

# On the Innovation of Students' Mental Health Education Based on the Five-Year System of Positive Psychology

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## ABSTRACT

Under the goal-oriented environment, the mental health education in middle school is not enough, and the goal of psychological education is deviated. The teaching method of negative psychology is often adopted, and the psychological work is carried out from the students' psychology, life and study. For five-year students, their learning experience is painful, their psychological development and psychological needs are not fully satisfied, their potential has not been stimulated, and they have not developed positive psychological qualities. It is a typical frustration psychological crowd. The school should adjust to the new situation in the aspects of educational idea, work measure and management mode, so that the goal of talent training can meet the development needs of five-year students, and the development needs of economy and society. It is necessary to establish personality psychological files for such students through careful observation, real-time evaluation, problem diagnosis and statistical evaluation, do a good job of dynamic management, track and coach students' psychological problems in time, and effectively control the changing law of students' psychological level. Positive psychology individual positive personality, group organization system and subjective emotional experience three aspects of the content perfect and five-year consistent students need. This paper analyzes the psychological problems of five-year students from the aspects of cognition, emotion and behavior, explains the causes of psychological problems from the main and objective aspects, examines the problems existing in the management of five-year students from the perspective of positive psychology, focuses on positive personality, and constructs a good mechanism of dynamic study of students' thoughts.

**Keywords:** *five-year consistency system, personality psychological file, thought dynamic research mechanism, innovation analysis*

## 1. INTRODUCTION

Positive psychology is a new subject which studies the object of traditional psychology from a positive point of view. It inherits and develops the connotation of humanism and scientism psychology. It combines the traditional psychological research methods, such as scale method, questionnaire method, interview method and humanism empirical analysis method and phenomenological method. The biggest difference between positive psychology and traditional psychology is that positive psychology emphasizes human autonomy and influence, and does not label specific cases. It has three main aspects: individual positive personality, group organization system and subjective emotional experience.

For five-year students, their learning experience is painful, their psychological development and psychological needs are not fully satisfied, their potential has not been stimulated, and they have not developed positive psychological qualities. From junior high school to university, the environment changes too much, making their frustration psychology change continuously and more fragile. The emergence of positive psychology has opened a new perspective for the development of psychological education, and it is easier to grasp the essence of psychological phenomena and psychological problems. The application of positive psychology to the five-year student management can effectively help students to be healthy and sunny, satisfy happiness, experience happiness, and then actively understand themselves, scientifically plan the future, and effectively improve their learning efficiency and quality of life.

## **2. PSYCHOANALYSIS OF FIVE-YEAR STUDENTS**

### ***2.1 Cognitive aspects***

The results show that the cognitive ability of the five-year consistent age group is constantly improved, the core component of cognition-thinking purpose and initiative gradually mature, and self-evaluation and self-control tend to be objective and comprehensive. The development of self-consciousness changes from externalization to internalization, and self-control and self-control gradually improve. When they can not get a clear objective answer to their questions about themselves, they often feel confused and confused. It strengthens sensitivity to people and things, leading to exaggerated, negative emotional experiences and behaviors and consciousness of rejecting or rejecting all external forces. In a goal-oriented environment, teachers and parents tend to be too restrictive to students and suppress their personality development. When students talk about their self-cognition with their parents and teachers, they want to be satisfied and understood. Students do not want to show their self-cognition to their parents and teachers, but create an illusion, pretend to be close to their parents and teachers, but their psychology is getting farther and farther away from their design. Even under the high pressure policy of parents and teachers, students lose their ability to show self-cognition and personality is completely alienated.

### ***2.2 Emotional aspects***

The five-year system of students' emotional self-control is poor, emotional experience is rich and meticulous, the level of emotional differentiation is very high, and all kinds of emotions and emotions related to themselves, such as inferiority complex, self-reliance and self-improvement, all develop rapidly. When interacting with people, they can experience a lot of profound and delicate emotional and emotional changes, can understand the other side's emotional development process, understand the other side's mood and feelings, and are more special to the emotions of closely related characters in their own life and study. Students of this age group have two major characteristics of emotional performance, the first is that the two sides are significant, specifically reflected in the hidden and performing coexistence of emotional performance, the expression of emotion can take into account their own appearance and the scene at that time, Consciously conceal the inconsistency with the ideal image, sometimes too excited, sometimes appear more depressed, difficult to fit, easy; Students are very sensitive

to their public image and other people's evaluation. If their emotions are not properly guided, their self-consciousness is not demonstrated, their abilities can not cope with setbacks and blows, and they feel depressed and anxious without the help of teachers and parents. Such bad emotions will accompany them for a long time, and then they will fantasize about entering a free, open and childish world.

