



An Exploration of the Application Mode of Chinese Writing in the Mental Health Education of Border College Students

Ruoliang Lai^{1,2,a}, Rahimah Embon^{3,b}, Deying Hu^{4,c}, Ruoliang Lai^{1,2,d*}

¹Department of Education, Language and culture college, Oxbridge College, Science and Technology University of Kunming, Professor, Kunming, China

²Department of Education, Faculty of Islamic Contemporary Studies, University Sultan Zainal Abidin, PHD student, Kuala Terengganu, Malaysia

³Department of Education, Faculty of Islamic Contemporary Studies, University Sultan Zainal Abidin, Associate Professor, Kuala Terengganu, Malaysia

⁴Language and culture college, Oxbridge College, Science and Technology University of Kunming, Professor, Kunming, China

^a741137955@qq.com, ^brahimahembong@unisza.edu.my

^c1213942529@qq.com, ^{d*}741137955@qq.com

Abstract. Under the background of the construction of “new liberal arts”, how to take into account the improvement of writing ability and the development of mental health of frontier college students in writing teaching is an important issue in the current education reform. This paper combines the requirements of “New Liberal Arts” on the writing ability of college students, analyzes the challenges of writing teaching in frontier colleges and universities, and constructs a set of writing teaching system with pertinence and practicability, integrate the consciousness of the Chinese national community into writing instruction, so as to improve the writing ability and physical and mental health of students in border colleges, and to satisfy the demand for talents in the local economic and social development.

Keywords: border college; writing instruction; mental health; talent development

1 Introduction

The real object of education is a comprehensive person, a person in various environments, a person with various responsibilities, in short, a specific person. [1] The teaching of writing classes to border college students is characterized by cultural and linguistic differences and educational background. Confined to the fact that students usually have special backgrounds in language and culture, the teaching of writing courses puts forward higher requirements. Recently, many border college students suffer from different degrees of psychological distress, psychological barriers and psychological disorders in the process of growing up. At present, the dilemma of the

development of college students' mental health education mainly focuses on the educator, the educated, and the educational intermediary, and the reasons for its formation are multifaceted, such as social factors, school factors, and family factors[2]. As an important part of ideological and political education, mental health education plays an indispensable role in shaping the sound personality and moral quality construction of college students.

2 Overview of Mental Health and Writing Education of Border College Students

2.1 Characteristics of Psychological Development of Border College Students

2.1.1 Adaptation Problems and Cultural Conflict.

Border college students may experience cultural conflicts and identity problems when adapting to new learning and living environments, leading to anxiety and loneliness. The detection rate of depression is higher among ethnic minority youth. The presence of sleep disorders is higher among females than males, and the likelihood of depressive symptoms is higher among those with chronic diseases than those without. [3]

2.1.2 Economic Pressure and Employment Anxiety.

The relatively slow economic development of border areas, the economic difficulties of some students' families, and the fierce competition for employment have put them under greater pressure in terms of academics and future planning. The mental health of poor students is significantly lower than that of non-poor students, and their psychological problems are mainly manifested in obsessive-compulsive, depression, interpersonal sensitivity and anxiety. [3]

2.1.3 Narrow Social Circle and Lack of Emotional Support.

Closed geographical location may lead to more limited social resources, and some students have difficulties in establishing a broad social network, which may easily lead to a sense of loneliness and affect their mental health. The physical and mental health of ethnic minority college students is generally low, mainly affected by living habits, cultural practices and other factors. [4] and there are some difficulties in Understanding Due to Regional Cultural Differences

2.2 Problems in Writing Teaching

2.2.1. Lagging Faculty Construction.

Due to the limitations of geographic location and economic conditions, there are certain difficulties in attracting and retaining high-level writing teachers in frontier institutions. Some teachers lack systematic professional training in writing, and their

teaching methods are relatively single, making it difficult for them to meet the diversified demands for practical writing teaching in the context of “new liberal arts”.

2.2.2 Relative Lack of Writing Teaching Resources.

Compared with the institutions in the developed regions of Chinese Mainland, the frontier institutions are relatively lacking in writing teaching resources. On the one hand, most of the existing teaching materials are based on the general version, and there is a lack of writing teaching materials and case banks with the characteristics of the border areas, which fail to fully integrate the actual economic and social development and national cultural characteristics of the border areas. On the other hand, teaching facilities and technical means are relatively backward, unable to provide students with diversified practical teaching platforms, limiting the improvement of students' practical writing ability.

