

An analysis on the teaching reform path of mental health education in higher vocational colleges from the perspective of positive psychology

Haibo Gao^{1,2}, Ze Wang^{1,2}, Hua He^{1,2}, Zuyu Wan^{1,2}

1.Ulaanbaatar Erdem University; Ulaanbaatar 11000, Mongolia

2.Chongqing Vocational Institute of Safety Technology;Chongqing,404100,China

Abstract: With the development of society and the improvement of people's living standard, more and more people begin to pay attention to mental health problems. Vocational colleges as one of the important places to train professional quality talents, the importance of its mental health education is self-evident. However, in the actual work, there are still many teaching problems and challenges that need to be solved due to the lack of positive psychology quality training, low efficiency and low quality of mental health education. In order to better promote the growth of students' mental health, this paper discusses the path and new direction of vocational vocational mental health education teaching reform from the perspective of positive psychology.

Key words: positive psychology; Mental health education in higher vocational colleges; Teaching reform path

Introduction

The reform of mental health education in higher vocational colleges from the perspective of positive psychology is of great significance. By introducing the concepts and methods of positive psychology, students can not only know themselves better, have a more positive attitude and effective coping strategies when facing challenges, but also improve the teaching level and comprehensive quality of teachers. And promote the overall development of mental health education and teaching in higher vocational colleges. Therefore, it is necessary to reform and innovate the teaching of mental health education in higher vocational colleges to lead the progress and growth of college students with the reform of teaching mode. The following is also discussed around the specific implementation strategies:

1. Positive psychology connotation

Positive psychology is a discipline that studies positive psychological qualities and their effective development. It began in the 1990s, aiming to solve many problems in the traditional psychological research field, such as excessive attention to pathological psychology and neglect of healthy psychology. Therefore, it is also a supplement and perfection to traditional psychology, focusing on the realization of individual strengths, meaning and purpose, and emphasizing the individual's initiative and self-shaping ability. Positive psychology has a profound enlightenment on the reform of mental health education in higher vocational colleges. Let us pay attention to the cultivation of students' self-recognition and sense of self-worth, so that students can experience positive feelings such as success and happiness in the process of education, and improve their self-confidence. At the same time, it is also required to guide students to practice and innovate, pay attention to their emotional experience and the development of self-regulation ability. Finally, emphasis should be placed on guiding students' values so that they can not only pursue their own interests, but also pay attention to social responsibility. In a word, positive psychology provides a new way of thinking and direction for the reform of mental health education in higher vocational colleges, which is worth our in-depth exploration.

2. Vocational mental health education teaching problems

1. The goal of mental health education is fuzzy

The fuzzy orientation of mental health education in higher vocational colleges is one of the important problems existing in current educational practice. In many higher vocational colleges, the goal of mental health education has not been clearly defined, which leads to the lack of exploration and motivation in the field of education, and the teaching quality can not be improved. Many higher vocational colleges set the goal of mental health education as "promoting students' mental health", but did not explain the meaning of specific "health" and how to achieve "health", so teachers can only carry out some simple knowledge popularization and psychological counseling in the teaching process, unable to provide students with more systematic and scientific mental health education. There are many mental health courses still stay on the surface, there is no in-depth discussion of the specific problems faced by students. For example, some students may have learning difficulties, interpersonal conflicts or even mental problems that may need more targeted mental health education to address. However, the existing goal setting is vague and lacks specificity and pertinence, which leads to poor education results and can't really help students. In order to solve this problem, we need to establish a more perfect mental health education system, emphasizing the specific operability and adaptability of the target, in order to provide students with appropriate and effective mental health education services.

2. The teaching mode of mental health education lags behind

At present, there is a certain lag in the teaching mode of mental health education in higher vocational colleges. The curriculum content of mental health education in many higher vocational colleges mainly focuses on the popularization of mental health knowledge and the counseling of psychological problems, but the lack of more comprehensive and practical educational content makes it difficult for students

to obtain more detailed mental health knowledge and can not really apply this knowledge to real life. At the same time, the teaching mode of mental health education is often "one-size-fits-all", that is, all students accept the same education mode, but each student encounters different life and learning problems, so personalized and precise education is insufficient. At present, the teaching mode of mental health education in higher vocational colleges pays too much attention to the traditional "teaching + guidance", while ignoring the application of modern technical means. For example, through the network platform, Internet resources, etc., can achieve anytime and anywhere psychological counseling and mental health knowledge acquisition, which is what we currently lack and need to strengthen optimization and improvement of education. To sum up, the mental health education model in higher vocational colleges is lagging and solidified, and it is urgent to break and reshape it to enhance its practicability and operability. On the premise of individual differences of students, a more accurate and personalized education model should be built to provide students with more modern and effective mental health education.

