

Exploration of Interactive Teaching Mode in Mental Health Education Courses of College Students

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Abstract. The author introduces interactive teaching into the mental health education courses of college students, adopts the "four in one" teaching mode, makes students become dominant in the classroom and actively participates in teaching, establishes multiple motivational assessment methods, thus the new teaching mode of mental health education courses of college students is constructed.

Keywords: *interactive teaching, psychological health education of college students, course, evaluation, thinking*

1. Introduction

At present, China is in a period when society and economy rapid develop, and the demand for talents has changed. The education and training mode in colleges and universities has quietly changed. In recent years, interactive teaching methods are popular in colleges and universities. The author introduces interactive teaching method in the College Students' Mental Health Education course, and further explores the construction of interactive teaching in this course through teaching practice.

2. Theoretical Basis of Interactive Teaching

Constructivism is the theoretical basis of interactive teaching. J. Piaget believed that "children gradually construct their understanding of the external world in the process of interacting with the surrounding environment, thereby developing their own cognitive structure." Lev Vygotsky emphasized the role of social culture in the process of human psychological development; moreover, he also attached great importance to the role of "activity" and "social interaction".

Constructivism emphasizes that learning should be centered on learners. Then students should be the main body and teachers should be the guide in teaching. The whole teaching should be a dynamic development process when teaching and learning interact and influence each other. Teachers must become guider, and they must stimulate students' learning interest and motivation. Students are constructors, they must be able to face real situations and form a new construction of new and old knowledge in complex real situations. Therefore, constructivist teaching modes require students to be more actively manage their own learning in comparison with traditional teaching. Correspondingly the assessment of students' grade can no longer simply use the tests as the only evaluation criterion, students should be encouraged to participate, rethink, and summarize, and finally students become real learners.

3. The Construction of Interactive Courses

3.1 Guiding Ideology of Courses

In 2011, the Ministry of Education issued Basic Requirements for the Mental Health Education Course of College Students, it clearly provided: "the mental health education course of college students is a public course which integrates knowledge instruction, psychological experience and behavior training. The purpose of the course is to make students understand the standards and significance of mental health; enhance their self-mental health awareness and mental crisis prevention consciousness, master and apply mental health knowledge, cultivate self-cognition ability, interpersonal communication ability and self-regulation ability, practically improve their

psychological quality and promote students' all-round development." In other words, students need to have a new understanding and construction in psychological knowledge and skills through the study of mental health education courses of college students, then, the mental health education courses of college students needs to have experience and enlightenment in the teaching contents, have openness and participation in the teaching process, it should have interaction and cooperation in teaching subjects, and have creativity and diversity in teaching methods.

Under such a guiding ideology, mental health education courses of college students should be developed based on students' psychology and focused on students' psychology; it is a course that values "experience" and "growth". In teaching, the students not only learn from teachers, but also learn from other learners; they not only learn theoretical knowledge, but also have emotional experience and communication.

3.2 Teaching Modes of Courses

The best learning effect should be that students construct a mental model in the context of instructional design, and then use it to solve practical problems. Then, in the design of the teaching model of college students' mental health education courses, teachers should be able to combine the teaching context with actual life, so that students can acquire knowledge in the teaching scene and transfer it to actual life. The design of the teaching content should be close to the students' psychological and actual living conditions, and should be able to adapt to the students' psychological development characteristics and physical and mental needs.

In the design of the course teaching mode, the author combines the course guiding ideology, takes knowledge as the basis, ability as the goal, and situation as the carrier, and designs a "establish situation, autonomous discussion, feedback correction, summary and deepening" four-in-one teaching mode." As shown in the figure:

