

Practice Research on Teaching Methods of the Student-centered Mental Health Education for College Students

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ABSTRACT

College students' mental health education curriculum is an important channel to improve the mental health quality of college students in China. Through positive knowledge teaching, mental health education, fully mobilize the enthusiasm of students to participate in classroom interaction, enrich the emotional experience of college students, realize knowledge expansion and the improvement of mental health quality. Based on the author's practice teaching research, this paper summarizes the characteristics of contemporary college students' mental health classroom, points out the difficulties in teaching activities and explores the practical effects of several teaching methods in field teaching, which is a positive practice and beneficial exploration of college students' mental health education course teaching methods.

Keywords: College students, mental health education course, teaching method practice

1. INTRODUCTION

In recent years, mental health education and teaching in colleges and universities has been widely valued by the whole society in China. In 2015, at the National Ideological and Political Work Conference for Colleges and Universities, general secretary Xi Jinping stressed that colleges and universities should cultivate a rational, calm and healthy mentality among college students. In 2018, the guidance outline for "College Students' Mental Health Education" was issued with the general idea of adhering to the combination of psychological and moral education, education and consultation, development and prevention, focusing on humanistic care and psychological counseling, and focusing on the construction of college students' mental health education service system with Chinese characteristics. Mental health education is an important part of ideological and political work in colleges.

2. CHARACTERISTICS OF COLLEGE STUDENTS' MENTAL HEALTH CLASS

College students' mental health education course is an important channel to improve college students' mental health quality. Through positive knowledge transferring,

mental health education, fully mobilize the enthusiasm of students to participate in classroom interaction, the emotional experience of college students could be enriched, and knowledge and mental health quality could be promoted.

Based on the author's work, teaching experience, and investigation of psychology classes in most colleges and universities in China, this paper holds that the current college students' mental health classes present the following characteristics. First, the course is highly interactive, not just in the pattern of teachers' speaking and students' listening. Most psychology classes are student-centered interactive teaching models: students interact, experiences, discuss, and express their insightful statements in class. In this pattern, fewer students would be absent-minded and play with their phones in psychology classes than in less interactive classes. However, the interactive classroom also has higher requirements for teachers, and excessive pursuit of the "lively" classroom process will lead to the problem of valuing the process over the result. Second, freshmen's compulsory mental health class is still attended by students as a minor subject, which does not get enough attention from students. At present, many colleges and universities in China have listed freshman psychology courses as the core compulsory general education course. However, this course still does not get enough attention

from students, most of the students still regard psychology as a minor subject. Among them, some students are resistant, some think they are psychologically healthy and do not need to take this course, and some students have prejudices against psychology courses, the stereotype is that psychological problems are the only ones who need to take psychology courses. Moreover, there is a phenomenon that they do not pay attention to and are not serious. Thirdly, the teaching ability of psychology teachers plays a key role in the course. Half of the students' involvement in mental health class depends on the design of classroom teaching links, and the other half depends on the teaching ability of teachers. Mental health class is different from other courses, the understanding of psychological principle and realization depends on the application effect in practice, and the science of teaching design is beneficial to students' understanding of knowledge points in the first place. Appropriate guidance from the psychologist and pointers at key points also could help students to effectively involved in the curriculum. The degree of students' involvement in the classroom determines their sense of acquisition.

3. TEACHING DIFFICULTIES OF COLLEGE STUDENTS' MENTAL HEALTH COURSE

College students' mental health education courses should not only impart knowledge, but also pay more attention to the practical application effect of knowledge, not only to let students understand, but also to let students use it, the goal is not to memorize the concept, but the impact on life. Therefore, there are some teaching difficulties in specific teaching links, which are as follows.

3.1. Curriculum design based on students' characteristics

The design of college students' mental health course should be specific, and specific practical teaching activities should be conducted in combination with the characteristics of the class group, and cases close to students should be listed to facilitate students' understanding. For example, when teaching the chapter of interpersonal relationships, the teacher plans to help students understand the concept of interpersonal relationships and enhance their confidence in interpersonal relationships by asking students to visualize the distance between themselves and others in their interpersonal relationships. However, there are differences in the feedback from diverse groups of students in classes. In some classes, most students paint themselves in large scales but others in small scales when they visualize the interpersonal relationship diagram, which contradicts the pedagogical objective of the teacher's previous teaching task of enhancing students'

interpersonal confidence. Obviously, such students are not less confident in interpersonal relationships, but are too conceited. In response to such feedback from students, teachers should give teaching guidance to convey the concept of interpersonal equality. Therefore, at this time, teachers should adjust the teaching content, not continue to teach the concept of enhancing students' interpersonal confidence, but tell the meaning of interpersonal equality in interpersonal relationships. Meanwhile, college students' mental health class is highly interactive, and there are many interactive activities among students. In actual teaching, it is inevitable that there will be poor feedback or embarrassing scenes in the carefully designed links. The premise of course design should have content and form in line with students' cognition, and interactive activities close to students' life.

