

The Exploration of How to Integrate Moral Education with Psychological Health Education at Secondary Vocational Schools from the Perspective of Positive Psychology

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ABSTRACT

"Morality stems from the mind", "Conception starts from the behavior", thought and psychology are interactive, and the application of psychology to moral education can improve the acceptability of moral education, so as to improve the effectiveness of moral education. Positive psychology pays attention to the intrinsic correspondence between the value idea of people's positive and beautiful character and the value pursuit of moral education, and provides a new perspective and thought for the integration direction of "two educations". Governments at all levels of our country attach great importance to secondary vocational education, making it rapidly grow into an important type of education. In order to further develop moral education in secondary vocational schools and promote the improvement of students' moral quality, based on the advantages of positive psychology, this study tries to establish a moral activity system based on the theoretical framework of positive psychology, hoping to provide some references for secondary vocational education workers.

Keywords: Moral education, Secondary vocational schools, Positive psychology, Mental health education.

1. INTRODUCTION

The report of the 18th National Congress of the Communist Party of China (CPC) made it clear that the priority of education work should be "Setting moral education and educating the people as our goals, and establishing satisfactory education for the public". Moral education is an important way to carry out moral education and quality education in secondary vocational schools and realize the moral goals of secondary vocational students. The important channel of the effectiveness of moral education is to carry out moral education activities. Although moral education is the "soul" of the all-around development of education, it plays a role in guaranteeing the direction of education and maintaining the motivation of education. But in the real teaching, moral education class in secondary vocational schools has been weakened, many expected goals have not been fully realized, the

function of moral education has not actually played, many problems worth thinking about. As a teacher, we should focus on students' positive qualities, create an educational environment suitable for students' positive growth, strive to tap students' own potential, overcome bad words and deeds, and improve moral quality. Therefore, school moral education activities should not only start from students' interests but also realize students' all-around development through moral education activities. The main body of school moral education activities are people, students as the center, teachers as the main body. Therefore, how to make full use of the advanced concepts of positive psychology, give the educated personality respect through moral education activities, and tap the potential of the educated, so that the students' minds are not expanded, not depressed, and in a state of relaxation. It is of positive significance to help students find their own advantages, gain happiness

and open the door of happiness in the practice of moral education activities.

Since 1999, with the expansion of university enrollment, middle school students have mostly flowed into regular high schools. The quality of students in secondary vocational schools is declining, which is not only reflected in the level of learning. First of all, the thought of secondary vocational students has very distinct characteristics. They tend to have no clear goals, are more likely to have problem behaviors, do not pay much attention to study, and pursue freedom and enjoyment too much in life. Secondly, many of them come from migrant families or single-parent families, and their parents have neither the time nor the ability to cultivate them. Long-term neglect and unscientific education methods lead to many problems in their thoughts and behaviors. Finally, most secondary vocational students are in the sensitive period of youth, facing a variety of troubles and tests, lack of discrimination and self-control, easy to appear in a variety of immoral behavior, affecting their healthy growth. These characteristics of secondary vocational students also reflect that moral education in secondary vocational schools should and must be added to mental health education, correct their attitude towards life, improve their moral quality and psychological quality.

2. THE PROBLEMS EXISTING IN MORAL EDUCATION TEACHING IN SECONDARY VOCATIONAL SCHOOLS FROM THE PERSPECTIVE OF POSITIVE PSYCHOLOGY

2.1 The Current Situation and Problems of Moral Education in Secondary Vocational Colleges

From the school's point of view, there is a deviation in the curriculum ideology. Due to the demand for talents in social production, secondary vocational education stands based on cultivating professional and technical talents for society. This determines that secondary vocational education schools pay attention to the professional teaching of improving students' hands-on ability, and to some extent ignore the cultural teaching including moral education, which leads to the phenomenon that moral education has been occupied by activities or mediation. Due to the limited class hours of moral education, it is difficult for moral education teachers to complete the teaching content, which

also gives students the illusion that moral education is unimportant. From the teacher's point of view, the school attaches importance to moral education in form but ignores it in practice. Moral education teachers lack teaching attention and support, resulting in teachers being dissatisfied with the status quo of the classroom, generally think lack of sense of achievement, generally have a dislike of teaching. From the perspective of curriculum setting, the design of moral education courses in secondary vocational schools follows the format of general teaching books, which are theoretical and abstract and lack the practicability and operability of secondary vocational teaching materials to a certain extent. Although researchers and teachers in secondary vocational schools have noticed these problems, they lack in-depth discussion on the combination of theory and practice. To change the current plight of moral education classes in secondary vocational schools, it needs to pay some energy and time to achieve the optimal moral education mode.

