

Original Paper

Research on the Collaborative Construction of Happiness View
Education and Psychological Counseling for High-level Athletes
in Private Colleges and Universities—From the Perspective of
Positive Psychology

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Abstract

As a special group under the dual-track training model of "sports competition + higher education", high-level athletes in private colleges and universities face dual pressures from professional training and cultural learning, as well as multiple psychological distress such as competition gains and losses, career planning, and identity recognition. The shaping of their happiness view and the development of mental health are directly related to the quality of talent training. Positive psychology, with its core of "exploring individual strengths, cultivating positive qualities, and enhancing subjective well-being", provides a new perspective to solve the problems of disconnection and insufficient effectiveness in happiness view education and psychological counseling for high-level athletes in private colleges and universities. Based on positive psychology theory, this paper analyzes the collaborative value and practical dilemmas of happiness view education and psychological counseling for high-level athletes in

private colleges and universities, explores the path of their collaborative construction, realizes the organic integration of “heart cultivation” and “moral education”, helps high-level athletes in private colleges and universities establish a scientific happiness view, improve psychological resilience, and grow into compound sports talents with competitive strength, sound personality and the ability to perceive happiness.

Keywords

Positive Psychology, Private Colleges and Universities, High-level Athletes, Happiness View Education, Psychological Counseling, Collaborative Construction

1. Introduction

With the diversified development of higher physical education in China, private colleges and universities, with flexible school-running mechanisms, have become an important position for the training of high-level athletes, conveying a large number of professional talents to the sports cause. Compared with ordinary college students, high-level athletes in private colleges and universities shoulder the dual missions of competitive competitions and academic improvement. They are in an environment of long-term high-intensity training and high-pressure competition, and are prone to problems such as biased happiness cognition, accumulation of negative emotions, and insufficient psychological adjustment ability—some athletes equate “competitive awards” with all of happiness, ignoring personal growth, interpersonal relationships and spiritual pursuit; some athletes fall into psychological difficulties due to training injuries, competition failures, academic backwardness, etc., making it difficult to transform the results of psychological counseling into scientific happiness cognition, and the phenomenon of “separation” between happiness view education and psychological counseling presents.

Positive psychology breaks the negative orientation of traditional psychology which “focuses on problems and corrects defects”, and emphasizes paying attention to individuals’ positive emotions, advantageous traits and potential potentials. Its core is to guide individuals to actively pursue and create happiness, which is highly consistent with the core goals of happiness view education for high-level athletes in private colleges and universities—“cultivating scientific happiness cognition” and psychological counseling—“resolving psychological distress and improving psychological resilience”. Based on this, from the perspective of positive psychology, exploring the collaborative construction path of happiness view education and psychological counseling for high-level athletes in private colleges and universities, solving the problem of disconnection between them, and realizing the two-way empowerment of “educating morality through the heart and moistening the heart with morality” is not only the inherent requirement to improve the quality of sports talent training in private colleges and universities, but also an important measure to promote the all-round development of high-level athletes and realize the educational value of sports.

2. Definition of Core Concepts and Collaborative Theoretical Basis

2.1 Definition of Core Concepts

High-level athletes in private colleges and universities specifically refer to the student group admitted by private colleges and universities through special enrollment policies, who have strong sports competitive talent and professional sports skills, undertake school sports competitions and sports training tasks, and receive general higher education at the same time. Its core feature is the coexistence of “competitiveness” and “academic nature”, facing multiple pressures of training, competition, academic study and career planning.

Happiness view education refers to helping individuals establish scientific happiness cognition through systematic educational guidance, clarifying that the connotation of happiness is the unity of material satisfaction and spiritual pursuit, the unity of individual value and social value, cultivating individuals’ ability to perceive, create and convey happiness, and guiding individuals to achieve all-round development in the process of pursuing happiness.

Psychological counseling refers to the process of using psychological theories and methods, through communication, emotional counseling, cognitive adjustment and other ways, to help individuals resolve negative emotions, relieve psychological pressure, correct cognitive biases, improve psychological adjustment ability, and maintain mental health. For high-level athletes, the focus is on relieving competitive pressure, counseling failure emotions, and adjusting the contradictions between academic study and training.

Collaborative construction refers to breaking the independent operation mode of happiness view education and psychological counseling, establishing a linkage mechanism of connection, support and promotion between the two, realizing the integration of educational resources, coordination of educational processes, and complementarity of educational effects, and forming a joint force of “heart cultivation + moral education”.

