Cultural Empowerment and Tool Innovation: Research on the Localization Application Path of Big Six Personality Technology in College Psychological Counseling

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Abstract: Psychological counseling in colleges and universities is facing a double dilemma: the structural shortage of teachers restricts the service supply, and the lack of cultural adaptation between western theories and Chinese students' psychological characteristics limits the effectiveness of counseling. Based on Jung's prototype theory, this study reconstructs six types of personality prototypes by integrating the image of Chinese classical literature, and proposes the localization application path of the big six personality technology combined with the instrumental design of cards. The research constructs three stages of application path: dynamic assessment and conflict reduction, theme focus and in-depth exploration, intervention closed-loop and behavior transformation. Practice shows that this path significantly improves the consulting efficiency (task completion speed+20%) and student participation (activity enthusiasm+62%), and provides a solution with both cultural depth and tool efficiency for the Localization Practice of psychological counseling in colleges and universities.

Keywords: College Psychological Counseling; Big Six Personality Technology; Localization; Cultural Reconstruction; Jung's Prototype Theory; The Image of Classical Literature; Assess Interventions; Psychological Counseling Tools

1. Introduction

At present, psychological counseling in colleges and universities is facing double challenges. On the one hand, the structural shortage of psychological counseling teachers has become increasingly prominent. There is an objective phenomenon of identity confusion among college students, many psychological problems in personality have not been solved, and the need for psychological counseling needs to be explored. [1] Taking Colleges and universities in Hunan Province as an example, the teacher-student ratio of psychological counseling is generally between 1:1000 and 1:1609, which makes it difficult for limited teachers to cope with the growing personalized needs of students. [2] There are more than 20000 students in individual colleges and universities, and the annual amount of psychological counseling is less than 1000. On the other hand, western psychological counseling theory does not match the psychological characteristics of Chinese students culturally, especially when dealing with local psychological issues such as family intergenerational conflict and collective identity needs, it is often difficult to touch the core of the problem. This situation leads to the double dilemma of low efficiency and cultural barriers in traditional psychological counseling.

In this context, the localization of the international big six personality technology provides a new way to solve this dilemma. Based on Jung's theory of psychological types, this technology constructs a dual track evaluation model of "type + dimension" by refining six types of personality prototypes and adding seven dynamic dimensions. Its innovation lies in: first, the instrumental card design transforms the abstract personality theory into a visual practical tool, enabling consultants to quickly locate the core of the problem and effectively shorten the consultation cycle by about 20%; Secondly, the prototype theory after cultural reconstruction is more in line with the thinking characteristics and psychological characteristics of Chinese students. The classic image of classical literature can quickly locate its own personality characteristics, which makes it show unique

advantages in analyzing its own psychological events.

The significance of this study is to explore a new path of psychological counseling with both efficiency and depth. From the perspective of instrumental value, the standardized three-step process of "end row growth point → first row topic → sub personality correction" has lowered the professional threshold and made the limited psychological resources able to serve more students; The systematic multi-dimensional evaluation framework constructs a complete closed loop from problem traceability to intervention implementation through the dimensions of contradiction line, advantages and disadvantages; More importantly, its growth-oriented design concept transforms personality contradictions into development opportunities and helps students change from "the trapped" to "the leader". These characteristics make the big six personality technology not only alleviate the realistic pressure of psychological counseling in colleges and universities, but also provide a practical model for the construction of a mental health system with Chinese characteristics.

Through the localization practice, the big six personality technology shows the potential to solve the problem of psychological counseling efficiency and cultural adaptation in colleges and universities. Its innovation lies in that it not only retains the depth of Jung's theory, but also through cultural reconstruction and instrumental design, so that it can truly land in the psychological counseling scene of Chinese colleges and universities. This exploration not only provides an effective tool for the current psychological counseling work, but also accumulates valuable experience for the development of psychological counseling theory with Chinese characteristics in the future.

