

Research on the Strategy of Home-School Cooperation in Precision Support Work of Colleges Based on Psychological Quality of the Students

Ling Yan *

The College of Post and Telecommunication of WIT, Wuhan, China

**Corresponding author. Email: 286355793@qq.com.*

ABSTRACT

According to the home-school cooperation and interaction, home-school cooperation plays an important role in the psychological precision support in colleges and universities. This paper will combine the importance of home-school cooperation to study the strategies of home-school cooperation to provide reference for improving the efficiency of psychological education and improving the psychological quality of college students.

Keywords: *Home-school cooperation, The psychological precision support work, Psychological quality of college students.*

1. INTRODUCTION

College students are quasi-social people, in China under the age of 18 their guardianship is still belong to their parent. When their psychological tolerance is relatively fragile, more prone to psychological disorders, it is necessary to carry out point-to-point precision support work for individuals in time. In its early stage, emotional counseling and the psychological interventions should be taken, which can increase its effectiveness, pertinence, science and comprehensiveness. In this work, how to implement the strategy of home-school cooperation so as to improve the psychological quality of college students is an important issue we need to pay attention to.

2. HOME-SCHOOL COOPERATION PLAYS AN IMPORTANT ROLE IN THE PSYCHOLOGICAL PRECISION SUPPORT WORK

At present, the psychological education guidance of college students in China is mainly reflected in the basic mental health course in school. To a certain extent, the single guiding mode weakens the effect of psychological intervention. The educational method is lack of comprehensiveness, so the final result is out of ideal. Susquehanna, a famous American psychologist, has done a group experiment, having a good relation

with his parents enough support from family and move contact from parents, the college student has a lower risk of depression than the less parental contact. Some children tend to have family integrity and intimacy far lower than those with higher degree of integrity and intimacy (Li Cheque, 2004; Li Ting, 2008). It can be seen that a good family education environment will bring strong and powerful support to individual growth and effectively prevent a variety of psychological problems in the future. FBCI (family psychological crisis intervention system), family conversation, family intervention, psychological guidance and a series of activities based on family background have a good intervention effect. Therefore, to ensure the healthy growth of college students, it is necessary to cooperate with home and school (Bu Zamenhof, 2018).

3. HOME-SCHOOL COOPERATION IS THE REQUIREMENT OF STANDARDIZATION OF PRECISION SUPPORT WORK

In 2017, the Federation of Health and Family Planning Commission of China put forward the "Targeted Opinions on Strengthening Mental Health Guidance for Adolescents", which explicitly mentioned that "if we want to implement mental health guidance, we will inevitably improve coordination and cooperation among various departments, give full play to the strength of

families, schools and individuals, and promote the participation of the whole society in doing our best." The series of documents express the importance of mental health prevention of college students, and also put forward the requirements of home-school cooperation. In addition, in the article 31 of the regulations on the Mental Health Act and implemented in 2014 accurately states: "mental patients would be hospitalized on the consent of the guardian. Without the agreement of the medical institution can not take hospitalization treatment alone ". According to the cases of mental of individual college students, parents must cooperate in the treatment and rehabilitation. From the view of laws and regulations, parents bear the inevitable responsibility in psychological intervention. In the process of point-to-point psychological precision support, the cooperation between home and school can provide scientific and standardized assistance to the people in need more timely and beneficial, and realize the environmental conditions of good psychological literacy in an all-round way.

4. STRATEGIES FOR BUILDING HOME-SCHOOL COOPERATION IN PRECISION SUPPORT WORK IN COLLEGES

4.1. Raising the Awareness of the Parents in Psychological Counselling

In order to build a good atmosphere of home-school cooperation, we should first strengthen parents' awareness of psychological intervention. Schools need to help parents to establish correct and scientific mental health education concepts, such as: depressed students with less language, low mood, low self-evaluation, may be irritable bad parents who need improve observation, psychological problems can not be regarded as a simple rebellious period or introverted. In addition, as a guardian also needs to have the basic psychological consciousness, and establish the smooth communication relationship with the child in the scientific way. In the depression period, when the guardian blindly requests to encourage the student to be strong or brave instead of low empathy and similarity, it will lose the student's trust and even is likely to aggravate the illness. At present it is necessary for college to give full play to the advantages of their own professional knowledge and targeted training in view of the lack of psychological crisis consciousness of parents at present, so that they can improve their awareness of cooperation in school education. The school can use multimedia education means to carry out psychological training for the parent multidimensionally, and actively invite students to carry out point-to-point home-school consultation on the individual differences. Then the both sides can jointly study and discuss the solutions to students' physical and mental problems.

