provides a theoretical basis for all-round and multi-level mental toughness training.

3. There are problems in the training of high school students' mental toughness

3.1. Lack of recognition of mental toughness

In the current practice of high school students' mental toughness training, a significant and urgent problem is the lack of mental toughness cognition. This deficiency is not only reflected in educators' superficial understanding of the concept of mental toughness, but also in parents' and society's neglect of the importance of mental toughness, and even in high school students' vague understanding of the connotation of mental toughness^[5]. In the process of education and teaching, educators often simplify mental toughness as a single ability to resist pressure, ignoring its multi-dimensional complexity. Psychological resilience is not only the strength in the face of difficulties, it also includes the individual's ability to adapt to adversity, resilience and growth. This kind of cognitive simplification makes it difficult for educators to touch the deep structure of mental toughness in training strategies, which affects the actual play of training effects. The lack of recognition of psychological resilience by parents and society is often reflected in the utilitarian expectation of its training. In the context of exam-oriented education, parents and society tend to pay more attention to students' academic performance, while ignoring the important role of psychological resilience as a non-intellectual factor for students' long-term development. This short-sighted perspective leads to the lack of due attention and support for mental resilience training in family education and public resource allocation. High school students' lack of understanding of mental toughness is reflected in their difficulty in connecting mental toughness with their behaviors and emotional regulation in daily life. During adolescence, a critical period of self-knowledge and self-exploration, high school students may misinterpret resilience as an innate personality trait rather than something that can be learned and practiced. This misunderstanding not only weakens their sense of self-efficacy in the face of challenges, but also limits their initiative and enthusiasm in the cultivation of mental resilience. The problem of insufficient cognition of mental toughness is also manifested in the unitization and stereotyping of mental toughness training methods. In practice, educators often adopt fixed models and methods, ignoring individual differences and needs in specific situations, resulting in the lack of pertinence and effectiveness of training activities..

3.2. Single cultivation way

In the practice of high school students' mental toughness training, the single way of training has become a problem that cannot be ignored, which not only limits the breadth and depth of mental toughness training, but also weakens the effectiveness of training activities to a certain extent. Specifically, the current high school students' mental toughness training is often limited to the traditional education model, which lacks innovation and diversity, and fails to fully take into account the individual differences of students and the complex and changeable social environment.

As the main position of mental toughness training, the school has a single approach, which is mainly reflected in the curriculum and activity organization. In terms of curriculum setting, mental toughness training is often included in mental health education courses, and such courses are usually limited in class time, difficult to cover all students, and the teaching content and methods are relatively fixed, difficult to meet the individual needs of different students. In terms of activity organization, although the school will regularly hold some activities aimed at improving mental toughness, these activities are often simple in form, such as lectures, class meetings, etc., lack of interaction and practicality, and it is difficult to stimulate students' enthusiasm for participation, thus affecting the training effect. The role of family in the cultivation of mental toughness can not be underestimated, but the single way of family training is also significant in reality. When parents cultivate their children's psychological resilience, they often rely on preaching and experience

teaching, and lack scientific and systematic training methods. This single cultivation method is not only difficult to adapt to the growth needs of children, but also may backfire due to improper methods and exacerbate the psychological pressure of children. Social environment also has an important impact on the cultivation of high school students' mental toughness, but the utilization and integration of social resources seem to be inadequate. The distribution of mental health education resources in society is uneven, and often disconnects with school education and family education, and fails to form an effective linkage mechanism. In addition, the social support for the training of mental toughness mostly stays at the propaganda level, and the lack of in-depth and continuous practical operation leads to a single training approach and limited effect.

3.3. Imperfect support system

In the process of high school students' mental toughness training, the imperfect support system has become the key factor restricting its effect. The education system lacks a comprehensive and multi-level network to cultivate mental toughness. As the main body of training, schools tend to focus on academic performance, while the cultivation of students' psychological toughness is marginalized. Although some schools have mental health education courses, the content of the courses is disconnected from the actual needs, and the lack of organic integration with other disciplines leads to insufficient depth and breadth of mental toughness training. The imperfect family support system is also a major challenge for high school students' mental toughness training. In many families, parents have a misunderstanding of mental resilience, and they are either overprotective or neglect their children's mental health, and lack effective communication and guidance. This family atmosphere is not only conducive to the cultivation of children's mental toughness, but may become a cause of psychological problems. The imperfect social support system is manifested in the uneven distribution of mental health resources and the imperfect service system. The social attention to the mental toughness of high school students often stays on the surface, lacking in-depth understanding and systematic support. The role of community and professional institutions in the training of mental toughness has not been fully developed, which makes it difficult for students to get timely and effective help in the face of psychological difficulties. The imperfect support system is also reflected in the lack of policy level. At present, although the education department has paid attention to mental health education, there is still a lack of clear policy guidance and resource investment in the training of mental toughness. This leads to the lack of a unified standard and evaluation system in the training of mental toughness in practice, and it is difficult to form a long-term mechanism.