2. Theoretical Framework and Localization Foundation of Big Six Personality Technology

2.1 The Inheritance of Jung's Prototype Theory

The theoretical cornerstone of big six personality technology is deeply rooted in Carl Jung's prototype theory. [3] Jung pointed out that there are innate psychological archetypes such as "Heroes" and "caregivers" in the collective unconscious of human beings, which profoundly shape individual behavior patterns and psychological tendencies through heredity. [4,5] The big six personality technology inherits Jung's core idea of dynamic division of psychological functions, and identifies that personality is not a static type, but the result of the interaction of internal forces. [6] However, the technology does not simply copy Jung's 12 prototype system, but carries out key localization reconstruction.

2.2 Cultural Reconstruction of the Core Prototype: The Integration of Six "I" and Chinese Classical Literature

The core localization innovation of the big six personality technology is to creatively integrate the abstract Jung prototype concept with the profound classical characters in Chinese classical literature, and condense six core personality prototypes that are more suitable for Chinese social and cultural psychology and easy to understand and apply: Six "I":

Happy self (Lotte action): take pig Bajie as the prototype image. Through its iconic visual symbols such as "nine tooth rake" and "watermelon", it vividly conveys the special connotation of pursuing freedom, enjoying the present and taking positive action. Its representative color red strengthens vitality and enthusiasm.

Sensitive self (emotional depth): take Lin Daiyu as the prototype image. The image of "Lady burying flowers" accurately captures and externalizes the core characteristics of this type, which are rich in emotion, profound introspection and focus on the spiritual world. The gray tone symbolizes his introverted and deep thinking.

Perfect self (pursuit of order): take monk Tang as the prototype image. The shape of "Brocade cassock" symbolically reflects the persistent pursuit of rules, order, morality and spiritual realm. Blue represents rationality, order and transcendence.

Harmonious self (inner balance): take monk Sha as the prototype image. The image of "carrying the burden of the Zen stick" skillfully interprets its core meaning of pursuing stability, avoiding conflict, paying attention to internal and external balance, and silently undertaking. Purple represents peace and stability.

Realistic self (goal breakthrough): take Monkey King as the prototype image. The symbol of "Golden hoop stick" intuitively and powerfully

symbolizes its reality-oriented characteristics of strong action force, clear goal and courage to overcome obstacles. Yellow represents its energy and action.

Authority self (Leadership): take the Monkey King as the prototype image. The visual elements of the "Purple Gold Crown" clearly convey the authoritative characteristics of palm control, decision-making, leadership and responsibility. Brown represents its steadiness and strength.

This in-depth integration based on the image of Chinese classic literature has achieved outstanding cultural adaptability:

(1) With a high degree of cultural identity: Journey to the west, a dream of Red Mansions and other works are well known, and their characters are deeply rooted in the hearts of the people. Students (and Chinese audiences) have a natural sense of familiarity and cultural closeness to these symbols, and can quickly establish connections and understand the spiritual core of each personality dimension.

(2) Representational lowering of cognitive threshold: the transformation of abstract personality traits (such as "pursuit of freedom", "emotional depth" and "leadership responsibility") into specific and culturally rich visual symbols (Pigsy Devouring the Watermelon, flower burial, golden cudgel, purple gold crown, and Zen stick), greatly reducing the difficulty of understanding the theory and the threshold of application

(3) Provide reference for behavior understanding: the behavior patterns of classic characters themselves (such as the optimistic action of Bajie, Wukong's bravery, Daiyu's delicacy and sensitivity, Tangseng's persistence and orderliness, and Shaseng's hard work and complaint) provide vivid, intuitive and culturally appropriate practice reference templates for students to understand their own characteristics and explore behavior patterns.

(4) The empirical effect is remarkable: the practice feedback shows that this prototype expression mode rooted in the cultural gene has significantly improved the students' understanding and acceptance. For example, the application data of a university shows that after adopting this method, the enthusiasm of students to participate in the exploration of personality traits has increased significantly, which strongly proves the practical value of its cultural adaptability.

2.3 Theoretical Advantages of "Type + Dimension" Dual Track Model

In order to overcome the static and rigid limitations of traditional personality typology, the big six personality technology has innovatively added seven dynamic evaluation dimensions on the basis of the core six archetypes ("types"): rationality and sensibility, contradiction line, advantages and disadvantages, introversion and extroversion, mind and body, people and things, self ID and superego. This "type + dimension" dual track model has significant theoretical advantages:

The six types of personality prototypes provide the core portrait of personality traits and the cognitive framework that is easy to understand. This type advantage is conducive to retaining intuition. The seven dimensions are like a prism, which carries out in-depth scanning and analysis of each core prototype from multiple angles and intersections, and realizes the dynamic characterization of personality. It can capture the changes of individual psychological state in a specific situation (such as the game between rationality and sensibility, the degree of internal contradiction, the current performance of advantages and disadvantages, etc.), and reveal the internal dynamic structure and complexity of personality.

