

developing the ability to overcome difficulties, and then stimulating the development of abilities in other aspects, the goal of comprehensively increasing students' self-effectiveness in learning a foreign language is ultimately achieved. Based on the above research results, foreign language teaching should regard improving students' self-efficacy as a crucial task. To achieve this goal, teachers can adopt a series of targeted and operable strategies in teaching practice.

#### **List of used literature:**

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**Wang Linxia**

*Republic of Belarus, Vitebsk, VSU named after P.M. Masherov*  
Scientific advisor – Semenova N.S., senior lecturer

### **POSITIVE PSYCHOLOGICAL QUALITIES OF STUDENTS (CHINA AND BELARUS)**

Under the influence of traditional mainstream psychology, mental health work pays more attention to students' negative psychological problems, such as depression, sensitivity, social fear and other negative aspects, mainly "aiming at mental illness and basic adaptation problems", which makes students mistakenly think that mental health education is only aimed at those with mental illness or those who are prone to mental illness, so ordinary students are reluctant to actively participate, and thus fail to achieve good educational results. At the end of the 20th century, positive psychology gradually emerged under the theme of peace and development [1]. As soon as positive psychology changed the "pathological" characteristics of traditional psychology, it began to pay attention to the positive aspects of human nature, and from the perspective that everyone has the potential of self-realization, it studied the factors that can make people more positive, optimistic and self-growing. Positive psychology thinks that the process of psychological development is a process of dealing with and resolving psychological problems, so it pays more attention to the process of students' positive psychological development. With the emergence and development of positive psychology, mental health education gradually tends to a positive orientation [2].

**Material and methods.** Reviewing the psychological literature related to the research topic, questionnaire survey and data analysis. There are 110 students from China and Belarus in the valid questionnaire. Guan Qun and Meng Wanjin developed the Positive Psychological Quality Scale for students in China with good reliability and validity, which includes 15 qualities in six dimensions, namely, cognitive dimension (creativity, curiosity, thinking and insight), emotional dimension (sincerity and persistence), interpersonal dimension (love

and friendliness), justice dimension (leadership and cooperation) and temperance dimension (tolerance, modesty and perseverance).

**Results and their discussion.** First of all, the 15 dimensions of the positive personality of students in China and Belarus were analyzed by descriptive statistics, and the average score and standard deviation of the 15 dimensions of the positive personality of students were obtained.

The results showed that the mean scores of each dimension of Chinese students' positive personality are above the median of 3 except for sincerity (2.55) and leadership (2.98), indicating that Chinese students' overall level of positive personality is good. Among them, the significant positive personalities of Chinese students are, in order, faith and hope (3.53), humor and witness (3.51), mindfulness (3.50), and collaboration (3.50), which are in the top three scores of the four factors, while sincerity (2.55), leadership (2.98), and creativity (3.12) are in the bottom three scores of the three factors with lower scores. By comparing the mean values of the dimensions, it can be found that there are differences in the overall performance of different positive psychological qualities among these 55 subjects. For example, the mean values of the dimensions of "faith and hope", "heart touch" and "cooperation" are relatively high, indicating that the overall performance of the subjects in these aspects is better; while the mean values of "sincerity" and "cooperation" are relatively high. The relatively low mean values of the dimensions of "sincerity" and "leadership" reflect that the subjects may need to be further cultivated and guided in these dimensions in order to improve their overall positive psychological qualities. Observing the standard deviation of each dimension, it is found that the degree of individual differences varies from dimension to dimension. The large standard deviations of dimensions such as "creativity", "inquisitiveness" and "love" indicate that the differences between individuals in these dimensions are more obvious, and that when carrying out related education, training or counseling, more targeted measures may be needed to meet the needs of the subjects. When carrying out education, training or counseling, more targeted measures may be needed to meet the needs of different individuals; while the standard deviations of the dimensions of "friendliness", "modesty" and "spiritual touch" are small, indicating that there is little difference between individuals in these dimensions, and that relative measures can be taken. The small standard deviations for the dimensions of "friendliness," "modesty," and "heart touch" indicate that there is not much difference between individuals in these dimensions, and that a relatively uniform approach can be adopted to consolidate and improve the subjects' performance in these qualities.

The mean scores of the 15 dimensions of positive personality of Belarusian students are above the median of 3, except for creativity (2.91) sincerity (2.47) leadership (2.64), which indicates that the overall level of positive personality of Belarusian students is good. Among the significant positive personalities of Belarusian junior high school students in the order of love (4.21), faith and hope (4.13), and heart touch (4.12), the factor scores ranked in the first three places, while creativity (2.91) sincerity (2.47) leadership (2.64), which have lower scores, ranked in the last three places. By comparing the mean values of the dimensions, it can be seen that the higher mean values of dimensions like love, heart touch, faith and hope indicate that Belarusian students as a whole perform more prominently in these positive psychological qualities related to emotional and spiritual support. In contrast, the relatively low mean values of dimensions like sincerity and leadership reflect the fact that further strengthening of development and guidance in these areas may be needed to improve the overall level of positive psychological qualities among Belarusian junior high school students. At the same time, the size of the standard deviation also provides a basis for understanding the degree of individual differences. Dimensions with large standard deviations, such as intellectual curiosity and leadership, indicate that differences between individual students are more pronounced in these dimensions, and that more targeted measures may be needed to carry out relevant education and guidance.

**Conclusion.** The overall level of positive personality of students in both countries showed a good trend. The significant positive personality of Chinese students included faith and hope, humor, soul-touching, and cooperation; that of Belarusian students included love, faith and hope, and soul-touching. It can be seen that faith and hope, and soul-touching are important positive psychological qualities in students of both countries, while Chinese students emphasize cooperation and humor, and Belarusian students emphasize love. Chinese students scored low in sincerity, leadership, and creativity, and Belarusian students also scored low in creativity, sincerity, and leadership. This reflects that in these dimensions of positive psychological qualities, students of both countries have a lot of room for improvement, and may imply that there are certain common problems or challenges in junior high school education in these aspects, such as insufficient stimulation of students' creativity by educational methods, and lack of effective guidance in cultivating sincerity and leadership.

Cross-cultural exchanges and cooperation are of great significance in the field of education. The two countries can learn from each other's experience in mental health education and positive psychological quality cultivation, explore educational models and methods suitable for students from different cultural backgrounds, and jointly promote the all-round development of students.

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