

attract the user's attention and bridge the gap between the product and the user, evoking the most instinctive sensory level of experience. In addition, the knowledge of needs psychology is not only integrated into product experience design, but also highlights its important principles in some applications. Product experience design is constantly innovating, combining innovative ideas with user requirements, in line with a higher level of human development. At the level of reflection is the feeling of experience that the user has after using the product, and the emotion that arises from understanding and comprehending some of the information elements and design shapes that appear in the product itself. This emotion will vary from person to person, depending on the user's cultural background and experience of using the product. At this level of experience design it is important to consider the empathy between the user and the product to achieve a higher level of experience.

Result: as modern industry has brought about radical changes to human society, industrial design has also been given a boost, both in terms of the design of products and the structure of the products themselves, and the way people think about their needs for products has also changed. In the face of the changing development model of today's market, the concept of product experience design has just met the needs of the public, designing products that are more in tune with the needs psychology of people and bringing the value of experience into full play.

Conclusions: It can be seen that the importance of needs psychology in product experience design. This paper conducts a multi-level study on product experience design based on needs psychology, derives important connotations about product experience design of needs psychology, and through psychological analysis from product experience design users, derives hierarchical connotations of product experience design of needs psychology. Design is a complex process in development, and the role of needs psychology in product design can be seen from the connotation and importance of design based on needs psychology in product experience design. Designers should not only analyse a variety of factors but also design products that satisfy users under the premise of following the laws of design, so that users have a good product experience.

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A POSITIVE PSYCHOLOGY-BASED APPROACH TO INFORMATION TECHNOLOGY TEACHING REFORM IN UNIVERSITIES

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Background: The emergence of Internet technology can be traced back to as early as 1936, when British mathematician A.M. Turing invented the Turing machine, which laid the theoretical technology for the birth of modern computer hardware and software. Since then, after more than eighty years of development, Internet technology has truly covered all areas of human daily life, work, study, research, management and construction, effectively changing the trend of society. In essence, Internet technology is an information technology based on computer technology to complete the development and establishment, and the large-scale popularisation and application of this technology is an important symbol of mankind's advancement into the information society.

The continuous popularisation of Internet technology has pushed the scope of computer network technology and information technology applications to widen, and the reform of information-based education and teaching based on this has become the top priority of the reform work carried out by each university in China in recent years, and the introduction of information-based teaching concepts and reform methods has become the general consensus of each university in China. The introduction of information-based teaching and learning methods has become a common consensus in all universities in China. However, in the process of achieving this goal, there are some universities that have not mastered the correct reform methods and concepts, and in the process of carrying out information-based teaching reform, they often focus on the specific quantity of reform results, but often ignore the specific practical effects. In addition, some teachers in universities do not really understand the concept of information-based teaching, and there is a problem of blindness in the process of applying information-based teaching methods and information resources. The reform of information-based teaching in higher education institutions is a mere formality and does not achieve a fundamental breakthrough in quality.

The fundamental reason for these problems is that universities do not pay much attention to the personality characteristics and psychological experience of the teaching subjects, i.e. students, during the

reform of teaching informatization, which leads to the reform work being inconsistent with the essence of human-oriented education. In order to ensure that the quality of information technology teaching reform in universities can be fundamentally improved, positive psychology can be introduced into the process.

Positive psychology is a new field of study that emerged in American psychology at the end of the twentieth century, initiated by Seligman, a leading contemporary American psychologist. Seligman was elected as the new President of the American Psychological Association at the annual American Psychological Congress in 1998, at which he first presented the ideas of positive psychology to the world, and since then it has received widespread attention from all sectors of society. Positive psychology, as opposed to negative psychology, is the study of the positive aspects of human virtue and strength, relying on the more efficient and robust measurement and experimental methods that exist in the field of psychology at this stage.

From a research level perspective, the study of positive psychology encompasses three main areas: firstly, positive emotions and experiences. In the field of positive psychology research, this is the central element that has received greater attention. In layman's terms, it is the feeling of well-being that comes from remembering the past and the ability to have strong hopes for the future, two psychological states that are referred to as positive emotions and experiences; secondly, positive personality traits. Positive psychology emphasises the virtues and strengths of human beings as part of its research, and these virtues and strengths are known as positive personality traits. Positive psychology places greater emphasis on the creation of positive organisational systems, such as harmonious social groups and environments of free inquiry, so that human beings can develop in a more appropriate atmosphere and feel a stronger sense of well-being. At the same time, positive psychology involves three views of mental health: the positive view, the happiness view and the prevention view.

In general, positive psychology theory suggests that enhancing positive emotional experiences and creating a positive environment can be a powerful way to help students achieve their goals of self-identity and even success, so that an individual's positive strengths and potential can be mobilised more effectively. Based on this, universities can introduce the theories and contents of positive psychology into the process of reforming their information-based teaching, fully respect the psychological development rules of students in universities, change the basic purpose of teaching activities to the cultivation of positive psychological qualities of students, and complete the creation of a positive and healthy atmosphere within the university to complete the construction of a positive social organisation system. The aim is to create a positive and healthy atmosphere within the university and to build a positive social organisation system, thus creating a better environment for the strengthening of positive emotions and experiences of students. Under such conditions, the quality of the information technology education and teaching reform work in universities can be effectively implemented and the reform work can be practically realised.