2.2 Problems Existing in the Application of Positive Psychology in Moral Education Teaching in Secondary Vocational Colleges

Although moral education in secondary vocational schools in China attaches great importance to the application of advanced teaching models, it neglects the cultivation of students' positive psychological qualities. The main reason lies in the lack of awareness of the application of positive psychology in moral education in secondary vocational schools. The lack of deep understanding of positive psychology and inaccurate evaluation of students' positive qualities lead to the lack of pertinence in the application of positive psychology. In addition, some moral education teachers ignore their own requirements in the process of applying positive psychology, thus resulting in the application effect of positive psychology in secondary vocational and teaching is not ideal.

At the same time, the implementation of teaching reform in China relies on the people-oriented teaching concept, taking students as the teaching theme of colleges and universities at all levels, emphasizing that teaching should be carried out around cultivating students' subjective initiative and improving students' learning ability. Teachers play a guiding role in teaching. The application of positive psychology in the moral education of

secondary vocational education is the concrete implementation of the people-oriented teaching idea. Through the application of positive psychology, teachers can improve students' sense of happiness and happiness, so that students can accept moral education with a positive psychological state, and then stimulate the potential of students' self-conscious learning. However, some teachers lack the application concept of positive psychology in practical teaching, which leads to the poor application effect of positive psychology. In addition, effective teaching means play an important role in the process of cultivating students' positive qualities and mobilizing students' positive abilities. The front-line moral education teachers in secondary vocational colleges cannot meet students' psychological needs due to their single teaching means, which further affects the application effect of positive psychology [1].

3. THE CORRELATION BETWEEN MORAL EDUCATION AND MENTAL HEALTH EDUCATION IN SECONDARY VOCATIONAL SCHOOLS FROM THE PERSPECTIVE OF POSITIVE PSYCHOLOGY

3.1 Positive Orientation: The Common Direction of the Development of Moral Education and Psychological Health Education

The task of moral education in secondary vocational schools is to improve students' ability of ideological and political discrimination and moral evaluation. Mental health education is to train students' ability to form psychological harmony and sound personality through non-intelligence factors. By focusing on the development and improvement of students' cognition, emotion, will, behavior and other elements, they can promote students to develop good moral behavior habits and form rational self-regulation abilities. Therefore, the two have greater consistency in some content.

All types of schools at all levels in our country has always been adhering to the value orientation of social standard theory of moral education, ideological education, political education, moral education is the core content of education, guide people with noble thought, to the political position of armed with conforms to the social development law, moral standards with mainstream society to

train the people is the goal of moral education obligatory responsibility and perseverance. Firm political stand, noble ideological consciousness, high grade to the quality of the country needs the socialist cause of the builder, successor of the core standards. In terms of social standard theory, a positive social orientation has always been the basic demand of moral education.

Under the influence of the concept of positive psychology, current mental health education actively draws on the value orientation of positive psychology. Use a positive perspective to discover and interpret the positive aspects of the problem, use a positive approach to cultivate positive qualities, use positive thoughts to water a positive mind, use a positive process to provide a positive emotional experience, and use a positive attitude to shape a positive life. The positive value orientation closely links moral education and mental health education [2]. Moral education tends to train people from the theory of society, and mental health education tends to train people from the theory of individualism. The two achieve the same goal through different routes, learn from each other's strengths, and work together to develop each student into a person who can actively participate in society and face himself actively.

3.2 Positive Personality: The Goals of Moral Education and Psychological Health Education Lead to the Same Destination

Although there are some differences between moral education and mental health education in the specific goals, the fields involved are not the same. But in essence, moral education and mental health education are acting on the same subject -- students, the ultimate goal of both is to promote the overall development of students' personalities. The core problem of moral education is an outlook on life, and that of mental health education is growth. If they can learn from each other and improve together, they can achieve the same goal.

The so-called personality, as well as individuality, refers to the sum of a unique, stable, and tendentious personality, and it is the overall psychological feature that distinguishes a person from others. Concepts such as needs, motives, interests, ideas, beliefs, world outlooks that have social appraisal significance embody the dynamic system of personality development and are embodied as a person's inner core characteristics. And habitual behavior is the core characteristic of a

person's external appearance. Positive personality education has increasingly become the common educational value orientation of all countries in the world. Cultivating a positive personality is the common goal of moral education and mental health education. The World Health Organization defines in its declaration that health includes physical health, mental health, moral health, and good social adaptation. Among them, good social adaptation cannot be separated from good psychological qualities and good moral qualities, and good psychological and moral qualities are ultimately manifested in a positive and healthy personality. For a student, a good moral character is a basis for cultivating healthy psychology, and a good psychological state is a prerequisite for receiving ideological and moral education. In today's multicultural and global information, some students in the ideological and moral aspects of value judgment deviation value identification imbalance and value misplacement, which is not only the root of secondary vocational students' moral behavior disorder but also the inducement of many of their psychological problems. The complementarity of the "two educations" goals can combine moral education with mental health education. Having a positive personality not only means actively adapting to and contributing to society but also means actively facing life and developing oneself. It needs to have the outstanding qualities required by society such as noble morals and values, and it needs to have good psychological qualities and other positive qualities possessed by individuals. Social expectations and personal development are organically unified on the point of "positive personality".

