Applying Educational Psychology and Chinese Style Management Philosophy in the Education of Students in Chinese Colleges and Universities

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Abstract. The psychological problems of contemporary college and university students are frequent and have become the focus of social attention. Mental health education has become an important part of China's higher education system. The Internet and social media have completely penetrated into the lives and studies of contemporary Chinese college and university students. The Internet and social media provide convenience for college and university students to study, but they also convey some misconceptions and bad content to them, which affects the mental health of contemporary college and university students. In addition, environmental factors, family factors and own factors are also the main factors affecting them. This article will study the factors that affect the mental health of contemporary Chinese college and university students, analyze the problem through the perspective of educational psychology, and solve the problem by combining Chinese management philosophy.

Keywords: Higher education，Educational Psychology，Chinese Style Management Philosophy

1 Introduction

"Educational psychology" is a modern academic concept formed by the in-depth integration of "pedagogy" and "psychology" [1]. Different from traditional psychology, it is a study of how people learn, including educational philosophy, management philosophy and academic research philosophy. In the management of students in colleges and universities, the application of educational psychology theories can help the instructors to develop better instructional strategies and help students improve their learning efficiency. Nowadays, the focus of China's higher education system has changed as the jobs market becomes increasingly competitive, making the tasks of instructors appear to be more complex. This change is mainly reflected in the goals and methods of cultivating students. While Chinese higher education institutions used to focus on knowledge-based education, with instructors teaching students only what is included in the curriculum plan, the focus has gradually shifted to developing students' diversified abilities so as to respond to the needs of enterprises for diversified talents. With the

advent of the Internet era, college and university students will browse a large amount and complex information on the Internet. The thinking and cognitive ability of college and university students have not yet reached a mature stage, and their independent judgment is not yet mature. This means that when they are faced with a large amount of information, they are not able to do effective screening, and are easily addicted to the virtual network world. If they are detached from real life for a long time, their character will become selfish and indifferent. Instructors must be fully aware of the shortcomings of current educational methods, and improve the education management system based on the behavioral patterns and interests of college and university students to help digest students to establish a good mentality. Instructors need to use the reform of education management to solve a series of problems that arise in students' daily life and learning. Therefore, the theory of educational psychology has shown great value in the management of college and university students.

This paper will take a new perspective: applying the philosophical theories and methods of 'Chinese Management' to address issues in the application of educational psychology. Chinese Management aims to analyze and solve contemporary psychological, managerial and philosophical problems through the lens of Laozi's Taoist culture, Confucius' Confucianism and the I Ching [2]. Chinese style management was proposed by the famous scholar Prof. Zeng Shiqiang, and the concept is in line with the Chinese customs. It is worth noting that the philosophy of management must be combined with local customs to enhance the effect, so management philosophies differ from region to region. The research target of this paper is Chinese college and university students, so it is appropriate to adopt the concept of "Chinese management", which also includes the areas of contemporary Chinese education and traditional Chinese culture. It is well known that contemporary Chinese educational models have evolved almost exclusively from ancient times; for example, the imperial examination system, which began in the Sui Dynasty, corresponds to the contemporary Chinese college entrance examination. The traditional Chinese education model is also closely related to the traditional Chinese culture. The concept of Chinese-style management can combine these factors to address the challenges of applying educational psychology in higher education.

1.1   Research Significance

In order to meet the current needs of enterprises for diversified talents, "how to further improve the education and management of college and university students to help them succeed in school and the workplace" has become an important challenge for all universities in China. To better meet this challenge, universities need to improve the design of courses and apply the professional knowledge of educational psychology to the management of students, which can effectively solve many problems arising from students' study and life, reduce various negative psychological factors that may affect students, and ultimately promote the diversified development of students and the construction of universities. In addition, most of the previous researchers who proposed the concept of educational management came from Western countries, and they usually based on the current situation and educational environment of Western societies. In contrast, the scholar who created the academic concept of "Chinese-style management" came from

China and critically analysed China as an Asian superpower from an innovative perspective. Thus, the analysis of Chinese-style educational management enriches the knowledge of Asian management studies and makes this paper academic and innovative.

2   Research Objectives

This article will specifically focus on "Application Research of Educational Psychology in College and University Student Management". Based on relevant work experience and the study and analysis of corresponding research, the paper will use literature review, case analysis and other methods to obtain relevant information and put forward relevant strategic suggestions. Through in-depth research on the interactive relationship between education and psychology, educational psychology can provide instructors with scientific basis and effective methods to improve the quality of teaching and the overall quality of students. At the same time, this paper will also apply the conceptual model of Chinese management to propose appropriate strategies.