4. Optimal countermeasures for high school students' mental toughness training

4.1. Improve the cognitive level of mental toughness

In view of the current situation of high school students' mental toughness training, the first step to optimize the countermeasures is to comprehensively improve the level of educators, parents and even society's cognition of mental toughness. Mental resilience is not an isolated psychological trait, but a key ability to achieve positive adaptation and promote personal growth in the face of adversity. Therefore, to improve the cognitive level of mental toughness means to understand the connotation, value and training path of mental toughness from multiple angles and levels. Educators should deepen their understanding of the theory of psychological resilience and recognize that psychological resilience is not only the inner strength of students to cope with pressure, but also the cornerstone of their lifelong learning and development. Educators should constantly update their educational concepts through professional training and academic discussion, and integrate the

cultivation of mental toughness into daily teaching and educational activities to make it an important part of students' comprehensive quality education. In family education, parents should enhance the awareness of psychological resilience and understand its important role in the growth of children. Parents should be aware that cultivating children's psychological resilience is not achieved overnight, but it is necessary to gradually cultivate children's self-regulation ability and anti-pressure ability through accumulation of bits and pieces in daily life, scientific educational methods and positive parent-child interaction. At the social level, the publicity and popularization of mental toughness should be strengthened to raise the public's attention to the cultivation of mental toughness. The media, professional organizations and communities should take the responsibility to publicize mental health knowledge and promote mental resilience training strategies, and enhance the public's awareness and participation in mental resilience training through holding lectures, seminars and experience activities.

Schools should build a set of systematic mental toughness education system, including mental toughness training in curriculum, teaching evaluation and student development guidance. Through interdisciplinary cooperation and the integration of resources inside and outside the school, a diversified and three-dimensional mental toughness training platform is built to improve the overall level of students' mental toughness.

4.2. Enriching cultivation ways and methods

In order to effectively improve the mental toughness of high school students, the second important aspect of optimizing training countermeasures is to enrich training ways and methods. The cultivation of mental toughness should not be limited to traditional classroom teaching, but should adopt diversified strategies, combining direct experience and indirect experience, theory and practice, inside and outside school, online and offline, to form an all-round and multi-level training system. School education should break the single teaching mode and integrate the cultivation of mental toughness into the interdisciplinary curriculum design. For example, through the teaching content of Chinese, history and other subjects, students are guided to draw the strength of psychological resilience from literary works and historical figures; In science experiments and sports activities, students exercise mental toughness in practical operations and teamwork. Schools can carry out a series of characteristic activities, such as psychodrama performances, anti-stress workshops, emotional management lectures, etc., as an effective supplement to the cultivation of mental toughness. These activities not only increase student engagement, but also allow students to learn how to deal with frustration and stress in a relaxed and enjoyable atmosphere. Family education should not be ignored, parents can through the daily life of parent-child interaction, such as jointly facing family difficulties, discuss social hot issues, etc., to cultivate children's independent thinking and problem solving ability, so as to enhance their psychological resilience. The integration of social resources is also an important part of enriching the way of training. Schools can cooperate with communities, professional psychological counseling agencies, youth activity centers, etc., to jointly develop mental resilience training programs and provide more opportunities for students to practice and experience. In terms of methods, cognitive behavioral therapy, mindfulness meditation, emotional release and other psychological techniques can be used for reference and introduction, combined with individual differences, to design personalized mental toughness enhancement programs.

4.3. Improving the support system

In the process of high school students' mental toughness training, building a perfect support system is the key to ensure the training effect. This system should cover education, family, society

and other levels to form a linkage effect to provide all-round and three-dimensional support.

The education system should establish and improve the system and mechanism of mental toughness training. Schools need to formulate clear training goals and implementation plans to incorporate mental resilience education into the curriculum system to ensure systematic and consistent training activities. At the same time, schools should strengthen the construction of mental health education teachers, improve the professional quality and teaching ability of teachers, and provide human resources guarantee for the training of mental toughness. Family education can not be ignored. As the first teachers of children, parents' educational concepts and behavior patterns have an important impact on the formation of children's psychological resilience. Therefore, parents' awareness and ability of mental health education should be improved through parent schools and family education lectures, so that they can become active participants and supporters of children's mental toughness training. The construction of social support networks is crucial. Relevant government departments should introduce policies to encourage and guide social forces to participate in the training of mental resilience of high school students, such as tax incentives, financial support and other ways to encourage enterprises and social organizations to invest in public welfare projects related to mental resilience. At the same time, the media should play a leading role in public opinion, popularize mental health knowledge, and create a social atmosphere conducive to the cultivation of mental toughness. A good support system also needs to include the provision of mental health services. Schools should set up psychological consultation rooms and carry out regular mental health surveys to find and solve students' psychological problems in time. Society should establish a sound mental health service system, provide professional and convenient psychological counseling services for high school students, and ensure that students can get timely and effective help when they encounter psychological distress. The improvement of the evaluation system is also an indispensable part of the support system. Schools should establish scientific evaluation standards for mental toughness, adopt a diversified evaluation method, not only pay attention to students' academic performance, but also pay more attention to the improvement of their psychological quality, and promote the in-depth development of psychological toughness training activities as a guide.

5. Conclusions

From the perspective of positive psychology, this study discusses the training strategies of high school students' mental toughness. Through the analysis of the current situation, the paper reveals the problems existing in the training process of high school students' mental toughness, and deeply analyzes the reasons. On this basis, the paper puts forward some countermeasures, including building a positive campus atmosphere, improving teachers' psychological quality, and carrying out diversified educational activities. This study not only helps to improve the mental toughness level of high school students, lays a foundation for their healthy growth and cope with future challenges, but also provides a new idea for the research and practice of mental health education in China. However, the cultivation of mental toughness is a long-term and systematic process, which requires the joint efforts of schools, families, society and other aspects. Future research can further explore the differences of mental toughness training in different regions and different types of schools, in order to provide more comprehensive and effective support for the mental toughness training of Chinese high school students.

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