

Study on the College Students' Mental Health Education Course in the Concept of Life Form

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Abstract. On the basis of the theory of life form, this paper analyzes the current situation of the construction of the college mental health education course and discusses the Course of Mental Health Education that can promote curriculum teaching to be full of richness, complexity in order to achieve an inner life in the curriculums. With the concept of life forms, Mental Health Education Course should be arranged based on the level of life, dramatic generation and concept of teaching. This paper also puts forwards that the teaching goal of the college students' mental health education course should adopt "experiential approach" to carry out mental health education teaching curriculum, thus teachers and students establish a relationship of dialogue in the Course of Mental Health Education.

Introduction

The Value of Mental Health Education is to promote the development of human life. In order to fully realize the value of Mental Health Education, this curriculum aims to establish the value orientation of life care. Mental health education to life is just as the starting point to respect the nature of life, so that students can get better understanding of the meaning of life, and then pursuing the beauty and happiness in their life and finally realize the value of life can promote curriculum teaching to be full of richness, complexity in order to achieve an inner life in the curriculums. With the concept of life forms, Mental Health Education Course should be arranged based on the level of life, dramatic generation and concept of teaching. Base on the concept of life form, Mental Health Education Course for College Students challenged the traditional knowledge and became a reform of mental health education curriculum which aimed at bringing the college students into the practice of mental health education curriculum? How to guide the design and implementation of mental health education curriculum with the concept of life when teaching students? How to reflect the value of life Psychological Health Education Course in Psychological Development? This paper discusses the course design, teaching methods, and the relationship between teacher and student in this curriculum.

Mental health education curriculum for a comprehensive adaptation of its objectives and development goals to construct teaching content

Current Psychological Health Education curriculum adopts "prevent, and adapt" as the goal of teaching content and "Adaptation" is the basis of objective psychological health education curriculum. The basic goal of mental health education curriculum is to allow students to adapt to college study, college life, interpersonal relationships, and physical and psychological changes actively. Meanwhile, they can adapt to the learning environment, living environment, interpersonal climate change with normal psychological and behavioral. "Adaptive" is an integral part to mental health education mental health education. However, mental health education is to promote high-level goals and the development of initiative mental health education rather than adaptive education, or a mental health overall goal or the ultimate goal of education. Promoting the development of Mental Health Education does not exclude its goal of adaptability. On the contrary,

to achieving the development goals of mental health education is to achieve its goal of adaptability as the premise and foundation. Piaget believed that adapting the intellectual development of individuals has a positive role in promoting the essence of life, thus to strike a balance between itself and the environment through assimilation and accommodation. This balance is unstable, changeable and growing. Rogers believes that self-development and improvement is the process of adaptation among the individual, the natural and social environment, so as to fully tap their potential, show self-worth. Thus, the “adaptive” and the “development” of the ultimate goal should be combined to structure the content of their teaching in mental health education programs.

The educational objectives and the positive psychology of mental health education have the same target. Positive Psychology is committed to make people's lives become more valuable and meaningful. Mental Health Education Course in Perspective of Positive Psychology coincides with their “caring for life” value orientation, which aims to cultivate the students to have a healthy and active lifestyle. Therefore, the content of Mental Health Education Courses should be adapted to the integration of the positive development. The main contents are as follows: Students' Mental health and a happy life, positive mood and emotional experience, positive thinking, good character, the value of life, mature professional interests, positive relationships, positive love and marriage. Above you can sum up in four aspects, namely, the content of developing positive cognitive, content of cultivating positive personality, the content of having positive experiences, and the content of constructing positive relationship.

The adoption of “experiential approach” Mental Health Education Course

The essence of mental health education curriculum is a psychological student's experience-based course with its own special properties. The goal is not only teaching students to master the theoretical knowledge concerning mental health, but it is vital to promote the psychological development among students, and focus on students' experience and how to impart knowledge. Experience is a key factor to form psychological quality for college students. Psychologically speaking, the experience is the main means of personal experience, and the emotional core to generate meaningful inner life. It is not only an active process of emotions and feelings, which includes perception, thinking and other mental process. Mental health education teaching is neither empty teaching with theoretical knowledge, nor simple behavioral training. Mental health education teaching is to cultivate students' own psychological quality through their own experience in the activities. German philosopher Dilthey believes that the experience is memorable to emotion, rumination and appreciation and the formation of a psychological quality depend on firm belief and behavior regulation. The empirical results show that the adoption of experiential teaching model in mental health education curriculum is necessary and feasible. [1] Compared with the traditional lecture-style teaching, psychology class teaching satisfied the student, and become more efficient.[2] it is worthy of further promotion because it has a significant effect on optimizing psychological quality of college students to enhance mental health level. [3]

