

Investigation on the Present Situation and Existing Problems of College Students' Mental Health Education Courses

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Abstract: As the main way for universities to carry out students mental health education,the teaching quality of the "College Mental Health Education" course is very important to the impact on the mental health of college students. Therefore, it is necessary to pay more attention to the courses of students' mental health education. Form a reasonable teaching system about it and improve its quality ensuring that the mental health of university students is improved in health.

Keywords: The mental Health of College Students; Course; Teaching

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College students' mental health education courses are based on the characteristics of students' physical and mental development, guided by relevant psychological theories and techniques, taught by various forms, purposefully improving the students' psychological quality and systematically maintain their psychological quality step by step. At present, the various walks of life are facing various opportunities and challenges, how to guide students to adapt to the current social development as soon as possible is a new topic for many universities.

1. Present research

Currently, many universities have set up courses on mental health education for college students. According to the survey, about 20% of universities in our country position this course as an elective course, and about 80% of universities set it as a public basic course. Generally speaking, the mental health education courses for college students have been greatly improved and developed to some extent, however, at the same time, with the development of the times and the constant changes in the social environment, some new psychological problems among students have also emerged. College students are in the formation period of values, outlook on life and outlook of the world while experiencing the life of college. Universities should adjust their training goals in time according to the needs of the times, so that students have healthy bodies and minds, good aesthetic tastes and lifestyles, becoming well-rounded of the new generation.

2. Existing problems

It suggested that there are still some problems in the practical teaching process of college students' mental health education, which are mainly reflected in the following aspects.

2.1 The positioning of teaching objectives is not precise enough

Universities list "College Students' Mental Health Education" as a public basic course. They hope that students can form a good psychological quality by learning psychology-related knowledge. However, in the practical teaching process, some universities believe that mental health education is a part of moral education or equate it with mental health counseling, thinking that mental health

education is to provide psychological intervention and correction for college students with psychological problems, ignoring high-level goals such as career development and the improvement of personality.

2.2 The construction and the professional quality of the teaching staff needs to be improved

As front-line workers who directly contact with students, teachers play an important role in mental health education. Before helping students improve their psychological quality, they should firstly improve their professional knowledge and ability. However, in practice, mental health teachers in many schools are concurrently served by counselors who lack basic even systematical knowledge of psychology, the level of professional knowledge of them needs to be improved. New teachers and counselors in universities also lack teaching experience of mental health. The teaching content is disconnected with the life of students, and it is difficult for them to attach great importance on it.

2.3 The teaching content is outdated

Due to less importance attached into the curriculum and the lack of faculty specializing in psychology, even the teaching materials have not changed for many years for the reason that aren't supported by professional background and lack systematic theoretical knowledge, meanwhile, teachers do not put much effort into researching new teaching content and methods, their practical teaching content has followed the model and experience in the teaching process for many years lack of practical consideration and recommendation, which result in poor effect of practical teaching specialization.

2.4 The teaching methods are not various

Traditional course is still based on face-to-face teaching by teachers, emphasizing theory and lacking in practical teaching. It adopts traditional "cramming duck" education, that is, unilaterally instilling theoretical knowledge into students, lacking in-depth communication with students and communicating with the practical psychology of college students. With the development of the society, more and more college students are able to think independently, and they gradually form a deep understanding of the world. Less attention and importance can be attached into this kind of teaching method from the perspective of college students.

2.5 The assessment and evaluated standards of the curriculum need to be further improved

The traditional assessment of college students' mental health education courses usually uses class attendance and comprehensive scores of final papers as the results of students' academic assessment, paying less attention to procedural tests and students' participation in the classroom, which lead to students who are goal-oriented and result-oriented, they put more emphasis on papers while ignoring the experience and participation in the process of class. In terms of qualitative assessment and evaluation of the course, the evaluation index is too single: the same standard of evaluation is used for courses with different courses and different teaching forms. Due to the differences in curriculum setting, course nature and system in universities. Using a unified standard measure different courses of teachers cannot fully reflect the teaching requirements of students, too much emphasis put on the uniformity of teaching cannot show the teachers' style, which will hinder the reform of teaching.

3. Proposal

According to the relevant documents and regulations of the Ministry of Education of China on the mental health education curriculum for college students, I think the course can be divided into 12 topics, each of which should contain the following necessities:

3.1 Explain the history of mental health

Nowadays, college students have a strong awareness of mental health. They acquire psychological knowledge from various ways, but most of them are fragmented and cannot really meet their needs for growth and development, the systematic teaching of classroom's psychological knowledge can help college students better realize self-growth, stimulate their potential and promote students' solid mastery of knowledge of mental health.

3.2 Experience activities heuristically

The learning of students is a process of reconstructing their own experience, a process of self-reflection and understanding. Based on this, the experiential teaching in the mental health education curriculum for college students realizes communication and dialogue between students and teachers, students and students through various forms of experimental activities so that students can reflect and understand, which stimulate students' emotions. Experiential teaching methods such as psychological games, case analysis, role-playing, psychological situation dramas, brainstorming, group counseling can be integrated into the courses of mental health education for college students.

3.3 Share and communicate

The session of sharing and exchange is to share and exchange the feelings of theoretical learning and experience activities, which is

an effective transferring process that can broaden the scope of knowledge and experience, and it is also a process of interaction between student's subjects, environmental objects and theoretical knowledge to produce perceptions. In addition, sharing and communication are also the process of students' psychological behavior training. Through sharing, students can grow spiritually and own completed and objective self-knowledge more and more. Through communication, students can exercise interpersonal communication skills, learn to express themselves correctly, listen and give positive feedback.

3.4 Reflection and summary

Teachers and students in the mental health classroom need to reflect and summarize. In addition to examining the teaching concept, teaching process, teaching content, progress and other aspects, the reflection of mental health education for teachers is particularly important to examine and summarize their own grasp of psychological theory, the state and appeal when organizing experience activities, and how to pay attention, empathy and listen to students. Reflection and summary can be carried out from the aspects of what has been learned, how it has been experienced, how the group has been, what problems have been found and what improvements have been thought of, which is both the process of internalizing knowledge and the basis for forming good habits.

4. Conclusion

As the main channel for universities to carry out mental health education, the teaching quality of the "College Mental Health Education" course is very important to the impact on the mental health of college students. Therefore, it's necessary to pay more attention to the courses of students' mental health education. Form a reasonable teaching system about it and improve its quality. Systematic reform of teaching and innovation of the curriculum in various ways are used to ensure that the level of mental health for college students can be improved. Also make sure the balance between the mental health and physical health.

For the teaching effect of this course, Pedagogical reform of mental health education courses for college students have to transfer the classroom from theoretical knowledge to practical knowledge and applied ability. The reform of blended and flipped teaching mode drives other links of teaching. Organically integrate a variety of teaching methods such as student group learning, task-based teaching and heuristic teaching. Use the online platform to implement teaching forms such as special learning and interactive communication. Establish the concept of "student-centered" to promote the ideological and political reform of the curriculum, the thematic teaching of the content and the application of teaching evaluation.

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