4.2. Respect for the Equal Educational Status of Parents

At present, the cooperation of home and school is still biased. When the students have psychological problems in college, which notifies the parents to deal with it, the parents will avoid such problems in the consideration of the progress of study or the economic pressure of medical treatment. In the past, the communication between parents and teachers was passive, such as many teachers did not discuss psychological problems with parents in an active and equal position, which easily resulted in low emotional reception and poor communication effect. Both educators and parents need to realize that schools and families are in an equal position in the individual growth education of college students, so teachers and parents should support each other when encountering mental health problems. We can use the iceberg theory in the Satya model to mobilize communication emotions. For some students with serious psychological crisis, they need to be notified to their parents in time. We should confer whether they need to be hospitalized for treatment, conduct tripartite analysis with professional medical institutions, and discuss the condition and psychological recovery plan. Colleges should go through the families from the point of student health and safety. If necessary, need to communicate with parents to sign a safety agreement. Parents are required to fulfill their guardianship responsibilities, detailed student care and rehabilitation plans, avoiding their imitative trauma and severe trauma.

4.3. Creating Effective Family Parent-child Interaction

From the point of the process of college students' physical and mental development, family education plays an enlightening role, which to a large extent affects the construction of thinking mode and psychological activities. Therefore, if there is a lack of integration of family factors in counseling personal psychological problems, substantive communication can not be obtained (Li Hequn etc, 2004). At present, many parents in our country have a psychological misunderstanding: The school should be solely responsible when children have been went to school. Moreover, the lack of attention consciousness in normal life leads to the lack of home-school communication, even leading to the cold demand for teachers and the continuous expansion of students' psychological problems. The activities based on parent-child interaction can give students psychological comfort through warm, harmonious and caring family atmosphere, and enhance the interaction and love between children and families, such as the hugs, caresses, songs, poems and paintings, which given by parents to their children in times of depression (Liu Ting

etc., 2008). These activities seem a little pediatric, but in fact they can arouse family affection and childlike innocence and enhance the self-worth consciousness of every member of the family.

4.4. Establishment of a Home-school Consultation Mechanism

At present, the psychological precision support work in the form of cooperation in our country is sometimes random, even the time, the structure or the content is unstable. Traditionally, the main way to obtain the student information is school psychological canvass vertically, but the mastery of the students' past psychological history is likely to become blank, which is not conducive to the integrity of the implementation of the precision support work (Han Xiu, 2017). On the one hand, the school should strengthen the psychological test of each psychological level, and let the parents know the situation in time. On the other hand, it is necessary to carry out family questionnaire survey, home visits and other work to achieve the linkage of home-school cunication.

5. CONCLUSIONS

To sum up, according to the concept of "home-school cooperation and interaction", home-school cooperation plays an important role in the work of precision help in colleges and universities. We adopt the working methods of depression case tracking, family visit, parents consultation and so on, emphasize the importance of home-school cooperation again, put forward relevant strategies, combine family strength, construct home-school cooperation mechanism, and

work together to provide guarantee for students' psychological quality ivation.

ACKNOWLEDGMENT

This research was financially supported by the high-quality Students work project Foundation in Hubei province. Item number: 2019 XGJPX3022.

REFERENCES

- [1] Xu Zhenhong (2018). Promoting home-school cooperation in psychological intervention with the model of Satya. *Journal of Hefei normal University* (2):82-85.
- [2] Han Xiu (2017). Exploration and practice of psychological crisis intervention in schools-A probe into several cases of psychological crisis intervention. *Mental health education in primary and secondary schools* (20):12-15.
- [3] Liu Ting, Zhang Jinfu (2008).The relationship between family personality matching and family cohesion and adaptability.*Psychological Research*(06).
- [4] Wan Jingjing, Fang Xiaoyi, Deng Linyuan, Huang Lina(2007). Mother-child personality matching, liking of personality and mother-child Cunication in adolescence. *Journal of Psychology* (02).
- [5] Li Hequn, Shen Bin (2004). Comparative research on family cohesion and parental rearing behavior of young patient with neurosis. *Chinese Journal of Behavioral Medical Science* (03):328-329.