

# The Goal and Path of Post-traumatic Stress Disorder Intervention in College Students from the Perspective of Positive Psychology

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**Abstract:** *Positive psychology explores the significance of psychological construction from the positive aspect of human temperament, and attaches importance to the positive experience of human emotions. Nowadays, college students may have more or less negative emotions, and this discipline can precisely improve their positive and optimistic levels and happiness index from a reverse perspective. This article mainly analyzes the goal and path of post-traumatic irritability disorder intervention from the perspective of positive psychology.*

**Keywords:** positive psychology perspective; College students with traumatic stress disorder; Intervention Objectives and Pathways.

## 1. INTRODUCTION

Nowadays, positive psychology plays an important role in the intervention of college students' psychological crisis. Many scholars have paid attention to this issue, and research on it has also been carried out accordingly. Some scholars believe that taking measures to prevent and intervene in the psychological crisis of college students on campus is to some extent the central content of the smooth progress of student management work on campus. It is necessary to use positive psychology as a tool to intervene students' traumatic disorders to the greatest extent. Therefore, it is necessary to continuously expand its content, further standardize our psychological crisis prevention, optimize the entire intervention process, and ultimately achieve the goal of improving the psychological quality of college students, cultivating a positive and upward attitude towards life. Positive psychology focuses on people's positive emotions, attaches importance to exploring the inherent abilities of college students, and improves the psychological quality and personal quality of college students through various levels and angles. Help college students maintain a positive and positive lifestyle in their daily lives, and improve their happiness index.

According to the standards and documents issued by our country, post-traumatic stress disorder, also known as PTSD. It mainly refers to sudden, threatening, or unfortunate events that occur in our daily life and work, often leading to individual mental and psychological disorders. The main characteristic of its appearance is that when people are subjected to a very serious trauma, they will repeatedly reproduce the event in their minds, often unwilling to accept it, and make a series of avoidance actions, resulting in emotional paralysis or maintaining a high level of tension. For example, people who survive unexpected events, such as natural disasters, or those who have witnessed terrorist events, or those who have personally experienced traumatic events, often show great sensitivity and alertness when faced with these events and related scenes.

As for the current group of college students, they have not yet fully entered society and are often on campus with limited activity. The likelihood of natural emergencies causing trauma to college students is not high, so the main source of trauma for them is still the surrounding population. For them, school and family are their main living environment, and it can be inferred that their traumatic events largely come from this. There are many events on campus that can cause psychological trauma to college students. If college students react and handle these events improperly, it can easily lead to post-traumatic stress disorder.

There are still some issues that may not have a direct impact on students on the surface, causing psychological shadows, but accumulating over time is also an immeasurable pressure. If these external pressure factors cannot be resolved, they often lead to severe consequences. Serious consequences. According to research on relevant survey data, there are generally problems with the psychological situation of college students nowadays, and some students with poor psychological conditions may even make short-sighted actions. Another major resident environment for college students is the family. Although the home is the warmest harbor, not every family is

harmonious within. Divorcing parents due to personality and other reasons, and accidental death of loved ones are both direct trauma for college students, which is also a source of post traumatic stress disorder.

## 2. POSITIVE PSYCHOLOGY AND ITS INTERVENTION SIGNIFICANCE

Nowadays, positive psychology appears more and more frequently in our daily life. In the field of psychology, it is a very novel and unique type, with a very unique pattern, based on the positive aspects of our humanity as the research foundation. This type of psychology encourages us to be brave and optimistic when facing life and difficulties, and not be dominated by negative emotions. At the same time, positive psychology also guides each of us to fully develop our own virtues, which is very suitable for the mainstream of the development of the current era. If fully excavated and utilized, it will promote the development of human society.

From the perspective of positive psychology, it is very important to intervene in post-traumatic stress disorder of college students. It can provide college students with a more positive attitude towards life, help them correct their problems, help them set some small goals, and achieve the goal of promoting college students' happiness index. Positive psychology attaches great importance to college students' emotions, which can improve college students' own attitude towards the quality of life to a certain extent. Improve the management and guidance abilities of college students, cultivate their optimistic personality traits, and ensure the stability of their overall emotional state.

### 2.1 Task-based Language Teaching

#### 2.1.1 The Definition of Task

When it comes to TBLT, scholars widely believe that tasks are a core component of task-based language teaching. Therefore, various definitions of 'task' have been given by scholars, and each has its focus.