2.2 Collaborative Theoretical Basis: Core Support of Positive Psychology

Positive psychology was proposed by Seligman. Its core views include three levels: first, focusing on positive emotional experience, emphasizing cultivating individuals’ positive emotions such as pleasure, satisfaction and gratitude, and enhancing subjective well-being; second, focusing on positive personality traits, advocating exploring individuals’ strengths and potentials, and cultivating positive qualities such as courage, perseverance, responsibility and cooperation; third, focusing on the positive social environment, emphasizing building a supportive interpersonal environment and growth environment to provide guarantee for individuals’ positive development.

From the perspective of positive psychology, the essence of happiness view education is to cultivate individuals’ positive cognition and positive qualities, guide individuals to correctly cognize happiness and actively pursue happiness, which is highly consistent with the core goal of positive psychology—“enhancing subjective well-being”; the core of psychological counseling is to resolve individuals’ negative emotions, explore individuals’ psychological advantages, and improve

psychological resilience, which is an important embodiment of positive psychology—“focusing on individuals’ positive development and resolving negative experiences”. The collaboration between them is essentially the two-way integration of “positive cognition cultivation” and “positive psychological empowerment”—happiness view education provides value guidance for psychological counseling, clarifying the direction of psychological adjustment; psychological counseling provides psychological support for happiness view education, making scientific happiness cognition take root. They are complementary and dialectically unified, and jointly promote the all-round development of high-level athletes.

Positive psychology holds that happiness is jointly constructed by five elements: positive emotions, wholehearted engagement, profound meaning, significant achievements and good interpersonal relationships. These five elements not only provide specific content for happiness view education, but also provide practical direction for psychological counseling, becoming the core theoretical support for their collaborative construction. The happiness experience of high-level athletes in private colleges and universities originates not only from breakthroughs on the competitive field and academic progress, but also from good interpersonal relationships, tough psychological quality and clear life meaning, which is the core target of the collaborative effort of happiness view education and psychological counseling.

3. Collaborative Value of Happiness View Education and Psychological Counseling for High-level Athletes in Private Colleges and Universities

3.1 Resolving Dual Dilemmas and Improving the Effectiveness of Education

The core dilemmas faced by high-level athletes in private colleges and universities are, first, biased happiness cognition—some athletes take competitive performance as the only pursuit of happiness. Once they fail in competitions or suffer setbacks in training, they will fall into confusion of lack of happiness; second, prominent psychological pressure—high-intensity training, frequent competitions, and conflicts between academic study and training are easy to lead to negative emotions such as anxiety, depression and inferiority, and lack effective channels for psychological adjustment. The collaboration of happiness view education and psychological counseling can realize the combination of “cognitive guidance” and “psychological empowerment”: through happiness view education, correct the biased happiness cognition of athletes, guide them to recognize the diverse connotation of happiness; through psychological counseling, resolve the negative emotions of athletes, improve their psychological adjustment ability, so as to resolve the dual dilemmas, make happiness view education more targeted, and make psychological counseling more value-guiding.

3.2 Cultivating Positive Qualities and Promoting All-round Development

Positive psychology emphasizes that the all-round development of individuals is inseparable from the cultivation of positive qualities. The growth of high-level athletes in private colleges and universities not only requires solid competitive skills and academic level, but also sound personality and positive qualities. Happiness view education focuses on cultivating athletes’ sense of responsibility, spirit of

cooperation, and gratitude, guiding them to realize the unity of individual value and social value in the process of pursuing happiness; psychological counseling focuses on cultivating athletes' psychological qualities such as perseverance, courage and optimism, helping them maintain a positive attitude when facing setbacks and pressures. Their collaboration can realize the simultaneous promotion of "quality cultivation" and "psychological construction", helping athletes grow into compound talents with competitive strength, sound personality and the ability to perceive happiness, which is in line with the fundamental task of "building up morality and cultivating people" in private colleges and universities.

At the same time, collaborative construction can help athletes transform the psychological resilience cultivated in psychological counseling into the motivation to pursue happiness; transform the scientific cognition established in happiness view education into the internal support to cope with psychological difficulties, form a virtuous cycle of "positive cognition—psychological resilience—happiness experience", and promote the all-round development of athletes.

