

Analysis of Factors Affecting Students' Mental Health in College Classroom Teaching

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ABSTRACTS

College classroom is still one of the most frequently used venues for college teachers and students, so the course of university classroom teaching is an important factor that deeply affects students' mental health, but so far there are not many research theories on this subject, so this paper opens up theoretical exploration on many factors affecting students' mental health in university classroom teaching, aiming to provide theoretical reference for relevant research fields.

Keywords: *College classroom teaching, Mental health factors of college students, Mental health of college students.*

1. INTRODUCTION

As a link between teachers and students, as an important place to create students' knowledge system, outlook on life and values, college classroom teaching has a deep regulatory effect on students' mental health, so it is very necessary to put forward appropriate factors and countermeasures affecting students' mental health development from the current situation of modern college students' mental health, combined with the content of college teaching reform.

2. AN OVERVIEW OF THE HISTORY OF MENTAL HEALTH RESEARCH

In the early last century, foreign countries began to pay more comprehensive attention to the mental health problems of students; the representative event of this study is the first mental health conference in 1930. The time for the formal study of the mental health problems of college students was in the 1940s.

The theoretical research on the mental health of college students in China was put forward late, starting in the 1960s, until the 1980s began to enter the course of preliminary research, to this century, that is, the 21st century, the content of this research really began to develop, the domestic research process on the mental health of college students started late. It mainly covers the study problems,

environmental adaptation problems, interpersonal problems, emotional and emotional problems, health problems and so on.

Modern university classroom is still the main position involved in college students; so many factors in the process of university classroom teaching directly affect their mental health. However, so far there are not many research literatures on the impact of university classroom teaching on students' mental health, so this paper mainly discusses the mental health problems of college students from the background of classroom teaching, and opens the discussion on many problems on the basis of the fusion of empirical and theoretical.

3. THE CONTENT AND STRATEGY INVOLVED IN MENTAL HEALTH EDUCATION OF COLLEGE STUDENTS

3.1. *The Content of Mental Health Education for College Students*

Zheng Lijun, a domestic researcher, put forward in his book "Modern Health Psychology" that the university stage is a period of continuous improvement of sex and personality, so we should learn interpersonal communication, improve the ability to adapt to the future society, learn to self-manage, learn to choose a career, develop good

thinking habits and innovative ability. Therefore, it is very necessary for students to carry out mental health education in this period, and it is also an important educational task of higher education. The mental health education programs for modern college students mainly cover:

1. Freshmen must learn to adapt to the campus environment and learning environment, so the college mental health education platform should actively help freshmen learn to adapt to the environment, in the first time into the campus culture atmosphere.

2. College mental health counseling institutions should actively cultivate students' self-awareness, so that they can carry out correct self-awareness.

3. Colleges and universities should guide college students to learn to manage their emotions, treat life and study with a positive attitude, and cultivate their ability to face setbacks.

4. Colleges and universities should adopt various psychological counseling paths to help students learn interpersonal communication. Improve their interpersonal skills.

5. Colleges and universities should establish relevant guidance mechanism, so that college students learn to communicate with the opposite sex, establish a healthy concept of love, treat fate, and cherish life.

6. Cultivate college students are good at enterprising, the courage to open up, good at innovation ability.

7. Guide college students to carry out career planning and improve their ability to choose a career.

3.2. Strategies to Promote the Development of Mental Health of College Students

Classroom teaching has a very important impact on students' mental health, and teachers should adopt effective strategies in the course of classroom teaching:

1. Colleges and universities should help students form a good learning attitude, so that students develop correct learning habits, in the usual classroom teaching process to strengthen the penetration of psychological education.

2. According to the teaching, is committed to the personalized development of students, choose suitable for the development of students teaching activities model.

3. Create a free and relaxed classroom atmosphere, with students as the main position,

highlighting the students' personalized advantages, so that students get personalized development.

4. Deep attention to the physical and mental health of school staff, students and other people, and strive to make their physical and mental health development, the establishment of campus psychological counseling and counseling mechanism, improve the psychological counseling mechanism to help college students mental health development.

In a word, the research on the factors affecting the mental health of college students in higher education started in the 1940s. Most scholars believe that school education factors directly affect the mental health of college students, but there are theoretical studies on this topic only stay in the stage of a shallow end. In the field of empirical research on this subject, foreign scholars mainly focus on the educational environment, individual factors of students, while domestic scholars focus on teacher factors, teaching environment, educational model, individual factors of students, family factors, network factors and other factors on the impact of students' mental health.

