Analysis on the Countermeasures to Improve the Anti-frustration Ability of College Students' Organization Members

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Abstract. Student organization is an important carrier to promote the all-round development of college students. As members of student organizations, when facing more tasks, they should not only have good communication and organization ability, but also improve their anti-frustration ability. With the development of economy and society, the members of college student organizations show new characteristics. Family, school, society, emotion and other factors are important sources of frustration for students' organization members. Therefore, colleges and universities should take various measures to strengthen the anti-frustration education of this group.

Keywords: Members of student organizations · Anti setback energy · Promotion countermeasures

1 Introduction

Student organizations are non-profit mass organizations formed voluntarily by students and carrying out activities in accordance with the articles of association. Specific forms include student unions, student associations, student classes, volunteer federations, non-profit public welfare organizations of college students, etc. Student organization is the representative of students' interests. Its main function is to serve students, assist teaching and carry out self-management. As a special group of college students, student organization members not only need to complete academic tasks like ordinary college students, but also participate in a large number of activities, which has a great influence in the student group. At the same time, they also face more challenges. They have more development platforms and opportunities than other college students. At the same time, they also bear greater pressure in life, study and work. Therefore, college students' organization members need more psychological care and anti-frustration guidance. Enhancing the anti-frustration ability of students' organization members can help them correctly understand setbacks and cultivate their will quality, so as to comprehensively improve their comprehensive quality and lay a good foundation for their growth.

2 Characteristics of College Student Organization Members in the New Era

2.1 Neglecting the Study of Professional Courses

The survey found that 44.8% of students' organization members blurred the boundary and importance of working ability and learning ability, only paid attention to the improvement of working ability and ignored their professional course learning. At ordinary times, too many activities lead to energy dispersion and performance decline. "Learning oriented" or "ability oriented" has become an important problem perplexing the members of student organizations. In fact, only with solid professional theoretical knowledge and strong working ability can we have a stronger voice and leadership in the student group. At the same time, in the future professional field, we will not lose our employment competitiveness due to the defects of our own professional knowledge.

2.2 Lacking Team Spirit and Self-discipline

The survey shows that 89.6% of college students' organization members come from one-child families. They enjoy better material conditions. They have been favored by their families since childhood, and their families take charge of their study and life. As a result, they have low requirements for themselves, act arbitrarily, and are used to being self-centered [1]. In student affairs, it is manifested in the lack of team spirit, cooperation consciousness, service consciousness and empathy, which will weaken the establishment of its good image and lead to the inability to carry out student work effectively.

2.3 Taking Risks but Having Poor Ability to Resist Setbacks

At present, "post 00" is the main body of college students. Many "after 00" parents are busy working but ignore the communication with their children in order to provide their children with a carefree life. The "post-00s" who lack communication place their emotions in the virtual world, which creates their publicized personality and unimpeded life, making their hearts extremely fragile. The survey found that 78.4% of the "after 00" student organization members are willing to explore the unknown and have a sense of adventure. However, if they encounter setbacks in the process of trying, their tolerance is often poor. Due to the influence of family environment, many students' organization members have developed the habit of taking themselves as the center. They can only listen to praise at home or outside and can't bear grievances. Some students lose their temper and even make extreme behavior once they encounter unpleasant and unpleasant things; when some students encounter setbacks and cannot adjust in time, they close themselves and even make extreme behavior [2].

3 Significance of Improving the Anti-frustration Ability of Students' Organization Members

3.1 Enhancing the Anti-frustration Ability of Students' Organization Members is a Strong Cornerstone to Promote Social Development

According to the survey data, 72.58% of the management of social organizations have served as members of student organizations. This fully shows that the members of student organizations are not only the backbone of the school, but also the backbone of social construction. Members of student organizations with good anti-frustration ability can enhance their tolerance, adaptability and overcoming ability to adversity, improve their determination and confidence to overcome difficulties, and then promote the improvement of work efficiency [3].

3.2 Improving the Anti-frustration Ability of Students' Organization Members is an Inevitable Requirement for Building a Safe Campus

In recent years, with the expansion of the enrollment scale of Chinese colleges and universities, the scope, intensity and difficulty of student work have also increased. As an active group of college students, college student organization members are not only the right-hand assistant of teachers, but also the important organizer and implementer of student activities. They have a strong role model and demonstration among students, and have an obvious effect on the growth of students [4]. College student organization members have strong anti-frustration ability, which is conducive to the smooth development of various recreational and sports activities on campus and the construction of safety and civilization on campus.

3.3 Strengthening the Anti-frustration Ability of Students' Organization Members is the Inevitable Demand to Ensure the Psychological Quality of Students' Organization Members

Due to the immature psychological development, the work, interpersonal and emotional difficulties encountered by students' organization members in the process of organizing activities are easy to cause psychological conflict. Colleges and universities shoulder the task of cultivating comprehensive quality talents. Students with comprehensive quality not only need to have social morality and good academic achievements, but also need to have good psychological quality. Anti-frustration ability is an important manifestation of mental health. Guiding the members of student organizations to correctly understand setbacks, learn self-regulation and enhance their ability to deal with setbacks is conducive to promoting the physical and psychological maturity of students [5].