3.3 Integrating Educational Resources and Optimizing Training Mode

At present, in the training of high-level athletes in private colleges and universities, happiness view education is mostly undertaken by ideological and political teachers and counselors, focusing on theoretical indoctrination; psychological counseling is mostly undertaken by psychological teachers, focusing on problem solving. The lack of effective communication and collaboration between them leads to scattered educational resources and poor educational effects. The collaborative construction of the two can break departmental barriers, integrate various resources such as ideological and political education, mental health education, and sports training, realize the collaborative effort of "ideological and political teachers + psychological teachers + sports coaches", integrate happiness view education into the whole process of psychological counseling, and integrate psychological counseling into daily training, academic guidance and competition management, so as to optimize the training mode of high-level athletes in private colleges and universities, and improve the targeting and effectiveness of talent training.

For example, in daily training, sports coaches can, based on the concept of positive psychology, not only focus on improving athletes' skills, but also focus on the cultivation of their positive qualities and the regulation of emotional state, integrate psychological counseling methods into training guidance, and convey scientific happiness cognition at the same time, so as to realize the organic integration of training, heart cultivation and moral education.

3.4 Conforming to Sports Education and Highlighting Private College Characteristics

The core of sports education is to "foster people through sports and cultivate people through culture", emphasizing cultivating individuals' sound personality and positive qualities through sports activities. The training of high-level athletes in private colleges and universities should not only focus on improving competitive skills, but also focus on the cultivation of humanistic literacy and mental health. The collaboration of happiness view education and psychological counseling conforms to the core connotation of sports education, and can integrate "heart cultivation" and "moral education" into the

whole process of sports training, competition and academic study, highlight the advantages of “flexible school running and characteristic education” of private colleges and universities, build a high-level athlete training system with private college characteristics, and convey more all-round developed talents to the development of China’s sports cause.

4. Realistic Dilemmas of Collaborative Construction of Happiness View Education and Psychological Counseling for High-level Athletes in Private Colleges and Universities

4.1 Weak Collaborative Awareness and the Phenomenon of “Separation” Between the Two

At present, in the training of high-level athletes in private colleges and universities, there is a general tendency of “valuing competition over heart cultivation” and “valuing academic study over moral education”, and insufficient attention is paid to the collaboration of happiness view education and psychological counseling. On the one hand, when carrying out happiness view education, ideological and political teachers and counselors mostly focus on theoretical explanation, ignore athletes’ psychological state, and lack the connection with psychological counseling, leading to the formalization of happiness view education, which is difficult to truly touch athletes’ hearts; on the other hand, when carrying out psychological counseling, psychological teachers mostly focus on resolving athletes’ negative emotions, lack guidance on happiness cognition, and fail to organically integrate psychological counseling with happiness view education, making it difficult to transform the results of psychological counseling into scientific happiness view. In addition, sports coaches pay more attention to athletes’ training performance and competitive performance, pay insufficient attention to athletes’ happiness view cultivation and psychological state, and fail to play the role of heart cultivation and moral education in the training process, further exacerbating the disconnection between the two.

At the same time, some private colleges and universities lack top-level design for collaborative construction, do not establish a clear collaborative mechanism, and departments such as ideological and political education, mental health education, and sports management work independently, lacking effective communication and collaboration, leading to scattered educational resources and difficulty in forming a joint education force.

4.2 Single Educational Content and Methods with Insufficient Adaptability

In terms of happiness view education, private colleges and universities mostly adopt traditional methods such as “classroom teaching and theme class meetings”, and the content is mostly universal theoretical knowledge, lacking targeting for the high-level athlete group—failing to combine the actual needs of athletes’ training experience, competition experience, career planning, etc., to explain the diverse connotation of happiness, making it difficult for athletes to combine the content of happiness view education with their own actual situation, and the educational effect is poor. Some athletes even regard happiness view education as “redundant courses”, with low participation enthusiasm.

In terms of psychological counseling, psychological counseling in private colleges and universities is mostly “passive intervention”—that is, counseling is carried out only after athletes have psychological

problems, lacking the awareness of active prevention and whole-process intervention; the counseling methods are mostly “one-on-one conversations”, lacking characteristic counseling methods for high-level athletes, such as sports psychological counseling, group psychological counseling, mindfulness training, etc., which are difficult to meet the diverse psychological needs of athletes. In addition, the content of psychological counseling mostly focuses on resolving negative emotions, lacking the cultivation of athletes’ positive psychological qualities, and the connection with happiness view education is not close enough.