3.3 Positive Psychological Process: The Common Mechanism of the Moral Education and Psychological Health Education Operation

"Two educations" have the same psychological process, the four psychological factors are not only the formation of the good moral character of the psychological process but also the formation of good personality psychological mechanism. Positive psychology focuses on three aspects of research: first, care about people's positive cognitive processing, to view the world in a positive way, such as optimism, hope, self-acceptance, self-esteem, tolerance, aesthetic experience, wisdom, and spirituality; Second, focus on people's positive emotional experience, including human happiness, satisfaction, fluency,

happiness, etc. Third, it focuses on people's positive attitudes towards society, including social cohesion, altruistic behavior, social responsibility, forgiveness, kindness, and the ability to love [3]. These positive psychological processes emphasized by positive psychology constitute the basic approaches to develop "two educations".

Positive cognition is the common logical starting point of "Two educations". Any external information can play a role only through the refraction of individual cognitive structure. The degree of understanding, evaluation, and internalization of moral norms directly determines the experience of moral feelings and then promotes the formation of moral behavior. Similarly, mental health education also pays great attention to the positive cognition of individuals, excavates and examines the positive aspects of problems from a positive perspective, and processes the received information in a positive sense, which is conducive to opening the channel leading to a positive experience.

A positive experience is a key link that affects the effect of "two educations". Emotion and emotional experience are produced in the process of cognition, and in turn, exert influence on the process of cognition. Positive emotional experience is conducive to promoting the process of cognition to be positive. Studies have shown that positive emotions can affect people's behavior through healthy attribution, benign interpersonal relationships, correct stress and defense system, and structural and functional changes of the nerve center, and then improve personality quality[4]. Therefore, moral education and mental health education should attach great importance to positive emotional experience, fully consider the stimulation of positive emotional experience in the course design, activity arrangement, and other links, promote the internalization of positive cognition, improve individual psychological quality and moral quality.

Positive behavior is a direct manifestation of the effect of "two educations". Both cognition and experience are psychological processes that occur inside the individual's mind, and the observable effects of "two educations" are most directly reflected in positive behaviors. Moral education takes the development of good moral behavior habits as the direct goal of moral education, and the internalization of moral knowledge and the experience of moral emotions ultimately serve the development of moral behavior habits. The effect

of mental health education may not be immediately reflected in behavior. Although in-depth understanding, emotional experience, and quality improvement can be used as mental health education results, positive behavioral performance is still an important feature of mental health, and positive psychology will eventually pass positive Behaviors are manifested. At this point, the evaluation criteria of moral education effect and the evaluation criteria of mental health education are once again integrated.

4. THE CONCRETE MEASURES OF INTEGRATING MENTAL HEALTH EDUCATION INTO MORAL EDUCATION FROM THE PERSPECTIVE OF POSITIVE PSYCHOLOGY

4.1 Introducing Positivity and Carrying out Happiness Education Courses for Students in Schools

Introducing positivity means introducing the concept of positive psychology into schools, caring and trusting students, and giving them hope. As parents, they want their children to be "happy"; Like the way schools most want their children to "succeed". But one survey showed that the news section alone had more than 77,300 search results for "student depression. "There are three main reasons why we teach positive psychology in schools. First, depression is becoming more common and spreading rapidly[5]; Second, there has been limited improvement in happiness over the past few decades. Third, the traditional teaching goal of schools is learning, and a high sense of happiness can improve learning ability and achieve satisfactory results. Positive emotions lead to broader attention spans, more creative thinking, and more holistic and nuanced thinking.

4.2 Identifying Positivity and Helping Students Find Their Own Outstanding Strengths

Identifying positively means leading students to explore their personal advantages and formulate development plans. Positive psychology pays more attention to the positive factors of the individual. Therefore, moral education activities should also help students understand their own advantages, not just their shortcomings. This is very beneficial to the growth and development of students. Advantage

exploration was first proposed by positive psychologist Donald O Clifton, and later developed a measurement tool called "Clifton Advantage Recognizer" [6], and Peterson and Seligman developed a set of The test to identify personal strengths is called the "Personal Outstanding Strengths Test". It lists twenty-four characters that everyone may have, and divides these qualities into six categories, including wisdom and knowledge, courage, humanity, justice, temperance, excellence. We can design and carry out the "Strength Discovery Journey" activity to guide students to identify their own advantages more clearly and to discuss and listen to the understanding and ideas of others in a group, to obtain help and support from others, and to understand their own prominence more rationally Understand the pros and cons of these advantages, better use the strengths and avoid weaknesses, and get a more positive experience [7].