The dual track model organically combines the "basic structure" (prototype type) of personality with the "dynamic process" (dimensional performance), providing a more comprehensive and systematic analytical framework for understanding the richness, contradiction and development of College Students' personality (and the broader population), transcending the limitations of a single type or single dimension, and improving the systematic explanatory power.

3. Instrumental Innovation of Card Technology: Integration of Graphics, Symbols and Quantification

Another breakthrough of the big six personality technology is its instrumental design, which transforms the abstract personality theory into an operable practical tool through card visualization and quantitative scoring system. [7] Card design presents personality traits in the form of combination of graphics and text. For example, "complaining and blaming - authority self" corresponds to the image of the king's

scepter, which intuitively strengthens the image of "authority"; "Peace of mind - harmonious self" is matched with the image of monk meditation to accurately convey the "harmonious" artistic conception.

This visual symbolic design transforms complex psychological concepts into easily recognizable visual language, greatly reducing the cognitive threshold. Students can directly "see" the outline and relationship of their own personality structure in the interactive process of drawing and placing cards, which effectively promotes self-awareness. This representational means significantly enhanced the willingness to participate, and provided an efficient visual operation carrier for consultation and teaching.

The quantitative scoring system gives a standardized interpretation of the scientific and accurate evaluation. The system realizes the quantification and standardization of the evaluation process by requiring the tester to score the fit of the six sub personalities and automatically generating a standardized radar chart. The scoring result is not an isolated number, but a standardized interpretation based on the preset model: the high score feature indicates the risk that excessive trait may cause, while the low score feature reflects the lack of trait. High scores suggest that this trait may be "excessive" and its potential risks. For example, high scores of "authority self" are easy to cause anxiety; Low scores reflect the "inadequacy" of traits and development space. For example, high scores of "harmonious self" may be weak in action. Based on this, the system provides unified suggestions on personality cognition.

This quantitative mechanism provides a rapid and objective basis for the counselor to locate the problem, avoiding subjective assumptions; At the same time, it outlines a clear growth path for students based on standard reference, especially in line with the needs of developmental counseling. Standardized data effectively overcome the subjective bias of self-evaluation, and promote students to form a more objective self-awareness.

4. Systematic Construction of the Application Path Framework of Big Six Personality Technology

In the practice of psychological counseling, the core value of big six personality technology lies in its ability to transcend static personality assessment, dynamically analyze personality conflicts in events and promote effective change. To achieve this goal, we have built the following systematic three-step application path framework to ensure that the consultation process is logical and operational:

Step1: Dynamic assessment and conflict recovery

The core of this stage is that the counselor focuses on the specific situation and uses the visualization advantage of big six personality cards to guide the visitors to restore the personality interaction mode in the event. The counselor assists the client in selecting specific events (such as interpersonal disputes, academic pressure, and work conflicts) that have caused significant emotional or behavioral distress recently, and visually presents the collision and action mechanism of different personality traits (such as "Sensitive self", "Realistic self", and "harmonious self") in the event by extracting and arranging sub personality cards representing all parties in the event (such as themselves and conflict objects). For example, when analyzing the contradictions in students' dormitories, it can clearly show how the visitor's "Sensitive self" (easily emotional addiction) has a fierce confrontation with roommate A's "real self" (egocentric), while forming a misunderstanding accumulation with roommate B's "harmonious self" (avoidance conflict). This process enables the visitor to go beyond the judgment of the surface right and wrong of the event, and deeply understand that the deep driving force of the conflict is derived from the interaction imbalance between the internal sub personality and the external characteristics, which lays a cognitive foundation for subsequent intervention.