As pointed out in positive psychology research, teenagers’ happiness views have problems such as lack of correct cognition, lack of realistic experience, and focusing on personal happiness while ignoring social responsibility. As an important part of the teenager group, high-level athletes in private colleges and universities also face similar difficulties, and the current single educational and counseling methods are difficult to effectively solve these problems.

4.3 Insufficient Collaborative Ability of Teachers and Insufficient Support

The collaborative construction of happiness view education and psychological counseling requires a compound teacher team with ideological and political education, mental health education, and sports training knowledge. However, there are obvious shortcomings in the teacher team of private colleges and universities: first, ideological and political teachers and counselors lack systematic psychological knowledge, making it difficult to integrate psychological counseling methods into happiness view education and effectively pay attention to athletes’ psychological state; second, psychological teachers lack understanding of the laws of sports competition and athletes’ psychological characteristics, the content and methods of psychological counseling are difficult to adapt to athletes’ needs, and lack relevant literacy of happiness view education, making it difficult to organically connect with happiness view education; third, sports coaches lack knowledge of mental health education and ideological and political education, making it difficult to balance athletes’ psychological state and happiness view cultivation in the training process, and failing to play the role of collaborative education.

In addition, the training of the teacher team in private colleges and universities is not targeted, and cross-training in ideological and political education, mental health education, sports and other disciplines is not carried out regularly, making it difficult to improve the collaborative ability of the teacher team, and difficult to support the collaborative construction of happiness view education and psychological counseling. Some private colleges and universities even have insufficient number of psychological teachers and uneven professional ability, further affecting the quality of psychological counseling and the effect of collaborative education.

4.4 Lack of Collaborative Mechanism and Imperfect Guarantee System

A sound collaborative mechanism and guarantee system are important supports for the collaborative construction of happiness view education and psychological counseling. However, at present, private colleges and universities have not yet established a sound collaborative mechanism: first, lack of communication and collaboration mechanism—departments such as ideological and political education,

mental health education, and sports management lack regular communication and exchange, making it difficult to realize the sharing of educational resources and the coordination of educational processes; second, lack of assessment and evaluation mechanism—the collaborative effect of happiness view education and psychological counseling is not included in the assessment of teachers and the quality of athlete training, leading to lack of motivation for collaborative education among various departments and teachers; third, lack of funding guarantee mechanism—private colleges and universities have insufficient funding investment in mental health education and happiness view education, lack necessary psychological counseling equipment and venues, making it difficult to carry out diverse psychological counseling and happiness view education activities.

At the same time, the construction of athletes' psychological files in private colleges and universities is imperfect, failing to realize dynamic tracking of happiness view cognition and psychological state, making it difficult to carry out targeted collaborative education and counseling according to athletes' actual situation, further affecting the effectiveness of collaborative construction. This is highly consistent with the shortcoming of some schools' "one-time assessment and no follow-up tracking" in psychological work, making it difficult to realize the whole-process attention and precise intervention of athletes' psychological state.

5. Collaborative Construction Path of Happiness View Education and Psychological Counseling for High-level Athletes in Private Colleges and Universities from the Perspective of Positive Psychology

5.1 Strengthen Collaborative Awareness and Establish the Integrated Concept of "Cultivating Heart and Morality"

Based on the core viewpoint of positive psychology—"positive development and comprehensive empowerment", strengthen the collaborative education awareness of private colleges and universities, and break the phenomenon of "separation" between happiness view education and psychological counseling. On the one hand, at the school level, strengthen top-level design, include the collaborative construction of happiness view education and psychological counseling into the high-level athlete training plan, clarify the responsibilities of departments such as ideological and political education, mental health education, and sports management, establish the integrated concept of "equal emphasis on heart cultivation and moral education, combination of prevention and intervention", integrate the core ideas of positive psychology into the whole education process, and guide various departments and teachers to actively participate in collaborative education.

On the other hand, strengthen the guidance to athletes, through theme lectures, case sharing, experience exchange and other ways, make athletes recognize the importance of happiness view education and psychological counseling, actively participate in relevant education and counseling activities, and establish the awareness of "actively pursuing happiness and actively adjusting psychology". At the same time, guide athletes to correctly distinguish between happiness and pleasure, realize that

happiness is a long-term sense of satisfaction, which not only comes from competitive performance, but also from personal growth, interpersonal relationships and spiritual pursuit, correcting their happiness cognition bias.