3.2. Clear teaching objectives

The classroom interaction in mental health courses is strong. Teachers will integrate many interactive experience activities to make the sense of participation and experience in class more vivid and rich. In such a class, making students clear the meaning behind the interaction, and the purpose of the activity is the difficult point in teaching. Teachers' accurate grasp of teaching objectives is more conducive to achieving ideal classroom teaching results. It is particularly important for students to back to the class content after laughing, and the guiding language in the discussion is very key. When necessary, teachers can speak out the teaching objectives directly, so that students can conduct discussions and practice with more goals. The achievement of teaching objectives depends on the continuous optimization of teaching design and teachers' real-time grasp of the classroom. The ultimate teaching goal is to make students have good mental health literacy, not only benefit the present but also point to the future goal.

3.3. Course evaluation

The evaluation of college students' mental health course is different from other courses. The psychological course not only inspects the degree of students' psychological knowledge, but also inspects the degree of improvement of their mental health consciousness, the degree of shaping their psychological quality and the improvement of their ability to recognize and solve problems in life. Therefore, how to give a proper course evaluation to students participating in psychological courses is the difficulty for teachers in teaching. The author thinks that this evaluation is different from other knowledge-based courses, which should not be evaluated by a single exam, but should include the evaluation in the process of participation (process evaluation) and the evaluation of the influence of the course itself on students after the course (result evaluation). In terms of process evaluation, the author's university currently adopts

multiple sources of evaluation, including the number of online MOOC class hours, the pass rate of participating in online answering, offline classroom participation, and the effect of practical activities. However, as far as the latter (result evaluation) is concerned, it is difficult to be completed independently by the teachers. It depends on the students' active feedback and is the difficulty of teaching evaluation. At the same time, the evaluation of the teaching effectiveness is also affected by the number of students in class. Too many students in psychology class will affect students' sense of participation and acquisition, and ultimately affect the evaluation of course results.

4. PRACTICE OF TEACHING METHOD

The classroom teaching methods of college students' mental health course are extraordinarily rich and diversified. With the accumulation of the development of the subject for years, there have been more diversified and perfect teaching methods. The teaching method mentioned in this paper is repeatedly used by the author in the field teaching link, and has benefited from good teaching method practice, hoping to play an exploration role in the optimization of teaching method in the classroom of college students' mental health education.

4.1. Stand-up during class

While college students spend most of their class time sitting down, in psychology classes, design sessions where students stand up. Mobilize the body to awaken the mind, body, and heart at the same time, and improve students' sense of participation and integration in the class. Physically active classes also allow students to take the initiative to think about the questions raised by teachers and participate in class discussions and feelings better. For example, when teaching the theme of the meaning of life, students were invited to present college students' understanding of life with body sculptures. For example: when teaching the topic of emotion, the teacher could invite students to the platform to show emotions and identify emotions; while teaching freshman adaptation, the teacher could invite students to line up according to the distance between their hometown and the campus, and feel the difficulty of adaptation, etc. Moving the classroom, the brain and heart have been awakened.

4.2. Online plus offline, knowledge plus practice

The course of psychological education for college students is very suitable for the teaching mode combining online teaching and offline method. College students have a certain self-learning ability, through online MOOCs self-learning the knowledge points of each chapter of mental health education and related expansion theory. Not only is the online teaching flexible, but students can also watch MOOC repeatedly, listening to

topics they don't understand. Offline psychology knowledge learned online is digested and absorbed by participatory and experiential teaching methods. The combination of online and offline is more conducive to students consolidating and digesting the knowledge learned, so that mental health education is more down-to-earth, and has more practical application significance. Offline practice class applies teaching tools such as Rain Classroom to realize functions such as checking students' participation rate in class and random grouping, so that advanced teaching tools can effectively improve class efficiency.

4.3. Abstraction

Many concepts in psychology are difficult to describe, abstract, and how to let students can well understand the meaning of the concept, the abstraction of the concept of the teaching method is particularly important. For example, when teaching the topic of interpersonal relationships, the abstract concept of interpersonal relationship can be embodied by the location and distance between people; while teaching the topic of time management, students can be invited to write a list of the day's events, label the events, put the serial number in the important and urgent four quadrants, clearly see the problems in their own time management; when teaching the topic of emotion, students are invited to give quantitative scores to the intensity of emotion. The specific values can visualize the changes in emotion. The emotional vocabulary may not change before and after the emotion management, but the quantified emotional score has changed, and the changes in emotional intensity are more concretely to be seen. When teaching the theme of self-awareness, students can draw me before entering University, me now and me looking forward to the future in the way of painting or use different pictures to represent the three stages of their own, to help students visualize their understanding of themselves. Moreover, when teaching the theme of college adaptation, students were invited to complete the score of challenge and competence in four dimensions of interpersonal relationship, professional learning, after-school practice and living environment. The line chart clearly and specifically showed the adaptation of students as first-year students, etc. Concrete description and display could make abstract concepts clearer, which is conducive to students' understanding.

