

Research on the Curriculum System of College Students' Mental Health Education from the Perspective of Positive Psychology

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Abstract : With the acceleration of social and economic development, the society has higher and higher requirements for the comprehensive quality of college students, and the psychological pressure of students is also increasing. Major colleges and universities have set up mental health courses in order to reduce the psychological pressure of college students and improve their psychological quality through systematic education and psychological guidance. How to dredge the psychology of college students and improve their pressure resistance has become a problem that college teachers must solve in the teaching process. Based on the research on the practice of mental health education for college students, this paper discusses how to carry out the practice of mental health education for students from the perspective of positive psychology. It is hoped that through research and corresponding results, we can pursue the improvement of students' comprehensive quality of mental health from the perspective of positive psychology, so that students can actively face setbacks and meet challenges with an optimistic attitude.

Keywords : Psychology; Mental Health; Curriculum System

1. Introduction

College students' mental health education, as one of the important components of the university basic teaching system, its main role is to improve college students' psychological pressure resistance, shape students' healthy psychological state, and strengthen students' ideas and values, and make an important contribution to creating a good campus learning environment for students. Aiming at the practice of mental health education curriculum, this paper explores the current situation of college students' mental health education curriculum system, analyzes the problems existing in the system, and puts forward corresponding optimization measures, so as to make a certain contribution to the development of mental health education curriculum in the subsequent stage.

2. Research on the concept of positive psychology

Positive psychology is a branch of mental health education, which originated from the inheritance of American criticism of traditional psychology. The main content of this concept is to use various elements and tools in life to give full play to their potential and shape correct values, world outlook and outlook on life by analyzing the source of people's happiness and guiding people to face up to their own environment, era background and health needs, in order to urge people to shape a positive attitude emotionally to face the challenges and problems in life, achieve the goal of happy and optimistic life, and get rid of the interference and influence of negative emotions.

Positive psychology in colleges and universities is to guide students to strengthen their understanding of their own situation, find fun in learning and life, establish personal development goals, and guide students to complete phased goals by constantly

improving themselves in the process of development, so as to stimulate students' learning enthusiasm and life enthusiasm, arouse students' optimism to continue to face life, and make it achieve the purpose of personal comprehensive quality improvement and growth.

3. Current situation of college students' mental health education

At present, compared with the west, there is still a large gap in psychology teaching in China. The overall performance is that the educational foundation is insufficient, the teaching system is imperfect, and the starting gap is large. Teachers' cognition of the course is always in the stage of "psychology education is only teaching assistance to students", and no actual research progress and achievements have been made in this field.

Secondly, individual college students do not pay attention to psychological education. They think that psychological education is only a professional course for students to "entertain". They think that the learning quality of this course will not affect their own development. Therefore, there are frequent desertions, whispering and sleeping in the classroom, which seriously affect the classroom order and reduce the quality of mental health teaching. It is difficult for students to accumulate attentive knowledge based on the psychological knowledge spoken by teachers, and the psychological adjustment skills and methods they can master are also very limited. In addition, due to the imperfect relevant education system and other factors, the dilemma of college students' mental health education in China has always been unable to make a breakthrough and has been confined to the field of exam oriented education, which is not conducive to the development of students' mental health education and learning.

4. Optimization measures of college students' mental health education curriculum system

4.1 Starting from the curriculum system, combined with the content design of teaching cases

In order to further highlight the role of college students' mental health education, teachers need to analyze the curriculum system in detail, show different teaching contents combined with teaching examples, and improve the effectiveness of mental health education.

Taking *The Mental Health of College Students* (Tsinghua University Press) as the object, the textbook mainly includes: 21 lectures on mental health and 30 psychological education cases. It mainly carries out health education courses for college students from different aspects such as students' adaptation psychology, personality development psychology, learning psychology, success psychology and happy life, guide students to further improve their psychological quality in different modules such as self-awareness, healthy personality, emotional management, stress management, communication and happy psychology. Although the cases in the teaching materials have some enlightenment, they may show different teaching effects due to the different psychological quality of students in actual teaching.