### ***2.3 Conduct***

Students' cognition, emotion and behavior are closely related and influence each other. Wrong cognition can lead to the occurrence of bad emotion and wrong behavior, and wrong behavior on the contrary strengthens wrong cognition and bad emotion. In the goal-oriented environment, teachers pay less attention to students with backward grades, parents have no bottom-line material satisfaction and unlimited performance requirements, and the shortage of psychological teachers will make students' psychological development and psychological needs not fully satisfied.

## **3. ANALYSIS OF THE CAUSES OF THE PSYCHOLOGICAL PROBLEMS OF FIVE-YEAR STUDENTS**

### ***3.1 Objective aspects***

The objective causes of students' psychological problems mainly include family, school and social aspects. First of all, from the family point of view, the original family has a great impact on the growth of students, the lack of psychological knowledge of parents, backward educational ideas, excessive interference, excessive attention or ineffective companionship, indifference these bad behaviors affect the development of children's positive quality, material satisfaction without bottom line, unrealistic goal requirements and children's cognitive expression of indifference make children repeatedly frustrated, which encourages the formation of students' continuous frustration psychology; Secondly, from the school aspect, there are problems in the goal-oriented environment, the mental health education is not enough, the goal of psychological education is deviated, and the teaching method of negative psychology is often adopted. Some teachers are not clear about the law of physical and mental development of young students, pay less attention to the backward students, and dampen the enthusiasm of students. Thirdly, from the social level, the fast rhythm, high pressure has created the impetuous social environment, the young students break through the self, the spirit of continuous innovation gradually desalinated;

Under the social atmosphere of entertainment to death, venting entertainment and satisfying games are flooding the life of students, and beliefs gradually disappear, which all affect the value orientation and positive quality of students.

### **3.2 Subjective aspects**

There are many subjective factors leading to psychological problems, such as low learning efficiency and unscientific learning methods, which can lead to poor academic performance and lead to learning anxiety; strong self-consciousness and lack of dedication can lead to communication difficulties; poor living ability and weak willpower can lead to frustration and adaptation; the struggle between the external performance of closing the blockade and the rich and complex inner activities can lead to locking psychology; teachers' cognitive bias, students' non-acceptance, and poor communication between parents can lead to withdrawn psychology. These common psychological factors will accompany the growth of young students for a long time, need them to hone their will, learn to adjust their emotions, self-correction, self-positive cues, and improve their positive qualities.

## **4. PROBLEMS IN THE MANAGEMENT OF STUDENTS WITH A FIVE-YEAR SYSTEM**

### ***4.1 The evaluation system is too single and does not attach importance to the diversified development of students***

First of all, the evaluation subject is too single, the teacher evaluation student is the main body, the student group self-evaluation and the third party evaluation student are very few. The present and comprehensiveness of evaluation cannot be reflected, students get less successful experience and satisfaction in the evaluation; secondly, the evaluation means are single, the evaluation results are too dependent on quantification, the advantages of quantification are more objective and operational, The disadvantage is that students' personal ideas and ideas are easily ignored. Again, the evaluation function is single, too much emphasis on selection and screening," queue "type of quantitative evaluation, will hit the enthusiasm of the students behind, incentive function weakened.

### ***4.2 The content of student management is rigid and the method is single***

Moral education is the core content of student management. At present, in most vocational colleges, the goal of moral education is vague and mere formality, which is not in accordance with the reality of students' physical and mental development. Moral education teaching effect is not good [4]. At the same time, the five-year consistent student management follows the traditional supervision mode, regards the students only as the management object, does not really grasp the particularity of the five-year consistent student management work, the management is scientific and artistic, It's basically executive external control, not guidance and help.

### ***4.3 The aim of mental health education is not clear***

In vocational colleges, students' mental health education is the most important part of students' management, but nowadays, the lack of students' mental health education in some vocational colleges in our country is mainly reflected in the following points :(1) full-time mental health educators are extremely lacking, most of them are counselors or school cadres part-time, the relevant training of teachers is extremely lacking, the lack of systematic training, and the shortage of full-time personnel is the bottleneck of psychological work in higher vocational colleges; The objective of mental health education is biased, the methods used are negative psychological methods, often adopt negative psychological teaching methods, students mental health education work, pay attention to the form of work, despise the effect, pay attention to the problem itself, despise psychological guidance, contrary to the original educational goals, cannot effectively solve students' psychological problems, cannot stimulate students' potential and cultivate students' positive psychological quality, and the trained talents do not match the needs of the market.

### ***4.4 Lack of understanding of the complexity of student management in the five-year system***

Under the background of the transition period of higher education, the five-year student management is obviously influenced by social economy, culture and consciousness, the role consciousness of young students has changed deeply, the relationship between students and school has entered the transition period from identity to contract, and the students' thoughts and behaviors are diversified.

