

Interactive Teaching Experience and Reflection of Mental Health Education for College Students Course — Taking Sichuan Vocational College of Information Technology as an Example

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Abstract. The author introduces interactive teaching into college students' mental health education curriculum; finds that college mental health education for student course has strong application, experience, and diversity of teaching evaluation in the teaching process. On this basis, some reflection has been done.

Keywords: *interactive teaching, college students' mental health education, course, experience, reflection*

1. Introduction

After the country introduced basic requirements for mental health education curriculum in 2011, colleges and universities throughout the country began to really value and develop mental health education curriculum. Although as a higher vocational college, our school always attaches great importance to the mental health education of college students. After several years of careful preparation, on the basis of elective course, in 2016, the college offered "Mental Health Education for College Students" compulsory course, according to the law of college students' mental development, separate curriculum, unified textbooks, and full-time and part-time teachers of the mental health education center are relied on to carry out course teaching.

2. Research on the Current Situation of "Mental Health Education for College Students"

At present, in the college "Mental Health Education for College Students" course, the small class teaching system is adopted; the first semester of the freshman start teaching, there are totally 1 credit and 16 class hours. At the beginning of course design, the author integrated the curriculum guiding ideology, took knowledge as the foundation, ability as the goal, and situation as the carrier, introduced the interactive teaching method, and designed the "create situation, autonomous discussion, feedback correction, deepen summary" four in one teaching model, which has been promoted in all classes.

In order to further improve the construction of curriculum and understand the effect of the interactive teaching mode in the curriculum, the author took Sichuan Vocational College of Information Technology as an example, and conducted a questionnaire for all freshman classes which offer mental health education curriculum. The questionnaire involves the content design of teaching content, the reform of teaching models, the innovation of teaching methods and the experience of teaching effects, etc. A total of 2408 questionnaires were distributed and 2341 valid questionnaires were recovered. The statistical results are as follows:

Table 1. The statistical results

do this course help you	help a lot	have some help		no help
	87.4%	11.4%		1.2%
satisfaction of this teaching method	very satisfied	general		unsatisfied
	89.3%	10.5%		0.2%
which part of the teaching contents do you like best	self-knowledge	emotion management	mental crisis intervention	interpersonal communication
	27.1%	21.6%	17.5%	14.7%
teaching contents need to be added	recognition of mental illness	family members' communication and handling of conflicts		social practice
	10.3%	8.4%		6.9%

The statistical results of the questionnaire show that the classroom teaching is still the most important channel for schools to promote mental health knowledge from the point of view of form. Students can form scientific health viewpoint in the classroom, and can better understand the mental health of themselves and others, from the perspective of teaching contents, as long as it is related to the students themselves, students are very interested in learning. But how to apply the knowledge learned is still a key question.

Most students think that the interactive teaching method is very effective in the teaching methods; everyone can participate in the classroom, and can improve their learning ability, expression ability, and cooperation and coordination ability. However, 26.6% of the students suggest that some other teaching methods could be added, such as experiencing music relaxation in the classroom, conducting more psychometric testing, and developing outdoor quality expansion, etc.

3. Course Teaching Experience of “Mental Health Education for College Students”

Through the course teaching in the past few years, the author deeply realizes the students' love for this general education course. It not only popularizes the knowledge of mental health, but more importantly, makes students learn in order to practice, improves their mental quality and promotes personal growth. In the course teaching, the author also made some reflections; the "Mental Health Education for College Students" course is different from other courses, it has its own characteristics, these characteristics are even more significant after the interactive teaching mode is adopted.

3.1 The Applicability of Course is Stronger

In the course teaching of mental health education for college students, the author mainly adopts the interactive teaching mode. Interactive teaching is based on the teacher-student equality, respect, trust, and acceptance, through the interaction between teachers and students, students and students in the teaching activities, the teaching situation and actual life are combined to stimulate the students' active learning psychology, help students internalize knowledge, develop thinking, and transfer the knowledge learned in teaching scenarios to practical life. In "Mental Health Education for College Students" course, the author finds that through the interactive teaching mode, it can emphasize the reality of the problem, the experience of the situation, and the development of thinking, guides students to devote themselves wholeheartedly and actively to a series of activities set up by teachers in advance, makes students experience in participation, communicate in experience and grow in communication.

3.2 The Course Pays More Attention to Experience

Through several years of teaching, the author's deepest feeling is: the "Psychological Health Education for College Students" course is not a course that only teaches psychological knowledge; it is an "experience-based" course, although some specific knowledge operations are involved in the course, for example, mental crisis intervention, emotional control and other methods, but more knowledge is based on students' individual lives, it will integrate students' personal emotional experience and understanding. For example, in the class sharing of "Find Happiness", when faced with "What is happiness" this same question, the students' understanding is different due to different feelings and emotional experiences. Therefore, the course should rely on the student's experience so that students can gain an understanding of knowledge. Students understand the meaning of knowledge through deep experience in order to obtain contents that will benefit them for life.