2.2.3 Students' Fundamentals are Uneven.

College students in border areas may come from different ethnic minorities or multilingual environments, which makes their writing fundamentals uneven. Some students from remote areas, due to the relative weakness of basic education resources, have certain deficiencies in language expression, logical thinking and other aspects, which makes writing teaching more difficult. It is difficult for teachers to take into account the needs of students at different levels in the teaching process, and the teaching effect is affected to some extent. [5]

3 The Impact of Writing on College Students' Mental Health

3.1 Reducing Anxiety, Promoting Self-Expression and Emotion Regulation

Expressive writing has a good intervention effect on patients with mental disorders and other key objects in need of mental health services, which can reduce anxiety and depression, improve the sense of well-being, and promote their physical and mental recovery. [6]

3.2 Relieving Psychological Pressure and Enhancing National Identity

Ethnic minorities predominate in the border areas. Ethnic minority college students have a strong sense of belonging and pride in their own ethnicity, and there is a positive correlation between ethnic identity and attitude toward their own language. Through writing, ethnic language education can be strengthened and ethnic identity of minority college students can be enhanced. [7] The study points out that psychological factors such as ethnic customs and habits and ethnic identity have an important influence on the happiness of ethnic minority college students. [8] Enhance self-confidence, social skills and interpersonal relationships

4 Countermeasures of Writing for College Students' Mental Health Problems

4.1 Constructing an Effective Classroom for Psychological Construction

The writing style not only helps the author's own mental health, but also provides emotional resonance and psychological support for the readers. [9] The theory of constructivism emphasizes the active constructive role of the learner, and believes that learning is acquired by the learner in a certain context, i.e., social and cultural background, with the help of others (including teachers and learning partners), using necessary learning materials, and through the construction of meaning, students are guided to analyze different types of writing receptors and determine the content and style of writing according to the characteristics and needs of the receptors. And in response to the actual problems in social life, writing activities are carried out in accordance with specific formats and requirements to convey information, solve problems and deal with affairs.

4.2 Strengthening the role of Writing in the Development and Construction of the Frontier

The economic and social development of the frontier region needs all kinds of applied talents, and college students in the frontier region generally lack efficient writing training, and writing ability is one of the key qualities. For the students of the frontier institutions, whether they join the local government departments, enterprises and institutions after graduation, or start their own business, they are inseparable from the writing. Writing can provide support for local government decision-making, helping the development of local enterprises, such as writing product promotion copy-writing and marketing plan for enterprises to enhance their market competitiveness and promote the economic development of the border area. [10]

4.3 Constructing Students' Spiritual World and Promoting the Overall Generation of Individual Life

4.3.1 Supervising students to read the classics and establish writing paradigms,[11] establishing moral values and cultivating healthy personalities among students in border institutions.

4.3.2 Apply modern teaching methods to create an emotional teaching atmosphere.

4.3.3 Open the writing classroom, return to life, start from writing what you are familiar with, carry out scientific and systematic writing training, and cultivate students' healthy personality.

4.3.4 Build a “dialogue” platform and establish a diversified and flexible writing evaluation system, so that students can enjoy the fun of writing and wash their souls at the same time.

Due to the influence of local culture, border college students sometimes show different ways of thinking and expressing themselves in Chinese writing from the mainstream culture. This is of great significance to the cultivation of moral and talented talents in colleges and universities in border areas. Change the traditional evaluation method and emphasize the individual differences of students. [12] The meaning construction of students' learning knowledge is .The value of their own existence, to find self-esteem, enhance self-confidence, so as to maximize the mobilization of students' writing enthusiasm, stimulate the enthusiasm of students to create, and cooperation with classmates and group mutual evaluation, mutual correction process to become a discoverer, researcher, explorer, so that the students classroom into classroom interactions, taste their own inner feelings, subjective experience and deep emotions, cognitive others, interpretation of life, deepen the emotions and purify the soul. Use new teaching methods according to students' own characteristics. [13]

5 Suggestions for Enhancing Writing Teaching in Border College Students' Mental Health Education Writing Education

5.1 Strengthening Writing Training in the Curriculum System

By means of words, writing enables the subject of writing to examine his or her own emotions, behaviors, and thoughts more clearly, and then to discover potential problems or thinking misconceptions.

5.2 Advocating Writing Therapy and Cultivating the Habit of Psychological Adjustment

Writing can help individuals regulate their emotions in different ways, especially when negative emotions abound, and writing provides an outlet for relieving them. For example, writing diaries, letters or self-talk can help individuals reduce negative emotions such as anxiety and depression, and writing can promote self-reflection, which is crucial for psychological healing. Students should be encouraged to develop the habit of writing and use writing to promote psychological health.

5.3 Combining new Media Technology and Expanding the form of Writing, Establish a Writing Exchange Platform to Promote Mutual Support

6 Conclusion

In conclusion, mental health is an important foundation for the overall development of college students, and writing is not only a tool for information transfer, but also a way of emotional expression and psychological adjustment, relieving stress, enhancing social skills and improving sense of purpose, the application of writing education in frontier college students' mental health care is of great significance to alleviate college students' inner confusion and ensure their mental health. Writing is a remedy against anxiety. Writing can be used as an effective means of psychological adjustment to help students relieve stress, enhance social skills and improve their sense of purpose[14]. Colleges and universities should emphasize the role of practical writing in their curriculum system and combine it with mental health education to help students grow and develop better. Teachers can design suitable writing tasks and teaching methods according to students' language foundation to help them overcome language barriers and be able to express their thoughts effectively. With the development of the network era, the forms of implementation have become diverse, and activities can be carried out flexibly according to the characteristics. It can fully expand divergent thinking, express emotions, and trigger empathetic immersion reading, studying the application of writing education in college students' mental health care is of great significance to alleviate college students' inner confusion and ensure their mental health.

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