3   Basic Concepts of Educational Psychology

Educational psychology aims to investigate the psychological mechanisms and factors involved in the educational processes of learning, teaching, development and assessment[1]. It is a multidisciplinary field that draws on knowledge and methods from various disciplines, including learning theory, developmental psychology, cognitive psychology, instructional design, assessment and measurement. It focuses on theoretical research, with an emphasis on the study of students, learning outcomes, and the psychology of learning in specific contexts[3]. It is essential for instructors to engage in the theories of educational psychology in order to focus on the physical and mental health of students and to help them succeed in school. Educational psychology is also closely related to other psychological disciplines, such as motivational psychology and cognitive psychology, but the focus of the study of educational psychology remains in the field of education. Only when educators analyse things through professional knowledge of educational psychology in their work can the characteristics and practical role of the discipline be highlighted. In recent years, educational psychology has also been developing and evolving, and the theoretical knowledge is clearly scientific, complex and specialised.

4   Main Factors Affecting the Mental Health of College and University Students

4.1   Environmental Factors

One of the main factors affecting the mental health of students is environmental factors. There are many components of environmental factors, among which social and family

factors have a direct and greater impact on the psychology of students . The core of social factors is: the economic development level of social macro-region is the main decisive factor. China's economic construction is in a stage of rapid growth, and the diversified market economy has grown rapidly with economic development, which has led to increasingly fierce market competition. Based on this social environment, China's employment situation has undergone tremendous changes, and the talent training and recruitment system has to change with social development, which has had a certain impact on the higher education system[4].

If the knowledge and theories that students learn in school cannot meet the business needs of employers, they will be eliminated in the job selection competition and face severe employment pressure. Even if major universities have generally complied with the development of the times and completed market-oriented transformation, the number of jobs is limited. In other words, even if students have job skills, the market can provide them with jobs that are in short supply. Once a large number of students realize that the knowledge they have learned in school for four years cannot support them in applying for suitable jobs, their anxiety will increase rapidly. On the other hand, most students tend to be overly optimistic about their future workplace life, but they do not fully understand the actual situation in the workplace. When they truly enter society or encounter difficulties, they often experience a huge psychological gap, causing anxiety, irritability, self-doubt and even negative emotions of self-denial[4].

4.1.1 Family Factors

Relationships between family members and financial status are one of the most important factors affecting the mentality of college and university students. Family relationships have a subtle influence on the character of college and university students. One of the characteristics of contemporary Chinese families is "Over-protection of children". Most contemporary Chinese families tend to take their children as the centre of their lives, spending much time and money on their children. Even if this could reflect that most college and university students in China do not lack love, it would still lead to (1) Can students adapt to college life and study because they are over-indulged in their families? (2) Are these students vulnerable when they encounter difficulties? (3) Do different family economic conditions affect the mental health of college and university students in China? Influenced by China's unique birth policy, Chinese students are now often the "only child" in their families, so many of them will show a greater degree of idiosyncratic behaviour and will not think from other people's perspective as a characteristic. In addition, as the financial status of students' families varies greatly, some of them may develop some negative psychological emotions based on their financial status, thus affecting their study and life, and even their future life development.

4.2   Personal Factors

In recent years, according to news reports, extreme behaviors have appeared one after another among Chinese college and university students, which is to a large extent di-

rectly related to the weak psychological tolerance of college students[5]. As many university students are not resilient to stress, they are less able to adapt to changes in the environment. This is mainly reflected in learning, interpersonal relationships and social interactions. Firstly, the reason for this is that campus life nowadays is very different from that in the past. In the past, college and university students only needed to take academic performance as their main goal of striving, but now they are required to improve their abilities in different aspects. Not only do they need to improve their professional abilities, but also their soft power, which creates a huge gap within the "learning talents" and has a tendency to trigger depression and repressed emotions. Secondly, with the development of social media and the increasing inclusiveness and cultural transfer-ability of society, interactions between individual students have become more convenient and common[6]. However, this can also cause certain negative psychological effects, such as the motivation of interaction between students has become complicated[4]. Students sending messages through social media can make their communication faster. It is worth noting that there are different groups in social media, and some students who are unable to fit into a group may feel isolated, which may lead to conflicts. In such a situation, once these students encounter the stimulation of external environment, they may easily develop extreme behaviors under the influence of negative interpersonal relationships.