3.3 The Course Evaluation System is More Flexible

Due to the stronger applicability of the course "Mental Health Education for College Students", this causes teachers' assessment for students not only by knowledge point assessment. A student, even if he achieves a high score in the written test, it only shows that he has a good grasp for knowledge points, but it does not mean that he has learned real psychological knowledge in the course. If a student just memorizes knowledge, but cannot really understand and apply these psychological theories in practice, no matter how many theories can't affect his mental health development.

Therefore, in the course teaching, the author adopts formative evaluation method, pays more attention to students' participation in the daily teaching process, focuses on students' progress, and encourages students to develop in self-expression, cooperation awareness and organizational abilities. For example, some students are very good at expressing and can actively participate in each sharing, this kind of students are certainly appreciated by teachers; but for some students who are not good at expressing, after a period of teaching, they can break through himself and take the initiative to share, this is even more surprised author than the high score he got in the written test. Moreover, the students' final results also include the teacher's evaluation, especially the students' self-evaluation and among students. Through these evaluation methods unlike other courses and traditional assessment methods, the evaluation of "Mental Health Education for College Students" courses is more flexible, it stimulates students' enthusiasm and initiative to participate in learning, makes students to change from passive learning to active participation and truly become the master of learning.

4. Reflection on the Course Teaching of “Mental Health Education for College Students”

With the rapid development of college students' mental health education, the author also feels that course teaching has gradually become the main channel of mental health education. Although some results have been achieved in teaching, there are still some problems that cause the author's reflection; and feels that there is still an arduous task and long road to strengthen the course construction of mental health education for college students.

4.1 Whether the Teachers are Competent or Not

First, since the strength of full-time teachers of mental health education in the college is weaker at present, the teaching tasks of course must rely on the strength of part-time teachers. The part-time teachers are mainly counselors. Although the selection was made after comprehensive consideration in various aspects, due to the different subjects of counselors, the training scope is wide since work, some counselors do not graduate from normal majors and never contact related knowledge of pedagogy and psychology knowledge, under such circumstances, their psychological professional knowledge and classroom teaching competencies need to be further improved.

Second, some teachers reject dialogue and have poor interaction with students. In the classroom, teachers' interactions with students will have some level of self-exposure, especially when summarizing, refining and sharing with students, the teachers' professionalism will be fully exposed. However, the lack of professional knowledge and professionalism deficiency of some part-time teachers in the mental health education course has prevented them from leading students to deeper thinking and exploration at present, which puts away the cup after taking a tiny sip, There are still some teachers who lack the most basic "sympathy" with students, can't stand on the perspective of students to listen to their true voices, see their sharing and experience, and experience their joy and sadness. Therefore, the author believes that the school has only accelerated the establishment of teacher team which takes full-time teachers of mental health education as the principal thing, moreover, continuously improving the professionalism and classroom teaching competence of full-time and part-time teachers, In order to truly realize the interactivity of classroom teaching and play the true role of the course.

4.2 Whether the Teaching Modes are Single or Not

Through the investigation and colloquia of students after the course ends, the author finds that this generation of student groups, especially post-00 students, they have a strong ability to accept new things, are very sensitive to changes and trends, they do not like solidified things, and they are eager to colorful experience. Their requirements for teachers and teaching are also different from previous students. For example, some students think that each teaching is a model, and soon find the laws, and then get tired of these teaching models. This also reminds us that even if the interactive teaching mode is adopted, it can be combined with many other teaching methods, and some forms should not be solidified. Sometimes over-emphasis on modeling has returned the classroom to traditional teaching.

Students are always curious and looking forward to mental health course. The teachers should make students start each experience with this expectation, so if teachers want to make the whole classroom more vivid and extend mental health education from the classroom to life, even if the interactive teaching mode is used, teachers can also combine with other teaching methods, such as group activities, music relaxation, movie appreciation, etc., make the whole classroom more vivid, and extend mental health education from the classroom to life.

4.3 Whether the Classroom Teaching is Combined with Other Educational Channels or Not

The interactive teaching mode mainly focuses on the students' interaction and experience in the teaching process, compared with the knowledge, academic and structural nature of academic-centered courses, college students' mental health education courses should pay more attention to design of mental life scene and rendering of situation, focus on students' feelings and experiences. However, classroom teaching is only a channel in college students' mental health education, although it is the main channel, other education channels should not be ignored.

Therefore, the author believes that in order to better improve the teaching effect of college students' mental health education course, classroom teaching alone is not enough and it should be combined with the second classroom or other education channels. Cognitive curriculum-based classroom teaching can help students better understand and master mental health knowledge, reasonable coping styles and psychological adjustment strategies; while making students participate in extra-curricular development practices and participate in college mental health education thematic activities, such as 5.25 mental health promotion month activities, World Mental Health Day activities, theme training, group counseling, etc., further enhance students' awareness and understanding for mental health education, make them connect theory with practice; moreover, can also be combined with personalized counseling approach, provide personalized face-to-face consultation, deal with very individual crisis or difficult problems. In this way, the various educational channels in the campus are organically combined to carry out three-dimensional education with hidden courses, so as to further expand the beneficial scope and promote the mental health of college students to the maximum extent.

Through the exploration in recent years, the author believes that only grasping the characteristics of interactive teaching mode in mental health education and building a new platform for the development of college students' mental health, only in this way can we explore new ways of mental health education for college students under the interactive teaching mode.

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