Teachers need to design teaching cases according to the teaching content and students' learning characteristics, and introduce them into the students' curriculum system to further improve the quality of psychological teaching. For example, in the lesson "effectively managing your emotions" in lecture 12 of *The Mental Health of College Students* (published by Tsinghua University), first tell students the importance of emotional control, and use multimedia devices to play relevant videos to let students understand the dangers of improper emotional control. On this basis, we designed a little game about emotion control - emotion jar: take out a transparent glass, put tea and pour hot water into it, let the students shake the cup body evenly at different speeds, stop the operation and observe the movement state of the tea in the cup, and gradually change from the chaotic movement state to calm and orderly. Let students understand that the premise of realizing positive psychology is to learn to control emotions. Only by controlling emotions can they calm their mood and state, help students clarify their thoughts, make full psychological preparations for solving various problems, and further improve the level of students' positive mentality.

4.2 Constructing a positive campus life and learning environment combined with the requirements of curriculum teaching

The environment has a great impact on students. By building a good and positive living and learning environment, it can imperceptibly affect students' emotions, shape students' good character, and create favorable conditions for the improvement of college students' positive and healthy psychology and personal comprehensive quality. Secondly, in the learning process, students can master more skills and learn more advantages through mutual influence, mutual imitation and mutual learning, so as to further promote the quality and efficiency of students' personality development and moral formation.

In order to achieve this goal, the university should pay attention to the shaping of the university living environment. On the premise of fully exploring the contents and requirements of the psychological teaching curriculum system, teachers summarize the key points of the curriculum into corresponding copywriting, use activities, exhibitions, video publicity and other channels to

promote psychological quality education on campus, and increase cultural and recreational activities by building a good psychological education environment improve the enthusiasm of students' participation, as well as display the materials and information related to mental health by means of video, periodicals, PPT and sound through the school radio station and school TV station, so as to improve students' attention, integrate positive emotions into the university environment, imperceptibly affect students' mental health and contribute to the formation of students' healthy personality.

In the classroom environment, teachers can explain the content of Lecture 16 of *The Mental Health of College Students*: "learn to adjust themselves and maintain mental balance", and use multimedia equipment to do relevant experiments: use multimedia equipment to play several audio of different contents at the same time for students to listen, and interfere with students in the whole process. After the equipment audio is played, we can ask the students for the specific content of a certain audio, and ask the them to answer within one minute. By shaping this psychological interference environment, we can exercise the students' anti-interference ability, make them gradually grasp the key points of self-regulation and maintain psychological balance in the training process, and improve the students' comprehensive psychological quality, in order to ensure that students can reduce the interference and influence of external factors on positive psychology through self psychological adjustment, and promote students to maintain this mentality for a long time, which is conducive to the further enhancement of students' own psychological level.

4.3 Constructing a perfect mental health teaching system based on the curriculum system

In view of the imperfect teaching system of mental health courses in colleges and universities, the local government or the education bureau should take the lead, organize a team of excellent mental health teachers to design and plan the content and process of mental health courses in detail, and publish standard mental health textbooks. By integrating positive emotions and positive psychological elements into mental health teaching, we can ensure that students can accept systematic mental health teaching in the learning process, improve their comprehensive psychological quality and ensure the healthy development of students.

Secondly, students' opinions can also be collected in the construction of mental health teaching system. As the direct beneficiaries of mental health teaching, students can give many constructive opinions from different aspects, which may not be noticed by teachers, leaders and experts in actual teaching. For example, in the fourteenth lecture of *The Mental Health Education of College Students*: "learn to be independent and overcome the mentality of comparison", teachers can ask students about their understanding of self-reliance and self-improvement in class, let students explain their cognition of the mentality of comparison, and connect self-reliance and self-improvement with positive psychology. We can let students think, dominate the whole class and explain their opinions. By sorting out and analyzing students' opinions and integrating them into the construction of mental health teaching system, teachers make the system better match students' learning needs and improve students' positive psychological level.

5. Conclusion

To sum up, in order to ensure the further improvement of the college mental health education curriculum system, it is necessary to summarize the problems of traditional college mental education on the basis of understanding the concept of positive psychology, shape positive character and build a positive college campus life and learning environment by paying attention to the cultivation of college students' positive emotions. The effective application of measures such as constructing a perfect mental health teaching system can significantly improve the quality of mental health teaching and lay a solid foundation for the shaping of students' healthy personality.

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