Long (1985) defined tasks as obligatory or remunerative work and developed a theoretical model of task-based language teaching from the perspective of second language acquisition, later known as interactive revision theory. Then, D. Nunan (1989) divides tasks into two types: real-world communicative tasks and pedagogic communicative tasks. It requires students to understand, practice and communicate in the target language. In this process, students' attention is mainly focused on the linguistic meaning rather than the form. Later, Willis (1996) explains, 'task' denotes to a goal-oriented activity in which learners use all available language resources to address a problem, such as playing a game or solving a puzzle. Compared to Willis, Ellis' interpretation of "task" bears some similarities to Willis' definition. According to Ellis (2003), a language teaching activity can be called a task only when it fulfills the criteria: (1) It is meaning-focused; (2) The information or meaning gap should exist; (3) Learners need to draw upon their language repertoire to complete the activity; (4) A well-defined outcome of the activity (not the use of language) should be stated. However, no matter which definition scholars favour, it is argued that the main focus in TBLT is meaning and learners can feel free to engage in meaningful, goal-oriented communication.

#### 2.1.2 The Definition of Task-based Language Teaching

Task-based Language Teaching (TBLT) is based on the idea of "learning by doing" or "experiential learning" (Dewey, 1997), which means learners acquire a language by doing things in real-life situations, rather than just understanding it. Besides, TBLT has a weak version and a strong version. Weak TBLT (also referred to as task-supported language teaching) allows learners to use tasks as a means of analyzing language, whereas strong TBLT advocates subconscious learning only through tasks. At present, the "task-based" teaching methods used in Chinese teaching are mostly "weak task-based" teaching mode (Feng, Tang, 2004).

With the deepening research of the theory and practice of task-based teaching, the design and implementation methods of tasks have been further improved. Prabhu (1987) initially proposed the TBLT model, which consisted of three stages: pre-task (a preparatory activity), task cycle (a meaning-focused or interactive process action), and post-task (an activity attending to form). Later, Willis (1996) further developed this model by introducing a framework that emphasized language teaching around a task, with three main stages: pre-task (introduction to the topic and task, preparation), task cycle (task performance, planning, and report), and language focus (language

analysis and practice). To sum up, task-based language teaching has been attractive to scholars in the domain of SLA for several decades and widely adopted by educators teaching English as foreign language (EFL).

## 2.2 Technology-Mediated Task-based Language Teaching

### 2.2.1 The Definition of Technology-Mediated TBLT

The definition of Technology-mediated TBLT, in general, can be viewed as reciprocal elements between technology and TBLT which constitute a unique approach (González-Lloret, Ortega, 2014). In particular, TBLT as a method of teaching languages can be considerably improved by embracing new technology, and TBLT can offer a programmatic basis for the successful application of new technologies in language education. Similar to traditional TBLT, Technology-mediated TBLT can be categorized into weak and strong forms. Weak form of technology-mediated TBLT “would rely on technology as a pedagogical tool to extend traditional paper and pencil pedagogical tasks and traditional learning activities” (Payant, Bright, 2017). In this form, tasks are similar to traditional ones, but technology is used to and aid the tasks. A strong form of technology-mediated TBLT “seeks to integrate TBLT within virtual learning spaces” (Payant, Bright, 2017). This form takes into account the technology-mediated environment, which includes correspondence via e-mail, reading and writing on the web, and online interaction with other students.

### 2.2.2 The Framework of Technology-Mediated TBLT

In order to address the components that make up a technique, Richards and Rodgers (2008) suggested a new model based on Anthony's model. The following model states that "a method is theoretically related to an approach, is organizationally determined by a design, and is practically realized in procedure" (Richards, Rodgers, 2008).

More specifically, technology-mediated TBLT on a design level employs the same strategy as TBLT but with added information context. According to Richards and Rodgers (2008), language is seen "primarily as a means of making meaning". On a design level, technology-mediated TBLT extends the physical boundary into virtual space, where different kinds of educational and pedagogical practices are used. On a procedural level, the three steps of pre-task, task (cycle), and post-task are primarily the emphasis. The pre-task stresses how the task is introduced and presented. The task cycle then discusses how the task is handled and finished with the teacher's assistance. The post-task demonstrates how the teacher extends students' reflective learning in class or thereafter and provides feedback.

### 2.2.3 The Feature of Technology-Mediated TBLT Task

Task in both traditional TBLT and technology-mediated TBLT shares a series of identical features with different expression. In terms of TBLT, a typical "task" is defined by four characteristics. To begin with, a task should primarily focus on meaning as the expression conveyed "the semantic and pragmatic meaning of utterance"(Ellis, 2009). After that, a task should have "information gap", and after the completion of task a "clearly defined outcome other than the use of language"(Ellis,2009) should be expected and measured. As for learners, they are anticipated to wield their intellectual capability to exploit any linguistic and non- linguistic resources available.