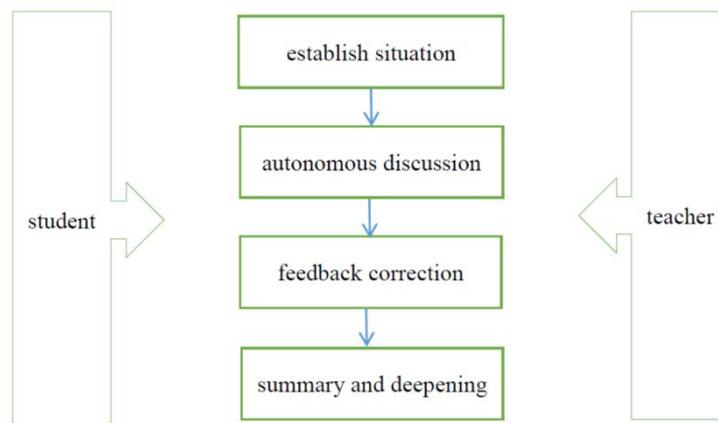


Fig.1 "four in one" teaching model diagram

Specifically, in classroom teaching, teachers create a situation as a guide. Taking the "college students' love" this paragraph as an example, first, the students watch a news report, "a boy made 1,314 snowmen to confess to his beloved girl on a winter night, the girl was greatly moved but rejected the boy." Teacher uses this news as a context to guide students to discuss independently, in the process of mutual discussion, students will naturally summarize their views on college students' love, etc., after the discussion ends, the teacher conducts summary and feedback for the views expressed by the students, make students understand the related research on love in psychology, learn the common psychological characteristics and development characteristics of college students' love, etc. Finally, taking the news as a background, sublimation is done, teacher guides students to think, how to deal with setbacks and conflicts in love, and cultivate students' ability to understand and operate. In this process, students can not only feel the union between theory and practice, but also can cause a collision of ideas and inspire students to think more deeply.

3.3 Teaching Tool Guarantee of Course

The key to interactive teaching is students' participation and expression, the teacher is no longer just a transmitter of knowledge, but he needs to constantly arouse students' enthusiasm and encourage students to participate in the classroom. So whether it is preparation before class, teaching method in class or other requirements, all are very important.

3.3.1 Preparation Before Class

Before class, teachers should make full preparations in advance. The first is the design of the situation, when choosing a situation, the teachers should choose those cases that occur around the students, contain certain psychological principles, can be thought-provoking, can inspire students, and have corresponding educational significance. The second is the establishment of discussion groups; teachers should know the class sizes in advance and make a preliminary plan for the number of groups. Considering the participation of students, the group size is generally set at 6-8 people. Cards are used to choose free grouping. Teachers prepare small cards with different colors and shapes in advance, students can choose freely, students who choose the same card form a group. This makes each student to have a sense of belonging with the group members from the beginning and quickly establish a group. Moreover, the method of leaderless group is adopted; each group member is both a leader and a member, they have equal status and the same rights and responsibilities, which can motivate the group to be more involved in the discussion.

3.3.2 Classroom Teaching

In interactive teaching, students should be encouraged to ask. Question is an extremely important part of interactive teaching. It not only cultivates students' ability of active thinking and language organization, but also promptly gives feedback to the teachers timely on teaching effect. For example, in the paragraph of "college students' mental health standards", teachers make students to ask questions about the parts they do not understand. This encourages and guides students to think spontaneously and ask brave questions. In addition, the teacher's "listening" is also very important. Teachers should abandon the "not just one" approach, attach importance to listening, give students a timely response, and use eyes, encouraging language, and repeating questions to increase students' sense of identity and confidence.

Teachers' "answer" ability is particularly critical. In the process of "answer", push the boat along with the current, be good at giving systematic guidance, and guide and expand the students. For example, in the paragraph of "college students' love", the students asked the author: "teacher, what would you do if your child was the rejected boy in the news?" At the time, the author replied: "as a mother, I am very happy with my son can bravely express and fight in the face of the girl he really likes, this is an unforgettable memory of his youth. Although rejected, he can also learn from it that love is not only romantic, but also requires reason. "Such an answer sparked a new round of discussion and thinking among students, and it also sublimated the content of the entire chapter.

3.3.3 Teaching Assistance

Interactive teaching methods are inseparable from effective aids to establish communication channels in the classroom. In order to strengthen communication, the teachers prepared colored cardboard in the first class in advance, so that students can design and make business cards, just like the name cards used in meetings. In this way, no matter who is expressing opinions, teachers and students can see each their names for the first time, and everyone can quickly know each other and establish emotional connections.

The arrangement of teachers also affects the effect of interactive teaching. Therefore, the teachers try to choose a classroom where the tables and chairs can move freely, after the group is completed, the students can move the table freely, so that the group can sit around together. Students can face to face and have eye contact during discussions. Teachers should also not teach at the platform all the time, but should walk to the middle of the classroom or the students, which reflect equality and openness in interactive teaching.

3.3.4 Teaching Evaluation System

The evaluation system of interactive teaching not only includes the traditional paper examinations and inspections, and it is necessary to adopt the multi-motivated grade evaluation system. In the usual grade, the author uses formative evaluation to reflect the learning process of students, focuses on students' progress, and encourages students to develop in self-expression, cooperation awareness, and organizational ability, etc. The final grade includes teachers' evaluation, student ' self-evaluation and mutual evaluation among students. College students can understand their own physical and mental development process and emotional experience; students can reflect the gains and growth in teaching through their own evaluations, moreover, by combining the mutual evaluation among students, they can recognize the importance of evaluation opinions of others, enhance self-awareness and promote self-growth.

Through the use of interactive teaching mode in college students 'mental health education courses, mental health education has greatly developed in schools, and it has effectively played the role of the main position of classroom propaganda, college students' attention to them and others' mental health has also improved significantly.

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