4 Influencing Factors of Anti-frustration Ability of College Students' Organization Members in the New Era

4.1 Family Factors

Parents are the first tutors of their children, and family education is an important factor affecting college students' ability to resist setbacks. According to the survey, 71.2%

of the members of student organizations believe that their parents' expectations have caused some pressure on themselves. On the other hand, their parents have given them good family economic conditions since childhood and tried their best to help them solve various difficulties in life, which makes them lose their courage and confidence in facing difficulties. In addition, just entering the University, many students' organization members leave their parents for the first time. Facing the new school, new students and new environment, they have a sense of loneliness and leave the protection of their parents. Some students' organization members lack basic life skills and encounter the shortcomings of social communication, so they can't deal with all kinds of problems encountered in student organizations independently. Therefore, these make them unable to deal with setbacks smoothly.

4.2 Social Factors

With the development of market economy and the emergence of various social thoughts, the diversification of values has brought a great impact on College Students' values. The lack of objectivity and immaturity in dealing with the world and their own understanding is easy to cause frustration. In addition, the number of college graduates is increasing year by year, the employment situation is becoming more and more severe, and the competition in the employment market is becoming increasingly fierce. Some students' organization members with weak interpersonal skills are prone to setbacks when looking for a job, resulting in greater psychological pressure. There are also some members of student organizations who have high goals but low hands. It is easy to cause difficulties in choosing a job.

4.3 Emotional Factors

Members of student organizations often face three kinds of emotional relationships in college, namely family affection, friendship and love. In the family, the high expectations of parents are an important source of pressure for the members of student organizations. For students from single parent families or poor family economic conditions, they are facing the pressure of trying to change their fate and giving back to their parents. In their youth, they are more likely to have multi-level needs. Facing and dealing with more complex interpersonal relationships, they are restricted by factors such as cognition, emotion, will and ability. Their personality is unstable and their psychological development is not mature. Once they cannot be satisfied in the pursuit of their own things, they are prone to frustration, emotional fluctuations and affect their physical and mental health [6].

4.4 School Factors

Colleges and universities shoulder the task of teaching and educating people. They should not only teach college students scientific and cultural knowledge, but also teach college students interpersonal skills and methods to deal with setbacks, so as to help students become talents healthily. Under the influence of one-sided pursuit of employment rate

and enrollment rate, many colleges and universities pay attention to academic achievement and ignore the function of school mental health education to a certain extent. Some college students' work is not in place, they do not pay enough attention to the mental health growth of students' organization members, and they give less targeted help in the face of major setbacks.

5 Countermeasures to Improve the Anti-frustration Ability of Students' Organization Members

5.1 Strengthening Self Adjustment and Correcting Frustration Cognition

The survey shows that the main problems existing in the current student organization members are lack of leadership, tense interpersonal relationship, lack of initiative and innovation consciousness, and the fundamental way to solve these problems is to help them correctly understand setbacks, carry out necessary psychological intervention training and self-regulation training, and strengthen the cultivation of the leadership, creativity Good at communication and self-regulation. The school can let students understand the source, principle and coping strategies of frustration through mental health education courses and psychological salons, guide them to carry out self psychological adjustment through self motivation, diverting attention and venting their emotions through targeted psychological training, and coordinate their psychological structures such as knowledge, emotion, intention and behavior. At the same time, schools should attach great importance to anti-frustration education, establish psychological counseling institutions to dredge setbacks, organize lectures on interpersonal communication and mental health publicity, help them shape strong inner and healthy psychological quality, improve their ability to solve problems, and improve the work efficiency of students' organization members.

5.2 Enriching Social Practice Activities and Providing More Opportunities

An important reason for the weak anti-frustration ability of students' organization members is that they have fewer opportunities to face difficulties and contact setbacks. Therefore, to improve the anti-frustration ability of students' organization members, we should pay attention to providing exercise opportunities. The school should improve the enrollment education system for freshmen, build a platform, enrich social practice activities, give them more autonomy in organizing activities, encourage them to experience in real situations and improve their ability to solve problems, and make them feel successful in the process of resisting setbacks.

5.3 Heightening the Connection Between Home and School and Building a Joint Force for Educating People

The health quality of students' organization members needs the efforts of schools, society, families and themselves. Schools should give full play to the power of parents, strive for their support and cooperation, and jointly build an educational community. It is suggested that parents should set an example in life, respect their children's reasonable wishes, and guide them to correctly deal with difficulties and setbacks.

6   Conclusion

To sum up, improving the anti-frustration ability of College Students' organization members is of great significance for the improvement of students' psychological quality. Families, schools and society need to attach great importance to it, provide necessary help and guidance in time, establish strong external support and jointly cultivate their anti-frustration ability by enriching practical activities, strengthening psychological training and frustration counseling.

Authors' Contributions.   This paper is independently completed by Chengcheng Yin.

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