The essential characteristic of experiential learning is to highlight subjectivity that emphasizes the dominant position of students in teaching activities. As the subject of individuals and group with independent personality, the students can not be replaced by knowledge or teachers. That is to say, teachers are no longer the controller and authority in the teaching activities, whose duty is to be the organizer and promoter of the teaching process and its main task is to create a harmonious teaching environment. [4] Students possess subjectivity and independence in the classroom activities, whose main task is to explore the process of teaching values, get emotional experience and so on. The student subject consciousness accompanied with their experiential teaching, which cultivate them to become active shapers by exploring the conscious mind. It is of great difference between general teaching and professional teaching mental health education programs, which has a strong teaching flexibility. Mental health education course is able to adopt varied forms, as the following: situational experiencing approach, role experiencing approach, problem-solving approach or case study approach, psychodrama experience approach, group activities experience approach.

The establishment of a dialogue between teachers and students in Mental Health Education Course

In the current Psychological Health Education, the implementation of the courses is of large classes and "teacher-centered". This situation causes the problems of the students' absence in classroom, the students' mind absence, giving too much attention to knowledge by teachers, fewer students' life experience. [5]In this case, if Mental Health Education Courses want to achieve its "caring for life" values, teachers should impart knowledge into a facilitator of life, meanwhile, the students should change their role of being the recipient of the knowledge into a life experiencer to create the real dialogue between teachers and students. Thus, teachers and students get better understanding about life and growth.

Teachers transform from imparting knowledge into a facilitator of life. The target of Mental Health Teaching education is students, who are a specific individual life, not a textbook, nor the knowledge. To teach mental health knowledge is a tool for promoting the development of college students of life. Therefore, the purpose of mental health teaching is development of one's life and its fundamental purpose is to have the perfect life rather than life knowledge. Thus, teachers of mental health curriculum education are no longer transmitters of knowledge, but the life of a facilitator and founder. Teachers' role is not just a mouthpiece of knowledge, or an instrument for promoting the development of student life, which should be regenerated, show self-creation of life. Mental health education teachers help college students maintain physical and mental health, develop an active lifestyle, enjoy life processes, and enrich the connotation of university student life through curriculum teaching. Furthermore, it is the vital process for teachers realizing the meaning of life.

Students transform from the recipient of knowledge into the life experience. If the student is just a container of knowledge, they will be unable to achieve personal life and growth. When the teachers become a facilitator of life at the same time, students will no longer be the recipient of knowledge, and become a practitioner of life. If mental health education teachers provide students safe emotional care, and notice confusion and doubts in time, students would likely to have the desire to say, to hear, to see, or to change their ideas intensely. Students are able to share knowledge and the value of wisdom from their teachers through their bold imagination, active thinking, rich experience to express the understanding of life. Finally, they gradually blend their lives and knowledge, so as to enhance the quality of life, attain their own meaning of existence. The cognitive process should be integrated into Students' life experience, thus helping them to understand the true meaning of life. Students transform their own experience into their own values, knowledge and belief. When they turn into their individual experience, they will get the wisdom of life to enrich their individual life form.

Conclusion

Teachers and students share life growth in their dialogue. David Bohm believes that dialogue can form a good relationship of shared thing among people. In the classroom, as teachers and students are the common carrier in interactive activities, they create an inter-subjective meaning through consultation, participation, cooperation, communication. Ye Lan pointed out that as the teachers or students, classroom teaching is an essential element of their lives. Teaching should be seen as a key part of life, and a meaningful component of their lives. [6] During this important life experience, teachers and students share their mental energy, thus resulting in the identification and sharing of meaning, to realize the flow of life energy exchange. From the participation in life course, both of them will get better understanding of the significance, and reach growth of life respectively.

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