Objective: In the context of the rapid development of information technology and computer technology at this stage, an important task for our universities to be able to achieve their own modern development goals lies in breaking with the previous teaching model and implementing the modern teaching model of information-based teaching within them. The realisation of this goal can be said to be the path to sustainable development of our universities in the context of the new era, and can also play a strong role in promoting the leapfrog development of the education sector. At present, all universities in China have achieved corresponding results during the reform of information-based teaching. However, there are still some problems.

In the context of information-based teaching reform, whether universities can ensure the correct perception and practical application of the concept of information-based teaching is the key to ensuring whether they can effectively achieve the teaching goal of promoting the overall development of students. Based on the perspective of positive psychology, there are some shortcomings in Ran Ran's information technology teaching reform in China's universities at the present stage, which are mainly reflected in three aspects. The most representative situation is that the subjective perceptions of the students and the teachers are not in line with the actual situation of each university, which leads to the blind application of information technology teaching resources and the application of information technology teaching methods. This has led to the poor quality of this content. Thirdly, the construction of positive organisational systems in the information technology teaching reform carried out by universities has not yet reached a relatively sound level, and this content is very beneficial to the cultivation and mobilisation of positive qualities and strengths of individuals. The lack of such a system in universities can lead to a poor quality of information technology teaching and learning reform.

The main objective of this paper is to apply the theories and techniques of positive psychology in a more efficient way, to analyse and study the existing problems of information technology teaching reform in universities, and to explore more efficient ways of mobilising positive emotional experiences of

teachers and students, cultivating positive personality traits of students, and establishing positive organisational systems, so as to lay a solid foundation for improving the quality of information technology teaching reform in universities. The aim is to lay a more solid foundation for the improvement of the quality of information technology teaching reform in universities, so that each university in China can effectively achieve the goal of cultivating talents with a sense of autonomy, innovation and positive personality traits in the process of reform.

Subjects and methods: In this paper, we focus on the various aspects of positive psychology theory, the reform of information technology teaching in universities, the problems of the reform, and the strategies for optimising the quality of the reform based on positive psychology.

In the course of the study, various research methods, such as data collection and conceptual analysis, were used in order to obtain a more comprehensive and systematic understanding of the subject matter and to ensure that the strategies proposed for optimising the existing problems are of real value.

Result: The study of this paper resulted in three optimisation strategies, based on the perspective of positive psychology, which are expected to provide worthy reference for the current reform of information technology teaching in Chinese universities. These three strategies are: firstly, to emphasise the concept of human-centredness and to put more emphasis on the cultivation of positive emotional experiences of teachers and students; secondly, to emphasise the establishment of positive personality traits as the core of the work; and thirdly, to emphasise the establishment of positive organisational systems as a guarantee that universities should take a deeper look at the concept and orientation of information-based teaching. The second is the establishment of positive personality traits as the core of the work to be carried out.

Conclusions: In conclusion, positive psychology, as a relatively new psychological research content, can play a very positive role when applied to the current stage of informatization education and teaching reform in China's colleges and universities. Although there are still some problems in this work carried out by colleges and universities, as long as colleges and universities can truly grasp the core of positive psychology and informatization teaching, the high quality of informatization teaching reform can be achieved in the near future.

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CREATION OF PSYCHOLOGICAL HEALTH MUTUAL HELP PLATFORM FOR STUDENTS BASED ON COMPUTER NETWORK TECHNOLOGY

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Background: According to statistics, as of December 2020, the scale of Internet users in China has reached 989 million, while students occupy more than twenty percent. In the current social context, the improvement of the level of network computer technology has also played a very critical impact on the development of students, especially in terms of their physical and mental health. In recent years, with the further development of education in China, the number of students in schools has been increasing, and Internet technology has become an important part of students' daily life. In the face of the new requirements for student mental health education in the new era, schools should use the Internet as a carrier to build a corresponding psychological support platform, taking into account the laws and characteristics of students' psychological development, so as to better meet the needs of the social context of the information age on the one hand, and to ensure that "helping people help themselves and growing up with mutual help" on the other. On the other hand, it can also ensure the full implementation of the principle of "helping people to help themselves and grow up", and provide guarantee for the provision of mental health services for students. In addition, the construction of a network platform for student psychological support can also better raise students' awareness of participation and lay the foundation for the stable promotion of subsequent work.

Objective: The popularity of computer networks in today's society has increased significantly, and the impact on people's mental health is intensifying. In order to further enhance the development of online mental health education, it is necessary to complete the creation of a student psychological support platform based on computer network technology, and to provide psychological help and psychological education for the target population by playing a fundamental role in the network platform. In the actual implementation of the creation of the student psychological support platform, the development goal should be to diversify the methods, enrich the content, innovate the educational means and virtualise the