4.4. Scenario simulation case method

Bringing in other people's cases allows students to be in a spectator's perspective and to analyze the problems in the case more rationally. For example, when the topic of emotion identification is taught in emotion management, students often have vague and difficult problems in identifying their own emotions. When case teaching is introduced, students can help themselves

identify the emotions in the same situation by identifying the emotions in the cases. When teaching the topic of interpersonal conflict, it is essential to help students bring into the situation to feel the interpersonal boundary of others they do not recognize originally, individual differences in words and actions, habits, ideas, and opinions, so that college students can view interpersonal conflict more rationally, grasp the interpersonal boundary, and skillfully use empathy.

4.5. Product of psychological drama

The psychological drama is a teaching method often used during mental health education. Through psychological drama production, students could understand the psychological activity in interpersonal interaction, team cooperation, recognition of psychological activities, improve the psychological quality through training and exercise, increase mental flexibility, and enrich the perspective of students about problems and problem-solving skills, which is worth promoting psychological course practice teaching link.

4.6. Thematic discussion method

College students' thinking is very active, and their knowledge is relatively broad. The use of topic discussion in mental health education courses can effectively activate the knowledge reserve of college students and stimulate their thirst for knowledge. Discuss and listen to the viewpoints of other peers to make cognition clearer in the discussion and promote students' active thinking to obtain cognitive renewal. For example, when teaching the classification of emotions, the teacher can discuss the topic of "whether emotions are good or bad" and invite students with different views to express their own opinions, and invite students with different views to raise doubts, and to deepen students' understanding of emotions in the discussion. While teaching the topic of the origin of emotions, a teacher can ask "How do people's emotions come about?" in the brainstorming, students will talk about these opinions: emotions are due to the occurrence of events, due to the acquired learning, due to their own situation at that time, due to their own cultural values and judgment, due to habits, and so on. Extensive and profound topic discussion is immensely helpful for students to participate in learning, deepen the impression of learning, and finally explore ways to solve problems by themselves. The key to the application of the topic discussion method lies in the choice of topic, the stimulation of students' interest in discussion and the timely summary given by the teacher after the discussion.

4.7. Attach importance to student feedback during the course

The curriculum of mental health education must be updated and adjusted in time according to the feedback

of students. It is important to grasp students' feedback in time to achieve a good teaching effect. According to the teaching procedure, students generally fill in teaching evaluation feedback after the teaching of the whole semester. Such information feedback is helpful for teachers to adjust the teaching arrangement and teaching method for the next semester. This paper suggests that students' classroom feedback should also be solicited in real-time during course teaching. Timely teaching feedback is helpful for teachers to adjust teaching means and methods in time. For example, when the author asked for students' feedback on the theory of "emotional sources" in a class, it was learned that students were not interested in the theory, but just wanted to know how to adjust their emotions. In the second class, the author used the topic discussion method to invite students to think and discuss "how emotions come from" in groups. In the discussion, students had rich imaginations and gave abundant answers. The answers given by the students have covered the knowledge of the three theoretical genres that should be covered in the teaching plan of the teacher. Moreover, the students have also given the ideas of managing emotions according to their own opinions on the sources of emotions. The timely adjusted class completed the teaching tasks more efficiently and smoothly, and the students had a better sense of experience and stronger participation. Such a good teaching effect is due to the teachers' soliciting of students' opinions and feedback during the course and making timely adjustments.

5. CONCLUSION

The uniqueness of college students' mental health education course in college education makes it not only stay at the level of knowledge teaching, but also pay more attention to students' participation in the course, the sense of classroom experience and the sense of psychological growth. It is a very practical and application-oriented class. The design of college students' mental health course should be fully combined with the characteristics of students' growth and the needs of the time, to grasp the psychological state of students and fully understand the psychological characteristics of students, which is conducive to better curriculum teaching. Mental health course should be taught in a diverse, participatory, reflective and inspiring way. College students in the new era are active in thinking and avoid teaching content that is too simple and superficial. It is a classroom that allows students to think and question. In the teaching design, more questions should be added to arouse students' thinking, and the classroom setting should be suitable for students' interaction and participation. The assessment of students should not only focus on knowledge acquisition, but also examine students' psychological growth and personal gain.

This paper is the author's thinking and summary of the teaching work of college students' mental health course. In addition, the teaching methods mentioned in this paper are all effective teaching methods verified by the author in his teaching work. This paper hopes to provide innovative ideas and attempts for the development of mental health education curriculum for college students in China.

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