

The Application of Mandala Drawing in Psychological Education in Universities

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ABSTRACT

As a new method of psychological debugging, Mandala drawing has been shown the functions of relieving psychological pressure, regulating the unhealthy emotions of college students, and improving the mental health of participants in existing studies. This article takes the application of Mandala drawing in college students' mental health education as the research content, and sorts out the mechanism of Mandala drawing in improving the quality of mental health through the method of literature collation. According to the feedback of the application effect of Mandala drawing in college students' mental health education and teaching, group counseling, and individual consultation, the effectiveness of mandala painting in the practice of psychological education in colleges and universities can be confirmed, and it can be concluded that Mandala drawing can be widely promoted and used in psychological education in colleges and universities. The author enriches the methods and contents of mental health education for college students from practice, in order to provide reference experience for the improvement and development of college mental health education.

Keywords: Mandala drawing, psychological education, mental health of college students

I. INTRODUCTION

College students are builders of socialism and the backbone of social development. General Secretary Xi pointed out that colleges and universities should cultivate socialist builders and successors who enjoy all-around development of moral, intellectual, physical, aesthetics and labor education. Socialist construction requires not only a solid knowledge, but also a strong body, among which a strong body includes both a healthy body and a healthy mind. At present, China is in the critical period of reform, and its desire for talents is particularly prominent. Therefore, it is particularly important to realize the goal of talent cultivation proposed by General Secretary Xi comprehensively. The mental health education of college students is extremely important.

II. CURRENT SITUATION OF COLLEGE STUDENTS' MENTAL HEALTH EDUCATION

In recent years, the relevant policies issued by China highly emphasize the importance of mental health education, elevate mental health education in an important position, and clear the construction direction for mental health education. At present, many colleges

and universities in China carry out mental health education for college students by means of mental health education courses, psychological counseling and psychological knowledge lectures. At the same time, the colleges and universities responded positively to the "Mental Health Quality Improvement Plan for College Students". However, due to the large number of colleges and universities and the serious fragmentation of educational resources allocation, mental health education in Chinese colleges and universities fails to meet the actual needs of college students. Problems still exist, such as single educational methods, low effectiveness and difficulty in quantifying educational achievements. Therefore, it is still an important issue for mental health educators in colleges and universities to grasp students' needs, enrich teaching forms, and explore effective methods of mental health education applicable to college students.

III. INTRODUCTION TO MANDALA DRAWING THERAPY

Mandala, which means "altar city" in Buddhism, refers to a circular earthen platform built by Buddhists at dharma practice places to keep out demons. Jung introduced the religious element of Mandala drawing into psychology and developed it into an effective tool for psychoanalysis and therapy. At present, Mandala drawing has been widely recognized and applied in the field of psychological counseling and therapy.

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Jung took that it could help individuals reduce psychological disorder, rebuild inner order, and realize the order, balance and integrity of the mind (Jung, C. G., 1950). Perry (1953) held that Mandala drawing boasted ten functions, such as protection, positioning, cohesion and integration. Fincher (1998) thought that Mandala drawing evoked the influence and order of the self and allowed the individual to recognize the basic operation mode of overall personality structure. The creation of Mandala drawing allows a sacred space and power center belonging to the individual. Huysen (2002) believes that Mandala drawing can express the unexpressed desire in the individual's subconscious, and realize his inner need for integration. Xu Zhijie et al. (2009) take that Mandala drawing enjoys six functions, namely, promoting personal growth, gaining concentration and relaxation, venting and decompressing, exploring meaning, integrating consciousness and subconscious, and gaining spiritual experience. Moss (2007) argued that only by perceiving the present moment can one experience the real self. The unique cohesiveness of Mandala drawing attracts the painter's consciousness and attention back from the past and future to the present, so as to enable him to keenly understand the inner world. Chen Canrui and Gao Yanhong (2014) hold that the color tone of warm inside and cold outside of Mandala drawing explains its emotion-cheering function, and the self theory of Mandala drawing is proposed with such tone distribution as basis.

Chen Xi (2013) found that painted Mandala drawing can effectively improve the anxiety of high school students and better their overall mental health. Liu Xia (2018) revealed that Mandala drawing therapy can effectively improve post-stroke depression through empirical research. Can Yuejun (2018) found in his research that Mandala drawing can promote mental health of the fresh in prison. Han Jing (2019) applied Mandala drawing in group counseling for special children, proving that it can integrate inner soul, optimize psychological quality and standardize explicit behavior.

As a new psychological debugging method, Mandala drawing has been shown in existing studies to relieve anxiety, depression and other negative emotions and improve participants' mental health. Though a later-comer, China has achieved relatively favorable results in studies on the application of Mandala drawing. However, the studies that introduce Mandala drawing into college students' mental health education in China are rare. This paper aims to analyze the application of Mandala drawing, a new way of mental health education, in the mental health education of college students, to further enrich the way and content of mental health education, and to provide insight for the improvement and development of mental health education.

IV. MECHANISM OF MANDALA DRAWING TO IMPROVE MENTAL HEALTH

Mandala drawing, one of the main categories of artistic expression therapy, mainly involves projection theory, Jung's self theory and the psychological effect of color.

A. Projection theory

Projection, a psychological defense mechanism, refers to that individuals unconsciously reveal their own situations and thoughts in the process of painting, which is an unconscious process and also an important theory of art therapy. Psychological projection can help individuals maintain the stability of their personality, unconsciously show their own emotions and experiences in the process of painting, and enable the therapist to better understand the inner world of the client without verbal communication, so as to continue the follow-up therapy.