3. The teaching reform path of mental health education in higher vocational colleges from the perspective of positive psychology

1. Clear curriculum teaching philosophy and objectives

The teaching reform of mental health education in higher vocational colleges is a process of multi-participation, which needs to constantly sum up experience in practice to form a education system suitable for contemporary college students. From the perspective of positive psychology, we need to clarify the concept and goal of curriculum teaching, and promote the education reform on this basis. First of all, in terms of teaching philosophy, we should take students' positive psychological quality as the educational goal. Positive psychological quality is a kind of psychological state, including the individual's positive emotion, optimistic attitude, self-efficacy, self-esteem and self-confidence. When these qualities are cultivated and developed, individuals can better adapt to various pressures and challenges in study and life. At the same time, we should also pay attention to the development of students' personality characteristics, so that they can view problems from multiple angles and solve problems in a diversified way. Secondly, in terms of teaching objectives, we should pay attention to cultivating students' subjectivity. Subjectivity is the individual's ability to take the initiative, choose independently and control themselves in the aspects of emotion, cognition and behavior. We need to let students actively participate in the education process and form their own ways of learning and thinking, so as to gradually cultivate their subjectivity. In practice, we need to take students' practical experience as the focus of teaching. Specifically, we need to promote students' mental health through various forms of practical activities, such as psychological counseling, social practice, public welfare activities and so on. Through these practical activities, students can better understand themselves, explore their own advantages and potential, and thus become more confident and independent. Finally, teachers should have not only professional knowledge, but also good communication and service ability to provide students with professional mental health services, which will provide a solid guarantee for students' positive mental health education. In short, the teaching reform of mental health education in higher vocational colleges needs to be carried out from the perspective of positive psychology, with the definition of curriculum teaching concepts and objectives as the core, and rich and colorful curriculum content and practical activities to allow students to obtain better educational experience and development space.

2. Enrich the curriculum content and teaching activities

From the perspective of positive psychology, the teaching reform of mental health education in higher vocational colleges needs to improve students' mental health level by enriching course content and teaching activities. Rich course content and teaching activities can help students better understand themselves and develop positive psychological qualities, thus improving their adaptability and creativity. First of all, we can add the relevant knowledge of positive psychology to the course content. For example, teaching students emotional regulation skills can help them better manage their emotions and strengthen their ability to resist stress. At the same time, positive thinking training methods are taught to students, so that they can positively face challenges and cultivate optimistic attitudes. Secondly, we can promote students' mental health through various teaching activities. For example, organize students to participate in group activities, so that they can feel the strength and support of the group; Organize students to participate in mental health clubs, so that they can communicate with other students who have the same interests, support each other, and increase students' self-confidence. In addition, we can also introduce some innovative teaching methods, such as problem-oriented learning, case studies, etc., to stimulate students' interest and thinking ability, let students participate in classroom interaction and activities, take the initiative to explore and solve problems, and cultivate their creativity and problem-solving ability. Finally, in order to improve students' mental health level, it is crucial to encourage students to participate in social practice activities, which can let them know about social hot spots and problems, cultivate their social responsibility and critical thinking ability, so as to enable students to better integrate into society and enhance their social adaptability. In a word, enriching the course content and teaching activities is one of the important paths for the reform of mental health education in higher vocational colleges. By adding the knowledge of positive psychology and constructing the appropriate teaching mode, students' psychological quality can be effectively improved and their positive mentality and behavior habits can be cultivated.

3. Carry out consulting services and practical activities

In the reform of mental health education and teaching in higher vocational colleges, it is essential to carry out consulting services and practical activities. This point in the perspective of positive psychology has been further emphasized and paid attention to, can be more in-depth understanding of the actual situation of students, effectively cultivate their positive psychological quality, improve their comprehensive quality. On the one hand, counseling services can help students better understand themselves, master mental health knowledge, and learn to cope with psychological problems effectively. The school can set up a team of psychological counselors, regularly organize face-to-face

or online counseling services, establish personal psychological files, through counseling to help students solve problems at different levels, such as emotion, study, interpersonal relations, improve students' self-cognition and self-management ability, and cultivate a positive and healthy attitude. On the other hand, carrying out practical activities provides more practical learning opportunities and helps students convert theoretical knowledge into practical actions. Schools can organize mental health education practice teams, organize students to conduct mental health surveys, mental health activities and other practical activities, so that students can personally experience the importance and practical effects of mental health education, through practice to promote students to master, use and improve the level of mental health in practice, so as to enhance comprehensive ability and competitiveness. In short, to carry out consulting services and practical activities is a key link in the reform of mental health education and teaching in higher vocational colleges, and also an important content in the perspective of positive psychology.

4. Improve teachers' ability and comprehensive quality

Only teachers with high psychological quality and comprehensive ability can better promote the development of students' mental health, improve students' comprehensive quality and core competitiveness. In the teaching of mental health education in higher vocational colleges, teachers need to master the basic and applied knowledge of psychology, understand the theory and practice of mental health education, as well as the current trend of mental health problems. At the same time, teachers also need to have certain consulting service ability and problem-solving ability, such as effective communication skills, teamwork ability and so on. In addition, teachers need to constantly learn and improve themselves to infect and influence students with their positive psychological qualities. Teachers also need to continuously improve their comprehensive quality and professional quality, such as having a good ability to organize, develop and implement educational activities, the ability to use diversified teaching content and methods, the ability to summarize classroom and student problems and so on. This not only requires teachers to have a higher discipline accomplishment and educational background, but also requires teachers to have a strong working ability, can be competent for the post of mental health educators, and explore a new path for mental health education suitable for college students in China. In short, in the reform of mental health education and teaching in higher vocational colleges, improving teachers' ability and comprehensive quality is a crucial part. Only with higher mental quality and educational ability can teachers provide better mental health education services for students and promote their growth and development.

Concluding Remarks

All in all, based on the perspective of positive psychology, this paper provides new ideas and directions for the reform of mental health education in higher vocational colleges. Under the guidance of positive psychology, we should clarify the target orientation and teaching concept of mental health education, enrich the course content and teaching activities, carry out diversified consulting services and practical activities, and improve the ability and quality of teachers. In this way, it is expected to achieve better results in mental health education and teaching in higher vocational colleges, so that students can grow up healthily at the same time, but also better adapt to the future career development and social life.

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