In addition, strengthen the collaborative awareness of sports coaches, guide coaches to not only focus on improving athletes' skills in the training process, but also focus on their psychological state and happiness cognition, integrate psychological counseling methods and happiness view education content into training guidance, and realize the organic unity of "training education, heart cultivation and moral education".

5.2 Optimize the Content System and Realize the Two-way Integration of "Positive Cognition + Psychological Empowerment"

Combined with positive psychology theory and the group characteristics of high-level athletes, optimize the content system of happiness view education and psychological counseling to realize the organic connection between them.

In terms of happiness view education content, based on the viewpoint of "multiple happiness" in positive psychology, construct a targeted content system: first, cultivate positive cognition, guide athletes to correctly understand the connotation of happiness, break the cognitive bias of "competitive performance = happiness", and let athletes realize that happiness includes not only competitive breakthroughs and academic progress, but also harmonious interpersonal relationships, the exertion of personal potential, the realization of social value and other aspects; second, cultivate positive qualities, combine athletes' training experience, focus on cultivating positive qualities such as perseverance, courage, cooperation and gratitude, guide athletes to maintain a positive attitude when facing training setbacks and competition failures, and turn setbacks into motivation to pursue happiness; third, integrate career planning education, combine the employment characteristics of high-level athletes in private colleges and universities, guide athletes to establish a correct career view, combine personal career pursuit with the development of sports cause, and feel happiness in the process of realizing professional value. At the same time, draw on the experience of "happiness classroom" construction, integrate happiness education with ideological and political education, model education and practical education to enhance the effectiveness of education.

In terms of psychological counseling content, adhere to the principle of "prevention first, whole-process intervention", and construct a content system of "positive prevention—emotional counseling—quality cultivation": first, strengthen positive psychological prevention, regularly carry out positive psychological lectures, mindfulness training, group psychological counseling and other activities to cultivate athletes' positive emotions, improve their psychological resilience, and prevent the occurrence of psychological problems; second, strengthen targeted emotional counseling, adopt personalized counseling methods for common psychological distress such as training pressure, competition failure and academic conflict of athletes, to help athletes resolve negative emotions and adjust cognitive biases; third, integrate positive quality cultivation, combine psychological counseling

with happiness view education, guide athletes to explore their own strengths and potentials, cultivate positive psychological qualities such as optimism, self-confidence and perseverance, and realize the two-way empowerment of “psychological counseling” and “happiness cognition cultivation”. In addition, we can learn from the athlete psychological adjustment plan, carry out situational psychological counseling according to the different characteristics of the training period and competition period, to improve the targeting of counseling.

5.3 Innovate Implementation Methods and Improve the Targeted and Effective Collaborative Education

Break the traditional education and counseling methods, combine the methods of positive psychology, innovate the implementation methods of happiness view education and psychological counseling, and enhance their targeting and effectiveness.

In terms of happiness view education, break the single mode of “classroom teaching” and adopt “experiential, interactive and immersive” education methods: first, carry out experiential education, organize athletes to participate in volunteer services, public welfare activities, team development and other activities, so that athletes can feel and convey happiness in practice, and enhance the appeal of happiness view education; second, carry out interactive education, through theme seminars, case analysis, sharing and exchange and other ways, let athletes discuss the connotation of happiness combined with their own training and competition experience, and form resonance; third, integrate into daily training and competition, let sports coaches timely convey scientific happiness cognition combined with athletes’ performance in the process of training and competition, and guide athletes to pay attention to their own growth and happiness experience while pursuing competitive performance. For example, after a victory in a competition, guide athletes to rationally view the victory, realize that success comes from training accumulation, and avoid complacency; after a failure in a competition, guide athletes to use the “frustration reconstruction method” to analyze the causes of failure, focus on controllable factors to improve, and turn setbacks into motivation for growth.

In terms of psychological counseling, innovate counseling methods to realize the combination of “personalization + diversification”: first, carry out personalized psychological counseling, establish athlete psychological files, formulate personalized counseling plans according to athletes’ psychological state, personality characteristics, training experience, etc., and adopt one-on-one conversations, psychological assessment, emotional diaries and other ways to accurately resolve athletes’ psychological distress; second, carry out diversified psychological counseling, draw on the methods of positive psychological intervention, carry out mindfulness training, meditation relaxation, strength identification, gratitude practice and other activities to cultivate athletes’ positive emotions and psychological qualities; third, construct a collaborative counseling mode of “coach + psychological teacher + counselor”, coaches timely find athletes’ psychological abnormalities in training, and timely feedback to psychological teachers and counselors, psychological teachers are responsible for professional counseling, counselors are responsible for daily tracking and guidance, forming a joint

counseling force. At the same time, lightweight psychological adjustment tools can be developed to facilitate athletes to carry out self-psychological adjustment at any time.