## **5. CONFORMITY OF THE POSITIVE PSYCHOLOGY CONCEPT WITH THE FIVE-YEAR CONSISTENT STUDENT EDUCATION THOUGHT**

### ***5.1 Improving students' happiness and satisfaction***

Positive psychology believes that emotional experience is divided into negative and positive, when experience is positive, it will bring happiness. Positive emotional experience mainly includes satisfaction with the past, hope for the future and happiness for the present. Cultivating positive emotional experience is [2] of the main ways to enhance a person's happiness. When their parents and teachers communicate, they want to be satisfied and understood. They often get a lot of denunciation, frustration, personality alienation, and serious depression of satisfaction and happiness. In the process of educating such students, we need to change their educational concepts and pay more attention to their own inner needs and desires.

### ***5.2 Developing positive characteristics of students***

The theory of self-determination is an important part of positive psychology. It holds that the individual is the expert of self-growth, and the process of personal growth is the process of self-excitation and self-development. As a positive guide to the concept of self-determination of five-year students, we should cultivate their positive characteristics and stimulate students to achieve the [3] of cooperative growth of knowledge, emotion, intention and action. First of all, mental health educators should position themselves reasonably, pay attention to ways and means to make the contents and methods of education more easily accepted by students and improve the effectiveness of education. Under the guidance of positive psychology, psychological educators should devote themselves to arousing students' self-consciousness, making them face up to the gap, paying attention to self-vertical evaluation, weakening horizontal comparison with others, realizing their own progress and gradually building self-confidence. Develop your greatest potential.

### ***5.3 Building positive organizational systems and creating positive energy atmosphere***

Positive psychology holds that the individual's environment is the main influencing factor to cultivate positive characteristics. External environment sunshine health can make students get more positive emotional experience and help students develop healthy personality.

Family, school and society will affect students' own psychological coping mechanism, positive growth environment is conducive to students to form a positive psychological coping mechanism, strengthen positive publicity, create a positive energy atmosphere, and put the construction of positive education atmosphere in the same important position as daily teaching.

## **6. INNOVATION IN THE MANAGEMENT OF STUDENTS IN A FIVE-YEAR SYSTEM FROM THE PERSPECTIVE OF POSITIVE PSYCHOLOGY**

### ***6.1 Optimizing the diversified evaluation system***

In order to realize the comprehensive, individual and free development of students, we must improve the single good student evaluation system and build a diversified evaluation system. The growth process is brought into the perspective of evaluation, from screening evaluation to developmental evaluation, comprehensive, objective and dynamic evaluation of the growth process, emphasizing self-vertical evaluation, so that students can experience their own progress; desalination of horizontal evaluation with others, no longer simple and rough ranking. Focus on the bright spot of students, help students to show and amplify positive characteristics, objectively face up to negative shortcomings, constantly self-transcendence, and achieve all-round development of body and mind.

### ***6.2 Optimizing the educational management atmosphere***

The traditional vocational college student management work is rigid, the unconscious flexible management uses less, the pyramid administrative order management can not establish the positive fine education environment, the positive education atmosphere may effectively discover the student's potential, causes the student's physical and mental health development; may also effectively strengthen the student management work, creates the positive energy positive atmosphere, preaches each kind of advanced example, evaluates the diversification and the stratification, encourages the student to measure oneself with the example words and deeds, produces the vibration and the resonance from the thought and the spirit, positively can move in the study and the life. The student management staff should also set up a positive management consciousness, focus on the positive characteristics of the students, and carry out the student management work with the concept of development.

### ***6.3 Strengthen teachers and do a good job in training mental health education teams***

First of all, we should change our ideas, raise the awareness of the importance of mental health education team training, put psychological training in the background of students' positive growth needs and the needs of vocational education development, and put training in the same important position as daily teaching to plan and build; Secondly, it is necessary to strengthen the institutional construction of the mechanism, build a long-term mechanism for mental health education and training, increase financial security, enrich teachers, balance the demand and supply of training, improve the training assessment system, and establish a one-stop management process for the training, training, use and supervision of mental health education teams in accordance with the procedures of pre-training plan, supervision during training and post-training assessment; Thirdly, it is necessary to construct a multi-directional and dynamic training demand model, to carry out a questionnaire survey on the needs of mental health education before training, and to set up the training content according to the needs, especially to pay attention to their needs in the aspects of knowledge system, ability training, practical supervision and so on.

## **7. Conclusion**

Positive psychology emphasizes the influence of environment and individual self-growth, and education is centered on grasping the root of the problem. The emergence of positive psychology has opened a new perspective for campus psychology education. From the point of view of students' development, positive psychology formulates a special educational plan according to each student's different situation, promotes happiness and satisfaction to change students' cognition, pays attention to positive characteristics, strengthens students' self-confidence, constructs positive organization system and creates positive energy atmosphere.

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