The technology-mediated task, however, has five key characteristics despite all the common elements that make up a "task": it primarily emphasizes meaning, is goal-oriented, learner-centered, draws on real-world language use processes, integrates form-function-meaning, and involves reflective learning (González-Lloret, Ortega, 2014). The task can be completed in a technologically enhanced environment if it has such attributes.

## 2.3 Technology-Mediated Task-based Language in Oral English Teaching

Many academics have demonstrated the efficiency of technology-mediated TBLT in a variety of settings. For the application of technology-mediated TBLT in the process of oral English, foreign scholars have done more related research on this. Among them, Peterson (2009) in early time examines technology-mediated activities can encourage engagement throughout the process as well as co-constructive new rules and interactional resources to produce target language output.

However, In the research of oral English teaching in China, the technology-mediated TBLT is relatively late compared with foreign countries, but it has also attracted the attention of scholars. Initially, Yu (2016) implemented the application of task-based teaching mediated by technology in the process of oral English, and found that teachers can obtain students' feedback information in a timely and accurate manner and provide strong guidance, so as to achieve effective oral English teaching. According to Yu (2016), it can be proved that TMTBLT has value and the ability to be applied in a Chinese context.

Therefore, it is essential to use technology into the teaching of oral English in Chinese classroom. However, TMTBLT oral English teaching in the network environment is also facing transformation and challenges. The problems of how to optimize and utilize technology- mediated resources is still faced by English teachers.

### **3. THE CURRENT STATE AND PROBLEMS OF INTERVENTION**

Although major universities attach great importance to intervening in the traumatic stress disorder of college students and have formed a systematic mechanism for this work, to some extent, the implementation of this work has been effective. However, positive psychology has not been popularized in the whole society, which is relatively new, and there will inevitably be some problems in the application process, as follows:

Firstly, an important issue in the current intervention work carried out by major universities is the lack of comprehensive understanding of psychological problems among college students. Before college students officially started their college life, they mainly lived in high school and fully adapted to the tense study life. In university, it's not the case. These are two completely different environments. Life, learning, and environmental factors have undergone significant changes. At the same time, there are more life problems that college students need to face on their own, and the setbacks they experience are not limited.

Secondly, the current focus of psychological intervention is still on the specific problems that arise in the individual mental health of college students, blindly focusing on the negative psychology of college students and lacking support for universities Provide positive and optimistic emotional guidance. Excessive attention to students' negative emotions and lack of attention to positive aspects such as their achievements and progress in life and learning cannot help college students or meet their emotional needs.

Finally, some intervention methods are too one-sided, mainly adopting tough methods to motivate and guide students' behavior and values, and cultivating students into talents according to the old path, which is obviously no longer suitable for the development of the current era. Fundamentally speaking, the growth and progress of college students in daily life mainly rely on themselves. Only when an individual wants to improve and is driven by strength can they unleash their potential, gain more lasting motivation, and ultimately achieve personal life value through such a virtuous cycle. The current intervention methods often overlook this factor and are not conducive to development.

#### **3.1 Blending Technologies into Communicative Tasks**

In oral English teaching, teachers should consider the available technology-mediated resources, and combine tasks with technology to improve students' learning interest and experience, so as to promote the effectiveness of teaching process. At the same time, by applying technology in oral language teaching, teachers can better detect and correct students' accuracy and fluency in speaking, thereby helping students improve their oral language proficiency.

Specifically, in task-based teaching, teachers can use technological tools (such as video conversations, voice recorders, etc.) to create realistic task scenarios and form related communication task groups, thus guiding students to complete communication tasks effectively. Moreover, evaluation is also essential in the post-task cycle. Teachers can adopt technology- mediated evaluation tools (such as recording tools) to effectively improve learners' performance in speaking, thereby enhancing the effectiveness of oral teaching in large-class teaching environments.

#### **3.2 Providing Adequate Training for Learners**

Although operating a new technology in the process of oral teaching has authenticity and the higher degree of freedom, a certain degree of complexity is often involved in the process of learning. Thus, learners will be perplexed if instructions are unclear and teacher scaffolding is inadequate. Therefore, in the implementation of TMTBLT teaching, teachers should provide training, guidance and feedback to learners in the pre-task, during-task and post-task stages to ensure that learners can fully understand the task, and help students arrange rationally in each task circle to achieve the efficiency of task implementation and communication.

Besides, a training program that is effective should encompass micro-level features whereby students are guided to develop particular meta-cognitive strategies (e.g., paying attention to linguistic features during text-based chatting), cognitive strategies (e.g., how to discuss meaning and form in online chatting), social strategies (e.g., building rapport with others and maintaining group dynamics in the online environment), and affective strategies (e.g., keeping themselves motivated and engaged without being physically close to the teacher or peers).