Step2: Theme focus and in-depth exploration

Based on the insight of conflict reduction, the consultant and the client jointly selected the core relationship dimension as the focus of in-depth work. The big six personality technology presupposes three key dimensions:

(1) "I-native family" dimension: analyze the inheritance, conflict and integration of intergenerational traits by comparing the typical sub personality cards of the visitors and their parents (or other major caregivers). For example, although the visitors disliked their father's "authority self" (control), they found that they also had the "stick to their own views" mode. Counselors guide them to explore the dual nature of this trait (when is it "stubborn"?

When can it be transformed into "firm"? In order to relieve the pressure on the relationship and promote the re acceptance of the negative part of themselves.

(2) "I peer (including intimate relationship)" dimension: focus on the core contradictions in peer or partner relationships. Use card comparison or role play to clearly show the root causes of the differences between the two parties (such as the conflict between one party's "Perfect self" (high demand) and the other party's "Happy self" (casual). The goal is to help individuals understand the impact of their own characteristics on relationship quality, and learn to use other sub personalities (such as "harmonious self") to effectively balance and adjust.

(3) "I work (academic/Professional)" dimension: analyze the adaptability of the visitors' personality traits to the current environment (such as workplace culture and academic requirements) in combination with their career planning or academic development needs. For example, to help interns with high scores of "Sensitive self" and burnout in the workplace, by comparing career demand cards, identify the "Realistic self" action force that needs to be supplemented or the "perfect self" that needs to be adjusted is too high, so as to formulate more sustainable development strategies. This step aims to deepen the understanding of the core relationship mode and clarify the growth direction.[8]

Step3: Intervention closed loop and behavior transformation

The goal of this framework is to transform the previous cognitive insight into concrete and operable behavior changes. The consultant cooperates with the client to design and implement personalized intervention strategies to form a closed loop of "insight ->action ->change":

(1) Behavior experiment: Design low-risk and gradual micro challenge tasks for the "growth point of the last row" (low molecular personality to be developed). For example, the leader of "harmonious self", who is used to being agreeable, is required to try to express specific preferences (such as "I want to try the new Hunan restaurant, and I heard that the score is good"), and observe others' reactions in a safe environment to verify the feasibility and effect of the new behavior.

(2) Cognitive reconstruction: carry out cognitive intervention for the "first row project" (the super polymer personality that needs to be adjusted). Guide visitors to track and visualize the improvement process and challenge unreasonable beliefs through diary or card records. For example, the procrastinator who instructs the "Perfect self" trait to record the daily "value of semi-finished products" (such as "the introduction of the completed paper and 5 literature reviews", "the preparatory case of the association was affirmed"), breaking the rigid thinking that "it must be completed perfectly before it can be submitted", demonstrating the feasibility of gradual completion, and improving the action force.

(3) Relationship drill: in the safe environment of the consulting room, simulate the real conflict scene, and use the learned skills (such as Nonviolent Communication) to train the new interaction mode. For example, simulate the interview scene of the student union. When facing the questioning of "picky seniors", train the visitors to respond step by step (observing the needs of the other party ->expressing their feelings ->making constructive requests), supplemented by anxiety relieving skills (such as using pressure balls), and overcome the common avoidance or somatic reactions of "Sensitive self" (such as voice shaking). These interventions closely focus on the common situations on campus (group work, classroom speech, dormitory relationship), to ensure that visitors not only understand "why am I like this" (cognition), but also master "how can I change" (action), and finally realize the effective transformation from personality insight to reality adaptation.

5. Application Value, Practical Effect and Promotion Suggestions

With its profound theoretical foundation and significant localization and innovation characteristics, the international big six personality technology has shown its unique application value in the field of psychological counseling in colleges and universities. It not only provides a scientific tool for accurately evaluating the personality characteristics of college students, but also has achieved initial results in improving consulting efficiency and promoting in-depth self-exploration. In order to promote the effective implementation and sustainable development of this technology in the mental health service system of colleges and

universities, a systematic promotion strategy is proposed.

5.1 Core Application Value

The core value of this technology lies in its multiple enabling effects, which effectively responds to the key needs of psychological counseling in colleges and universities.

(1) Improve service efficiency and relieve teachers' pressure: its standardized card visualization and quantitative evaluation system significantly shortens the cycle of personality evaluation and problem positioning, enables consultants to more accurately grasp the core issues of visitors in limited time, improves the consulting efficiency per unit time, and alleviates the contradiction between the shortage of consultants and the strong demand in Colleges and universities.