B. Jung's self theory

Jung took that people have the inner need to become a complete and unique individual, and the process of becoming the true self is individuation, and the inner force driving the individuation is the self archetype. Therefore, individuation means the perfection and development of personality, which means that people adapt to the society, know themselves, integrate themselves, and finally realize their own uniqueness. Jung's theory matters significantly for Mandala drawing. It clarifies the stages and goals of treatment, helps therapists understand the treatment process, and provides effective and feasible treatment plans for patients.

C. Psychological effect of color

The effect of color on people's mood is obvious. Researches reveal that the painter feels the warm color radiating outward, while the cold color contracting inward from the outside as for Mandala drawing with warm color inside and cold outside, which realize the exchange of internal and external energy with center at core. Such structure reflects the protection function, cohesion function and integration function of Mandala drawing. At the same time, the painter can coordinate and integrate the inner opposition and conflict by means of symbol, so as to achieve mood stability and harmony.

V. THE APPLICATION OF MANDALA DRAWING IN COLLEGE STUDENTS' PSYCHOLOGICAL EDUCATION

The study on the application of Mandala drawing in mental health education of college students shows that it can effectively relieve their psychological pressure,

which offers insight for the classroom teaching and psychological education of college students' mental health.

A. Application of Mandala drawing in mental health education of college students

The orientation of course on mental health education for college students in professional training is a public compulsory course integrating knowledge imparting, psychological experience and behavioral training. The teaching methods that combine theory with experience, and teaching with training are often employed. The Mandala drawing is adopted in classroom teaching and is deeply loved by the majority of students. For example, in the chapter "Know Yourself", after explaining the basic concepts of self-awareness, the class experience of "Name Mandala" is carried out. In this way, students are led to know themselves and connect with the "inner part" of the self. The specific steps are as follows: the first is the creation of a warm and peaceful atmosphere through meditation relaxation training; then, think of your own name, and draw the picture in your mind in the great circle of the Mandala; next, take the work a step further and write down what you thought, and realized when you saw the picture; the last is the communication with classmates to feel mutual support and empathy and gain psychological energy.

B. Application of Mandala drawing in group counseling of college students

Group counseling focuses on the participation and experience of group members in the whole process, which is very popular among college students. Through the activity themed "Mirror of mind — Group counseling for psychological Growth with Mandala drawing", the author found that group members can better recognize themselves, observe the emotions of others, and develop their interpersonal skills. The specific procedures are as follows: The first is to recruit members. Through interviews, students suitable for group counseling are selected, with about 15 members. Then, a six-week Mandala drawing was continued once a week for two hours each time. With fixed themes, the drawing process is divided into five steps (static, thinking, painting, writing and enlightenment). Finally, the members share and communicate with each other, voice their confusion, and the leader make summary.

C. Application of Mandala drawing in individual psychological consultation of college students

As for psychological consultation, only when the visitor likes to draw or draw Mandala can he put his psychological energy into the creation process of Mandala, and then self-heal through activation and repair. Individual consultation of Mandala drawing should follow the principle of system, continuity, depth,

construction and positivity. Consultants are required to consider various psychological methods when analyzing the work, such as multidimensional evaluation, open questioning and analysis system. They should believe in the self-organization ability of the client's self. Only by patient company and active attention can the client's self be presented, which gradually stabilize and adults through constant setbacks. At the same time, the understanding of the client should be respected, and "one-fit-for-all analysis" should be avoided. The real cure must be the understanding of the client from within. It is also important to note that Mandala drawing is not used every time. Previous studies have shown that the mental energy activated by an important Mandala drawing may require five or six sessions of counseling to digest and stabilize.

VI. THE SIGNIFICANCE OF MANDALA DRAWING TO THE PSYCHOLOGICAL EDUCATION OF COLLEGE STUDENTS

According to the application of Mandala drawing in college students' mental health education, Mandala drawing can effectively relieve college students' pressure and adjust their emotions. It enjoys reference value in the classroom teaching and psychological practice education of college students' mental health.

First, it is highly operable. It only needs color pen, Mandala template and relatively quiet and undisturbed environment, which has good practical value and significance. Secondly, as an experiential activity, it can improve college students' ability to accept themselves and others. Experiential teaching focuses on the actual feelings of participants in the whole process and improves their self-cognition, self-acceptance and self-shaping ability. Most participants reported feeling comfortable and relaxed throughout the course, a deep inner experience that was different from other classes. Such an atmosphere increases participants' self-acceptance and communication ability, which is practical and innovative. At the same time, the effect of Mandala drawing is sustainable, realizing the interaction and communication between college students and teachers, classmates and parents. The operating principles and methods of Mandala drawing are simple. As long as the core principles of are mastered, individual performance can be carried out according to actual needs, unlimited by age, cognitive level and knowledge background. Therefore, it is possible to integrate Mandala drawing into students' interpersonal interaction, attract the attention of teachers and parents, and strengthen its psychological education effect. Finally, easy practice after class can promote the long-term development of college students' mental health. It is found in existing practice that students are allowed the ability to consider events and

emotions on the third people's feet by practicing Mandala drawing after class, enabling them to face problems with a more objective and open mind and seek solutions, so as to make the fruits of college students' mental health education sustainable.

VII. CONCLUSION

The application of Mandala drawing into mental health education of college students is feasible. First, the teaching is simple and requires few auxiliary props and capital investment, which is easy to carry out in class. Secondly, such teaching method is accepted by college students. After several courses, most members were able to patiently listen to the guidance of the instructor and the author and immerse themselves into the training, and favorable feedback was obtained after the training. Finally, practical experience shows that it can effectively offset the negative mood of college students and improve positive emotions, which is in line with the essential attributes of college students' mental health education. The reform and innovation of college students' mental health education is a systematic and long-term project that requires unswerving efforts.

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