5 Advice on Combining Educational Psychology and Chinese Management Philosophy - Improving Communication Skills

One of the characteristics of instructors' work is "verbal communication", using language to solve the problems of student management in colleges and universities. In China, both social culture and people's thoughts and culture have been influenced by traditional Chinese culture. Among them, Taoist culture has a profound influence. Taoist culture emphasizes that "one yin and one yang is called Tao", and 'yin' and 'yang' are opposite to each other in the Taiji diagram, but 'yin has yang' and 'yang has yin'. In the Taiji diagram, 'Yin' and 'Yang' are opposite to each other, but there is 'Yang in Yin' and 'Yin in Yang', which can also be interpreted as "there is me in you, and there is you in me". In the education process of Chinese universities, instructors and students are also like this: instructors and students have different identities, and their views change with their positions, therefore, it is inevitable that both sides will have 'mutual conflicts' when expressing their own views, and at this time, communication skills become one of the most important factors in solving the problem. This time, communication skills become one of the most important factors in resolving problems. It is worth noting that the method mentioned here is: resolve the problem instead of solving it. 'Resolve' means to merge the views of both sides and flexibly change the mode of dealing with the problem, so as to arrive at a result that is reasonable to both sides, not at the 'expense' of one side. 'Resolve' means to merge the perspectives of both parties and flexibly change the mode of approach to reach an outcome that is reasonable to both parties, not at the 'expense' of one party. The biggest difference between 'resolve' and

'solve' is that 'resolve' puts both parties on an equal footing and synthesizes the wishes of both parties, while 'solve' puts both parties on an equal footing and synthesizes the wishes of both parties. 'resolve' is to address the perceived wrong party. Firstly, when the instructors communicates with the student, the instructors should not take a forceful attitude and criticize the student directly, but make the student feel relaxed by using a calm attitude, so that they can communicate with the instructors calmly and speak out what they really think. Of course, this method does not apply to political, ethnic and racial issues.

Secondly, if instructors want students to realize their own problems and listen to advice, they must first make them feel that they are respected and equal. This is because instructors have some authority as leaders among college students. College and university students are instinctively obedient to their instructors, and for a long time, they subconsciously feel that instructors are a superior role. Instructors play an authoritative role is an effective management method, but when counseling students, the role of instructors should be changed to the friend of students. At the same time, instructors can also change the serious conversation into a relaxed daily communication, thus achieving better educational results. The three concepts of 'self-awareness', 'autonomy' and 'self-planning' in the Chinese Management Philosophy can be applied to the daily educational work of instructors. Instructors' daily educational work, especially in correcting students' learning attitudes.

Zeng shiqiang, in his book Chinese style management, proposed, "Self-awareness is the ability to be alert and reasonable when others are polite to us. Regardless of what the other person says, we have to weigh our feelings and show reasonable attitudes and behaviors in order to be sensible and reasonable"[2]. Reasoning is important when communicating with students, but it is often difficult to communicate because both parties have different opinions. Sometimes the instructor thinks it is quite reasonable, but the students do not agree, and even think the instructor is unreasonable. At this time, if the instructor politely and courteously reminds the students, hoping to prompt them to make self-adjustment in a point-to-point way, some of the students will be able to understand, while the other part of the students will have difficulty in understanding the instructor's word, and may even take the "It's okay, keep up the good work." as "It's okay! It doesn't matter". Chinese culture: through the emotions into the reason, people say "that's alright", most often contain "You need to pay attention to this" meaning, hope that the listener can self-adjustment, to give him enough face so that he "automatic reasoning ". However, current students, influenced by Western culture, think that "subtlety" is "hypocrisy" and "misleading", and that getting to the point is the most effective way of communication. While students envision the upsides of Western culture, they neglect its downsides. If instructors directly criticize students' shortcomings, students will feel that instructors lack patience and "politeness". Therefore, the author believes that the term "self-awareness" in the teaching and learning process, in addition to the instructor's self-improvement, should be more "communication skills" education for students, so as to form a harmonious educational environment.

6   Conclusion

The "management" of students by educators is essentially a process of guidance, care, and assistance, which allows the managed to realize growth on the premise of self-perception. The majority of Chinese university educators should synthesize the basic theories of educational psychology and Chinese management philosophy and apply these two core concepts to the regular education and management work of universities, so as to guide students to realize the behavioral, personality, and psychological aspects, and at the same time contribute to the students' cognitive horizons. Such an approach not only fits well with the concept of modern Chinese higher education and the self-growth aspirations of college students, but also explores the psychological activities and problems that college students show in their studies and lives. Educators should also continue to summarize their experiences and lessons learned in order to cultivate more talents for the society.

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