5.4 Strengthen Teacher Construction and Build a Compound Collaborative Education Team

The teacher team is the core support of collaborative construction. Combined with positive psychology theory, strengthen the construction of teacher teams in private colleges and universities, and build a compound team with knowledge of ideological and political education, mental health education and sports training.

First, strengthen cross-training, regularly organize ideological and political teachers, counselors, psychological teachers and sports coaches to carry out cross-training, including positive psychology theory, sports competitive psychology, ideological and political education methods, etc., to improve the collaborative ability of the teacher team, so that ideological and political teachers can master basic psychological counseling methods, psychological teachers can understand the laws of sports competition and athletes' psychological characteristics, and sports coaches can master relevant knowledge of ideological and political education and mental health education, realizing "each has its own strengths and collaborative efforts". For example, conduct psychological knowledge training for sports coaches, so that they have preliminary psychological state identification and basic adjustment abilities, and can carry out simple psychological intervention on athletes in time during training.

Second, introduce compound talents. Private colleges and universities can targetedly introduce compound talents with sports, psychology and ideological and political professional backgrounds to enrich the teacher team and improve the professional level of collaborative education; at the same time, they can employ off-campus experts, outstanding athletes, psychological counselors, etc., to carry out special lectures, guidance and training activities, and enrich teacher resources.

Third, establish a teacher collaboration mechanism, set up a "collaborative education group" composed of ideological and political teachers, psychological teachers and sports coaches, regularly carry out communication and exchange, collective discussion and other activities, jointly formulate collaborative education plans, solve problems in the collaborative process, and improve the effectiveness of collaborative education.

5.5 Improve the Collaborative Mechanism and Perfect the Guarantee System

Establish and improve the collaborative mechanism of happiness view education and psychological counseling, and improve the relevant guarantee system to provide strong support for collaborative construction.

First, establish a communication and collaboration mechanism, clarify the communication process of ideological and political education, mental health education, sports and other departments, regularly carry out inter-departmental communication and exchange, realize the sharing of educational resources and the exchange of educational information, and ensure the collaborative promotion of happiness view education and psychological counseling; for example, regularly hold collaborative education seminars,

inform athletes' happiness view cognition and psychological state, and jointly formulate targeted education and counseling plans.

Second, establish an assessment and evaluation mechanism, include the collaborative effect of happiness view education and psychological counseling into teacher assessment and athlete training quality assessment, clarify assessment indicators, and stimulate the motivation of collaborative education among various departments and teachers; at the same time, establish an evaluation system of athletes' happiness view cognition and psychological state, regularly evaluate athletes, track the effect of education and counseling, and timely adjust the collaborative plan.

Third, improve the funding and hardware guarantee, increase the funding investment in happiness view education and mental health education, equip necessary psychological counseling equipment and venues, build psychological counseling rooms, group activity rooms, etc., to provide hardware support for collaborative education; at the same time, encourage teachers to carry out relevant research, explore collaborative education models suitable for high-level athletes in private colleges and universities, and improve the theoretical and practical level of collaborative construction.

Fourth, improve the construction of psychological files, establish a dynamic file of athletes' "happiness view cognition + psychological state", record athletes' psychological assessment results, changes in happiness view cognition, psychological counseling process and effects, form a personal growth curve, realize the whole-process tracking and precise empowerment of athletes, and ensure the targeting of collaborative education and counseling.

6. Conclusion

The collaborative construction of happiness view education and psychological counseling for high-level athletes in private colleges and universities is an important path to solve the problem of "disconnection between heart cultivation and moral education" in the current training of high-level athletes in private colleges and universities from the perspective of positive psychology, and it is also an inevitable requirement to promote the all-round development of athletes and improve the quality of sports talent training in private colleges and universities. Positive psychology provides theoretical support for the collaborative construction of the two. Its core viewpoint of "exploring strengths, cultivating positive qualities, and enhancing subjective well-being" realizes the organic integration of "moral education" in happiness view education and "heart cultivation" in psychological counseling, which can effectively solve athletes' biased happiness cognition and psychological difficulties, and cultivate their positive qualities and psychological resilience.

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