

Promoting Psychological Health Education for Vocational College Students through Home School Interaction

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Abstract: The main battlefield of student mental health education is schools, but the formation of their healthy psychology cannot rely solely on the power of schools, and the cooperation of families is equally important. Therefore, this article explores the important significance and approaches of psychological health education for vocational college students based on the concept of family school cooperation.

Keywords: Home school cooperation; Vocational college students; Psychological health education

Family education is the foundation of school education and social education, and has the deepest impact on a person's life. Good family education can effectively improve an individual's mental health level and provide strong support for coping with psychological problems. At the same time, the formation of psychological problems is often not overnight, but a long-term process with a certain degree of concealment. Most students are unwilling to actively report special situations to school teachers for self-protection reasons, and once problems occur, they will be caught off guard. Therefore, in order to establish a detailed psychological record of students as much as possible and provide effective support and assistance to students who need special attention, only when parents trust the school, let go of their grievances, and actively and timely communicate with the school teachers about the special situations of students, can family and school work together. Whether it is research achievements from abroad or policy guidance in China, home school cooperation has become an inevitable trend in education. Taking the questionnaire survey on home school cooperation conducted by Yangzhou Industrial Vocational and Technical College as an example, when asked "What would be the most effective method if both families and schools can achieve good communication and cooperation, and jointly help children achieve better development?", the main suggestions of the respondents are as follows: first, in terms of philosophy. Both families and schools need to think from different perspectives, understand each other, and supervise together; Secondly, in terms of measures. The school needs to give full play to the role of parent groups and official account, and regularly publish important notices, class work and student updates; Parents can have smooth channels to directly contact teachers and timely communicate with students about their performance in school and their situation at home; Parents and teachers should pay more attention and encourage students, guide them to sort out their emotions, and schools need to do a good job in student career planning and employment guidance, guiding students to participate in more practical activities (outdoor activities, professional internships, professional competitions); At the same time, it is hoped that the school can establish a parent committee and hold at least one online parent teacher meeting every semester. If conditions permit, a parent open day will be arranged once a year. When asked "What are the concerns about contacting schools or teachers?", some parents were most concerned about causing trouble for teachers, which was the factor that respondents considered the most, Secondly, considering the desire to give children more space for independent development, and once again, factors such as poor communication skills, busy work schedules, and children's unwillingness to contact school teachers from parents. Some respondents believe that there is no need to contact teachers and they are not very familiar with using new media. A small number of respondents, due to their poor experience in home school communication before college, are unwilling to actively contact the school. Some respondents may consider other factors such as difficulties in Mandarin communication, mentality, and concerns about the teacher's attitude.

Based on the above research results, schools need to accurately grasp key nodes, make good use of school education resources, and fully utilize new media technologies to form a family school education community led by the school and actively participated by families, in order to effectively promote family school cooperation, improve students' mental health level, and promote the improvement of the mental health education system.

1.Starting from the promotion and popularization of the concept of home school cooperation, guide parents to actively participate in psychological education

Although most parents agree that both parents and schools are responsible for the growth of their students, in reality, it is not common for parents to actively contact the school, except in the early stages of enrollment or when students encounter problems. They are not only worried about disturbing the teacher's daily work, but also worried about excessive interference in the student's campus life, and because they do not have enough energy to communicate with the teacher. Therefore, when promoting the concept of home school cooperation, attention must be paid to methods and methods: on the one hand, universities should seize the opportunity of new students entering school, print home school cooperation promotional materials, and display the environment of mental health education centers through student communities and welcome scenes, so that parents can personally feel the positive atmosphere of school psychological education. The reason for emphasizing the enrollment stage of new students is because there are significant differences compared to the middle school stage in terms of living environment, learning characteristics, interpersonal relationships, management methods, and other aspects. In addition, the immature psychological development of students can easily lead to a certain degree of psychological distress. Therefore, parental support and encouragement are essential for new students entering the school stage. The warmth, trust, and care from parents will give new students confidence, courage, and strength to revitalize their lives. At the same time, due to certain psychological distress related to the experiences of new students before entering school, parents must have a better understanding of their students' past than schools. Therefore, home school cooperation promotion is particularly important at this stage. On the other hand, universities can use technologies such as the internet and new media to hold lectures on mental health knowledge such as "parent classrooms", to eliminate parents' concerns about exposing their children's psychological problems and affecting their normal school friendships. Parents can understand that letting go does not mean indifference. Individuals in the university stage are not yet mature in psychological development and require the assistance of social support systems to guide parents in obtaining effective methods to help their children's mental health grow.

2. Focusing on the practical research of family school cooperation path, enhancing the effectiveness of mental health education in universities

The purpose of home school cooperation is to unite parents to jointly strengthen the mental health education of college students, in order to effectively prevent, timely investigate, scientifically guide, and prudently solve psychological and safety problems of students. Therefore, the content of home school cooperation must be close to the actual mental health work of college students, centered around students, reflecting the timeliness, effectiveness, and continuity. For example, strengthening the construction of the family school cooperation system, making work systematic and effectively guiding counselors and class teachers to carry out psychological work; Design a special questionnaire for home school cooperation, collect parents' concerns, and answer hot issues through parents' classroom or official account. At the same time, the form of home school cooperation should combine online and offline, build multi-level home school cooperation platforms, and expand interactive communication channels. For example, taking the opportunity of new student registration and enrollment education, establish a parent WeChat group and hold a mental health education lecture with the theme of "How to help children adapt to the new environment?" "How can my child balance academic and interest?" "What support can the school provide for students with psychological problems?" Through interviews or case studies, have face-to-face communication with parents.

3.Taking the construction of a long-term mechanism for family school cooperation as the foothold, orderly forming a family school psychological co education model

Before students enter school, class teachers and counselors can establish a home school cooperation mechanism by contacting parents, allowing parents to understand the difficulties that new students may encounter in adapting, reminding them to pay attention to their emotions and physical and mental states, and letting parents understand the important significance of home school cooperation in improving the effectiveness of psychological education; During the enrollment education stage for new students, electronic records of student psychological growth should be established based on the results of psychological testing, and a regular contact mechanism should be established with students and their parents who are in the recovery period from psychological problems. Here, it is necessary to accurately grasp the policy sup-

port of laws and regulations. For example, the “Mental Health Law of the People’s Republic of China” promulgated and implemented in 2013 clearly stipulates the responsibilities of schools, families, and guardians, providing legal protection for family school cooperation. Therefore, for students who are determined to have serious psychological problems at the time of enrollment, the school must actively establish a long-term cooperation mechanism with parents, exchange information, trust each other, timely grasp the psychological dynamics of students, and prevent the occurrence of psychological crises. Currently, the improvement of people’s understanding, the deepening of educational reform, and the integration of disciplines have provided abundant resources for the research and practice of mental health education. However, there are still many problems in implementation. But as long as all parties in society unite, especially the families, schools, and education departments, reach a consensus and form a joint force, it will definitely achieve significant development in mental health education.

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