4.3 Helping Students Build Positive Emotions in the Face of Setbacks

According to the investigation, secondary vocational students often face more challenges and pressures in life, but their physical and mental development is not mature, and they are prone to misattribution when they encounter problems [8]. Once these problems are not properly dealt with, it will be an important reason for students to have a mental illness. Therefore, moral education teachers in secondary vocational schools should timely guide and help students correctly face setbacks, rationally attribute, and recover positive emotions as soon as possible. For example, ABCDE (adversity, belief, consequence, disputing, Energization) mode can be used to help students develop tough will quality [9]. Since students are prone to negative and unpleasant emotional experiences when they are faced with possible negative events, they will think that event A should be responsible for the negative emotions. However, event A itself is not the cause of the emotional reaction or behavioral consequence C, the students' unreasonable belief (idea, opinion, or explanation) about event B is the real cause. Therefore, to help students improve bad emotions or behaviors, the fundamental point is to make students realize that emotions do not come from the event itself, but their own thoughts about it, and A person's thoughts can be changed. Then the teacher instructed the students to learn how to slow down the process of ASC through more flexible and accurate thinking, to eliminate psychological distress and face adversity positively. ABCDE model can be carried

out through individual intervention, group guidance, and other forms, as well as moral education activities, such as psychological class meetings, group psychological games, and other activities.

4.4 Embedding Positivity to Help Students Improve Their Comprehensive Ability with the Life Situation

In the past, many educators have closely integrated school, education, society, and life. For example, Dewey's views on school and society, education, and life. Tao Xingzhi's life is both education, and he puts forward the point of view of learning in life. All of the above are advocating that education should be in line with the characteristics of student growth, and learning should be done in daily life. Specifically, in educational activities, students are the themes and teachers are the leading ones. Students are required to actively participate in educational and teaching activities. Knowledge, abilities, attitudes, emotions, and values are all obtained from practical activities. Therefore, moral education activities must enable students to grow up actively, vividly, and vigorously, and these are precisely the carriers through which positive psychology theories can function.

Schools can embed moral education in various activities, teaching courses, and life interactions. For example, moral education teachers lead students to discuss topics of altruism and happiness, discuss factors that give positive goals for life and learning, etc. In addition, positive psychology can also play a role in activities that may have a negative impact. For example, students who make mistakes in competitive sports activities are often complained about and blamed by other students. At this time, the teacher can try to use the focus method to guide them. Recall the previous good performance of the team with other students and tell everyone that the team members who overcome difficult situations will definitely have better performance.

In addition, teachers can also guide students on how to use their outstanding personal advantages to establish positive interpersonal relationships, such as communication between classmates. Tell students that facing the other party's sharing, if they can't give the other party a proactive response because they are tired or too focused on their own things, they can try to use their outstanding advantages to try to maintain a proactive response. For example, use enthusiasm to actively and

quickly respond, use curiosity to try to ask questions, and use wisdom to propose lessons that can be learned. This can not only establish and maintain positive interpersonal relationships but also allow one's outstanding advantages to be applied and play a positive role in promoting.

4.5 Showing Positivity and Designing a Variety of Activities to Build a Platform for Students

The purpose of showing positive is to respect diversity and build a platform for students with different characteristics to show themselves, gain achievements, and experience meaning. A major problem with current school moral education activities is the lack of systematic design, which cannot meet the diverse needs of students, and the phenomenon of activities with empty forms and contents is more prominent. To this end, based on the overall goals of secondary vocational students, the breakdown and refinement of grade-by-grade goals can be carried out. At the same time, festivals and anniversaries can be used to carry out various and interactive activities in a targeted manner. In addition, you can make full use of various festivals, anniversaries, and other occasions to carry out various moral education practice activities in a targeted manner so that the outstanding advantages of students can be applied and displayed.

5. CONCLUSION

The standpoint of the effectiveness of moral education activities should depend on whether students like it, whether they are satisfied, and whether they are educated. As a moral education educator, you should be more concerned about the positive qualities of students. School moral education activities should also start from the interests and needs of students in order to achieve the overall development of students. Therefore, moral education workers should make full use of the advanced concepts of positive psychology, give students the greatest respect and trust through moral education activities, maximize the potential of students, and let students discover their own advantages and obtain balanced development.

AUTHORS' CONTRIBUTIONS

Chenxi Li is responsible for conceptualization, formal analysis, methodology and writing original draft; Fan Yang is responsible for conceptualization,

investigation, project administration, supervision, visualization and writing review and editing.

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