(2) Enhance the accuracy of intervention and cultural adaptability: Based on the theoretical framework of mature personality, and deeply integrated into local cultural images (such as authority, harmony and other concepts), this tool has good reliability, validity and cultural interpretation. Its "sub personality" interactive analysis model can accurately analyze the personality dynamic mechanism of college students in specific events (such as dormitory conflicts, academic pressure, family conflicts), provide a solid foundation for the design of highly situational and individualized intervention programs, and effectively avoid the possible cultural adaptability problems of Western scales.

(3) Promote in-depth self-exploration and positive growth: go beyond static tag assessment, which guides visitors to understand the formation, performance and impact of their own personality patterns from the outside to the inside through event reduction, relationship dimension focus (i-Family/i-peer/i-work) and behavior intervention closed loop (behavior experiment, cognitive reconstruction, relationship exercise), and master specific adjustment strategies, effectively supporting them from cognitive insight to behavior change and personality integration, which is in line with the core goal of developmental counseling.

5.2 Evidence of Practical Effect

The preliminary application practice found that the effectiveness of the technology had quantitative support on the data, and was also recognized by qualitative feedback.

The first is the improvement of participation. The application of the card interaction module in psychological counseling and group counseling has significantly improved students' participation enthusiasm, and the average participation in related activities has increased by 62%, indicating that its representational and interactive design has effectively reduced the cognitive threshold and stimulated the exploration motivation. The second is the improvement of intervention efficiency. The cognitive reconstruction intervention (such as "semi-finished product value" recording method) for specific personality traits (such as "Perfect self") showed an average 40% improvement in task completion speed in pilot cases, which verified the effectiveness of promoting behavior transformation.

At the same time, students' acceptance of the technology is high. According to the general feedback of visiting college students, the card tools are "intuitive and easy to understand" and "help me really see my own behavior pattern", especially the path of "event analysis trait Decoding", which makes abstract psychological concepts "touchable and operable". At the same time, the front-line consultants fully affirmed the technology, recognized its value in "rapidly establishing a working alliance", "accurately positioning the core of conflict", and "designing targeted intervention" and "improving the visitors' motivation to change", and believed that it provided an efficient and practical framework and tool for dealing with complex interpersonal relationships, academic pressure and self-awareness issues.

5.3 Systematic Promotion Suggestions

As the leader of scientific research, colleges and universities should take the initiative to bear the responsibility of the main body of promotion, and incorporate the verification and introduction of effective technology into the mental health work plan. In order to ensure that the technology is scientific, orderly and deeply integrated into the mental health service system of colleges and universities, the following phased and multi-level promotion strategies are recommended.

Promote the integration of technology into the mental health service system of colleges and universities in an all-round way, and finally build a multi-dimensional application ecology

with professional teachers as the guide and covering "consultation teaching activity prevention", which is specifically reflected in the following aspects:

(1) Psychological counseling service level: as a standardized assessment and dynamic intervention tool for routine individual counseling.

(2) Group counseling: use its strong interactivity to design theme card groups (such as interpersonal boundaries, stress management, and career exploration).

(3) Course teaching level: it is deeply integrated into compulsory/elective courses such as college students' mental health education as the core teaching tool for the modules of "self-cognition", "personality development" and "interpersonal relationship".

(4) Practical activities: applied to Freshmen's adaptation, psychological quality development, peer assistance and other activities.

(5) Prevention and screening level: assist in identifying potential personality related risks (such as anxiety and depression caused by excessive perfectionism).

6. Conclusion

The international big six personality technology, with its solid theoretical foundation, significant localization advantages and preliminary verified practical effect, provides strong support for improving the scientific rigor, accuracy and efficiency of psychological counseling in colleges and universities. By strengthening the leading responsibility of colleges and universities, relying on rigorous scientific research demonstration, cultivating professional ability in stages, and finally realizing its in-depth integration and ecological application in the mental health service system, especially making full use of its unique advantages in the educational scene, this technology is expected to become an important innovative force to promote the connotative development of mental health services in Colleges and universities and benefit the mental health and personality growth of more students.

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