### **3.3 Selecting Technological Platform for Oral English Teaching**

Implementing technology-mediated task-based teaching should select and apply online websites, social media and mobile learning applications to ensure that learners engage in meaningful, goal-oriented communication. At present, Chinese teachers have begun to use WeChat voice dialogue, English fun dubbing, Fluent Speaking English and other technological affordances as post-task achievement tests in oral teaching. However, for creating more authentic situations, teachers had better develop and choose more technology platforms to provide students with authentic and rich communicative tasks.

It should be noted that tasks in such form are the same as traditional tasks only through technology-tool aid display. The technology should be appropriate so that it does not divert the learners' attention from learning the target language. Therefore, teachers are recommended to implement a weak form of technology-mediated communicative tasks by using free technological tools and incorporating technology in small learning tasks. (Payant, Bright, 2017).

## **4. OBJECTIVES AND PATHWAYS OF INTERVENTION**

From the perspective of positive psychology, the main goal of intervention in post-traumatic stress disorder of college students is to understand the origin of college students' trauma, prescribe the right medicine for the case, and from a positive and optimistic perspective, eliminate the negative emotions of students themselves, guide them correctly, form a positive emotional experience, shape the positive personality of college students, and build a healthy psychological system.

In addition, try to help college students comprehensively understand themselves and get to know themselves as much as possible. Positive psychology not only plays an edifying role, but also needs to allow college students to fully determine their own personality characteristics and attribution style. If one learns that their current state is not conducive to personal development. So we need to take action and use some methods to assist in changing the situation. College students are a group of people who have received higher education, and their intellectual level.

Relatively speaking, it is more prominent, which is their advantage and needs to be fully utilized. For example, during the intervention process, more efforts can be made to cultivate independent and independent thinking habits among college students, helping them establish a relatively resilient and optimistic personality. The ultimate goal of positive psychology intervention is to try to avoid the occurrence of post-traumatic stress disorder after college students experience traumatic events, reduce their negative emotions, improve their positive psychological emotions, and make college students full of positive energy.

Finally, help college students establish a strong social system mechanism. According to research, the better a person's interpersonal relationships, the greater the level of support they receive in life. The same applies to college students. The more stable their network, the stronger the support they can receive from others when facing personal difficulties. This factor is very conducive to the development of college students. Therefore, interventions for college students should encourage them to communicate more with others, participate in activities, and maintain their network relationships. To shape the personality traits of college students as actively as possible, some campus activities can be established to help them use this way to live and learn, face setbacks more bravely,

and face their own lives.

#### 4.1 The Shift in Crisis PR Perspective

The traditional crisis PR concept is "solving problems for the organization (or government, etc.)", while the crisis PR concept under the positive public relations perspective is "solving problems for everyone (including businesses, government, organizations, the public, media, and other stakeholders)". Positive public relations practice is an action philosophy with the mission of "speaking well + doing well + doing good things". In crisis PR, the organization-public relationship exists in a continuum from "negative" to "positive". Generally, after a crisis event occurs, the organization-public relationship is at the most negative end. If the PR strategy taken by the entity can return the organization-public relationship to normal, it achieves the "turn crisis into safety" in negative public relations. If the PR strategy taken can transform the organization-public relationship to a positive state based on normalization, it achieves "turn crisis into opportunity" in positive public relations. The change in crisis PR concept is essentially a rhetorical change. Crisis PR has become a good thing to create "positivity", not a bad thing to mend "negativity", shifting people's attention to the positive contributions and efforts of public relations.

#### 4.2 How to Stimulate the Positivity in Crisis PR

Under the concept of positive public relations, an important question to consider is: how to stimulate the positivity in crisis PR? Or from another perspective, how to stimulate the positivity in the people involved in crisis PR (including internal and external stakeholders)? Positive public relations pursue "harmony", including both internal harmony, i.e., the harmony of employees themselves, superiors and subordinates, among employees, and external harmony, i.e., among businesses, between businesses and communities, and between businesses and media. Specific measures can be started from "positive relationships". By establishing positive cognition and positive emotions of internal and external stakeholders towards the enterprise, handling the relationship between individuals and groups, personal values and social values, and the relationship between cooperation and competition, game and balance.

### 5. CONCLUSION

For college students with post-traumatic stress disorder, psychological intervention and guidance are a systematic task. Positive psychology can be used as a basis to help college students cultivate good and optimistic emotions, train them to make correct behavior after suffering trauma, effectively help students establish correct outlook on life and values, and create a healthy and progressive campus atmosphere.

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