Throughout the research content at home and abroad, we can know that there are some research blind spots in the research process of this subject: there are many single-factor research literature, but the theory of multi-factor research is scarce;

Therefore, it is very necessary to combine theory with practice in the specific research course, so it is necessary to carry out qualitative and quantitative analysis and research on many factors affecting the mental health of universities under the specific space-time dimension of classroom teaching.

4. THE EMPIRICAL RESEARCH COURSE OF THE FACTORS AFFECTING STUDENTS' MENTAL HEALTH

4.1. The Subject of the Experiment

This paper from the initial questionnaire of all these points to start the follow-up survey process: the 50 students in Hangzhou Normal University as the subject of the study, to carry out a preliminary survey of this group.

In the process of verification factor analysis, the respondents selected this group: Hangzhou Normal University, Zhejiang University of Traditional Chinese Medicine, Shanxi Agricultural University, Zhejiang Shuman University, the number of students, the number of 250.

4.2. The Research Method

This study mainly introduces the questionnaire method, in special cases, the use of individual interview method to investigate. In addition, in order to facilitate the accuracy of the data, in the process of data statistics, the special introduction of confidence analysis, verification factor analysis and other methods.

4.3. Research Procedures

4.3.1. Confidence Analysis Method

For the questionnaire form and other factors to analyze the final determination of several comprehensive factors with consistency coefficient for the credibility of the test and analysis.

4.3.2. Verification Factor Analysis Methods

On the basis of the previous research course, we can draw this conclusion: There are many factors that affect the mental health of college students in college classroom teaching.

Then the whole research process was started by the method of verification factor analysis, a total of 250 questionnaires were distributed in the research process, the research software used was AMOS17.0 statistical software, and the verification factor analysis process was opened by using the largest plausory questionnaire on factors affecting students' mental health in university classroom teaching.

4.3.3. The Results of the Study

4.3.3.1. Confidence Analysis

In the process of opening university teaching activities, six factors affecting the mental health of college students were arranged, the re-confidence test was carried out for these factors, the consistency coefficient was applied to test the re-confidence, the

alpha coefficient of each different factor item was higher than 0.75, the alpha coefficient of the questionnaire was 0.949, see Table 1.

Table 1. Consistency confidence test

Factors	<i>Cronbach's Alpha</i>
F1	0.809
F2	0.863
F3	0.854
F4	0.789
F5	0.817
F6	0.774
All	0.949

The results show that the credibility of this questionnaire can be used for experiments, can be accepted by researchers, and has scientific research value.

4.3.3.2. Validation Factor Analysis

The study factors showed that 43 related entries could be interpreted very effectively for the six factors mentioned above, with a contribution rate of 52.28% for the final results. In the process of verification factor analysis, a complete questionnaire system was established on the basis of 43 quantitative entries, and then 250 students from Hangzhou Normal University, Zhejiang University of Traditional Chinese Medicine, Shanxi Agricultural University and Zhejiang Shuman University were selected by random sampling mode. The results of the questionnaire were selected by the AMOS 17.0 statistical software to carry out the statistics, and then the validation factors for the college student population were discussed by the maximum plausion method, and the fitting index of the equation model derived from the analysis results was analyzed as follows:

Table 2. Fitting index of the equation model.

X^2	df	X^2/df	NFI	RFI	IFI	TLI	GFI	RMSEA
1339.957	512	2.617	0.878	0.861	0.841	0.881	0.906	0.072

According to the preliminary measurement results model, 43 numbers of entries were verified and discussed, and the software used in the research process was AMOS 17.0 statistical software, and the verification factor analysis of the structural pattern of factors affecting college students' mental health in college classroom teaching was carried out by the

largest plausory method often used abroad. <3 , $NFI=0.841$, close to 0.85, $TLI=0.881>0.85$, $GFI=0.932>0.9$, $CFI=0.906>0.9$, $RMSEA=0.072<0.08$. Each fit indicator is normal, so it can be concluded that the six basic factor models can be combined with the retest data in depth. See figure below:

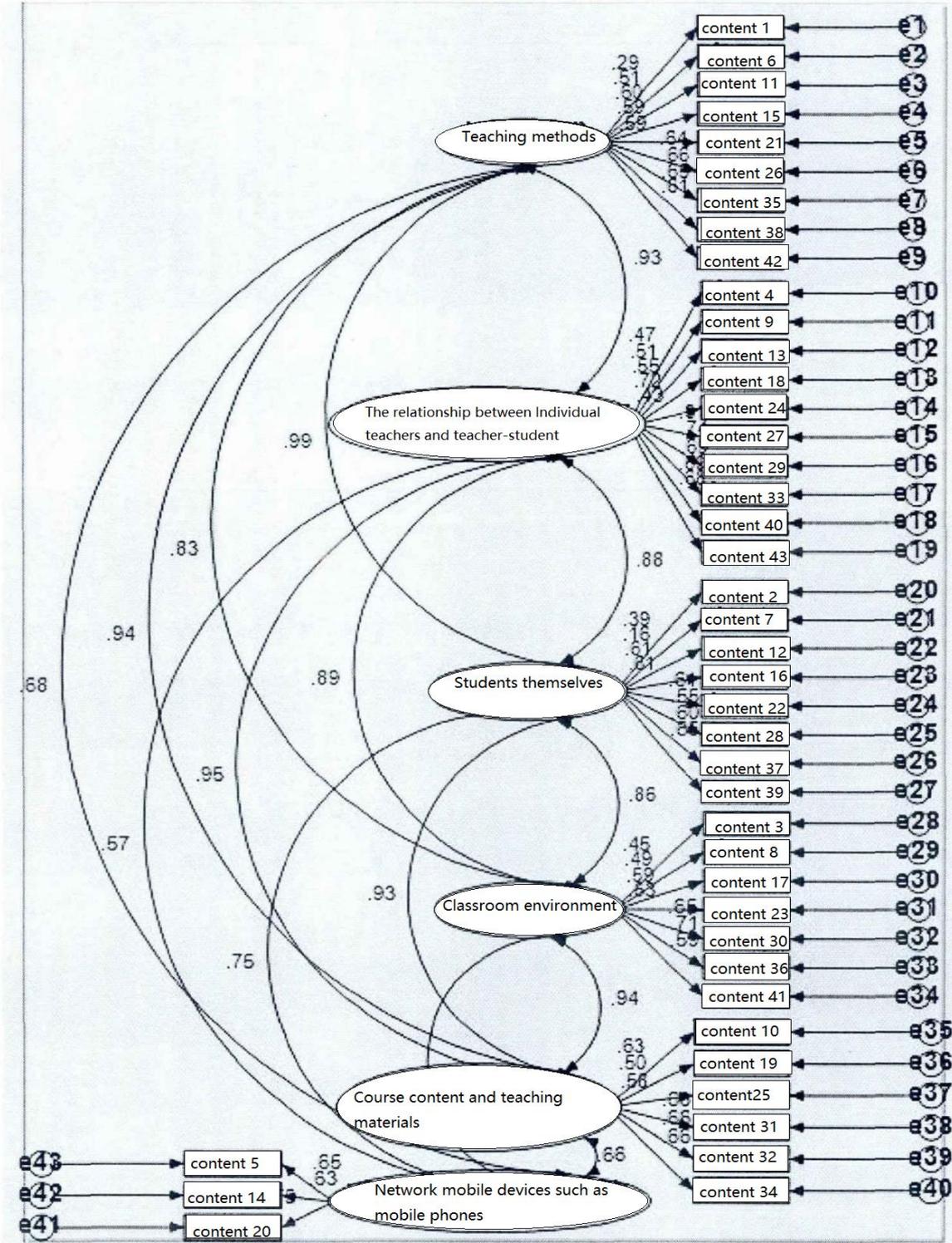


Figure 1 Six factor models affecting students' mental health in classroom teaching.

With the open follow-up survey process to carry out the in-depth forecasting process by the model of personal interviews, and drawing on the relevant research theories about the factors affecting students' mental health in the educational process at home and abroad, the preliminary questionnaire of 60 quantitative entries is listed. The results show that 43 entries can be successfully interpreted by six factors, which are arranged according to the order of influence: teaching method, teacher-student relationship, student's own factors, classroom environment, curriculum content and textbooks, mobile phones and other network mobile devices, and in the form of a questionnaire to cover the content of these six factors to open the verification and other elements of the research process, the results are feasible, scientific. So the final 43 entries of the questionnaire were selected as the final valid questionnaire.

5. CONCLUSION

In summary, because the factors affecting the mental health of college students in university classroom teaching are very rich, but also subject to various conditions, so researchers need to carry out the exploration process of depth and breadth. In this paper, the model of more rigorous questionnaire survey is used to follow up the factors affecting the mental health of college students in classroom teaching, and to give a simple description of the factors that promote students' mental health in

classroom teaching, aiming to provide the relevant theoretical exploration basis for the research in this field and promote the sustainable development of efficient classroom reform.

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