

The Constitution of Psychological Health Education Curriculum System in Local Application Transformation-oriented Colleges

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Abstract—Higher education is now in deep reform, and the application transformation-oriented development has become the key direction. The thought of classified management and optimized structure has promoted the transformational reform of discipline and specialties. As an important foundation course for colleges, psychological health education is still faced with course reform. This paper analyzes the current status of the psychological health education courses, puts forward the course system reform, observes the course reform from a positive psychological view, reconstructs the system of teaching contents, reinforces the basic guarantee of courses, and makes cooperation to promote the course teaching quality and other suggestions.

Keywords—Application transformation-oriented colleges; Psychological health education; Positive psychology

I. INTRODUCTION

It has been clearly pointed out in the Guidance Outline for Psychological Health Education of College Students that psychological health education is the education that can improve the psychological quality of colleges, and promote the physical and psychological health as well as the harmonious development, and it is an important component for college talent cultivation system and also an important content for the ideological and political work in colleges. Over the years, the psychological health education work in colleges has been highly emphasized, and included in the field of ideological and political education and ideology.

Along with the application transformation development of local colleges, both the talent cultivation scheme and the course teaching have also been changing. As an important basic course for psychological health education, the changes shall further highlight the dominant position of students, and highlight students' professional adaptability and matching degree; they shall not only have the capacity to solve actual problems, but also professional theory accomplishment and perfect personality. Professor Zhengliang QU summarized that the various modes of psychological health education in colleges have provided theoretical guidance for course system reform and practice.

II. CURRENT STATUS OF THE PSYCHOLOGICAL HEALTH EDUCATION IN LOCAL COLLEGES

The psychological health education in colleges of our country was started at the beginning of 1980s, and the development process can be proximately divided into the sprouting union, the initial development period and the comprehensive development period. It has been clearly pointed out in the Opinions of the Ministry of Education about Reinforcing the Psychological Health Education Work of College Students in General Colleges that, "psychological health education shall regard course teaching, after-school education guidance as the main channel and basic link, and form the psychological health education work network and system that closely combines in-class and after-class, education and guidance, consultation and self-help". Yuanyuan LI (2017) held that, the reinforcement of psychological health education includes the perfection of psychological health education construction standards; Normalize the evaluation system of psychological health education work; Create professional psychological health education team. Xing YE (2016) put forward that the development of service-oriented psychological health education shall be based on the contents of "classroom teaching, after-school activities, individual consulting, environment creation, and crisis intervention". Xiaohong LI, and Cuifang LV (2015) analyzed the theory construction of learning community in the psychological health education classroom of the school. Gang FENG (2014) emphasized on exploring and constructing the psychological health education that has Chinese characteristics, meets Chinese culture and can adapt to the characteristics of Chinese students.

From the moment, the psychological health education in colleges has been integrated into the appeal of administrative departments, and all levels of education administrative departments have successively published documents for support, and the course design concept has been developed towards the sound development and positive psychological development of students. The course form has been extended to special subject education and themed teaching. Multi-media platform has highlighted man-machine interaction effect, with strong interaction. The objectivity, pertinence, guidance and hierarchy of the course contents are more obvious. The teaching team has been gradually reinforced, and reinforced the

input. The course has a high recognition degree, and can make "psychological" problems walk out of the mysterious place.

Psychological health education courses still belong to optional courses in many colleges, and the cognition degree of teachers and students is still to be improved. The course reform is faced with unreasonable course setup, limited course design concept, rigid course form, the big difference between the teaching contents and the actual demands of students as well as incomplete course evaluation, etc. The application transformation is not obvious in psychological health education courses for colleges, and apparently, it still remains at the teaching of basic knowledge. In order to cope with the application transformation development of local colleges, it is of significance to reinforce the reform of psychological health education courses in colleges.

III. THE DILEMMA FOR LOCAL APPLICATION TRANSFORMATION-ORIENTED COLLEGES IN PSYCHOLOGICAL HEALTH EDUCATION

Since psychological health education only has above 30 years of history in colleges of our country, it has been developing fast, with big effect, and lots of problems, such as weak foundation, low level, etc. In the application transformation of local colleges, the matching transformation of psychological health education course also has many dilemmas.

As can be seen from the development of psychological health education in local colleges, the psychological health education work for most local colleges is still in the initial period, and lacks in the foundation for direct transformation. The specific expression is unsound system, weak application practicalness, solidified course teaching concept, weak resource integration strength, insufficient basic guarantee, unsound joint effort mechanism, etc. This shows that, the effect and level of psychological health education in local colleges are still quite worrisome. However, it is applicable to take the application transformation of local colleges as the opportunity, to promote the application and practicalness-oriented development of psychological health education work, and validly promote the level of psychological health education work.

IV. REFORM THOUGHT ON THE PSYCHOLOGICAL HEALTH EDUCATION COURSE IN COLLEGES

The Ministry of Education has clearly stipulated in the Basic Requirements about the Teaching of Psychological Health Education Courses for Students in General Colleges that: The psychological health education courses for college students is a public course that integrates knowledge teaching, psychological experience and behavior training. The Basic Requirements have pointed out a clear direction for the reform of psychological health education course property, teaching objective, teaching contents, teaching methods, etc.

A. *Improve the cognition degree of psychological health education, and promote course system reform*

As per the Basic Requirements of the Ministry of Education, psychological health education courses for college students shall educate and cultivate students considering knowledge, skills and self-cognition. As can be seen from the knowledge mastering aspect, college students are requested to understand the standard and significance of psychological health, understand the theoretical knowledge about psychological health and the common psychological problems and the prevention, and learn the self-help methods for promoting psychological health. As can be seen from capacity cultivation, it is requested to emphasize on cultivating students' adaptive capacity in life, the learning and innovation capacity, self-awareness capacity, interpersonal communication and cooperation capacity, emotion management capacity, character self-education and crisis coping capacity, etc. As can be seen from the emotional behavior objective, it mainly cultivates the hard working and positive life attitude and good behavior habits of students. The education administrative department, society, colleges, students, families, etc. shall emphasize on the significance of psychological health education, and improve course awareness.

B. *Guide course reform from the perspective of positive psychology*

American Psychologist Seligman, M advocates positive psychology research, actively interprets humans with a positive attitude, stimulates the positive strength and excellent quality of people inside, digs out personal potential and gains a happy life to the utmost extent. He emphasizes on human value and humanistic care, and holds that human's living system is an open and self-decision system, with self-repair, perfection and constant development capacity. College students also hope to have a healthy positive psychological status; through self-motivation, perfection and development, they can gain self-realization in the route of self-growth. In the teaching of psychological health education for college students, it is requested to use a positive attitude to look at the potential of students, promote the development of students, emphasize on cultivating the students' capacity and internal potential and use an open and appreciation view to look at the development of students, and build a sound character, etc. Look at the reform of psychological health education course with a positive psychological view, emphasize on positive emotional experience, regard the mobilization of students' enthusiasm and initiative, and make students experience passive emotions. Course teaching activities emphasize more on the practicability, flexibility, and students' participation.

C. *Reintegrate resources, reconstruct the teaching system*

Emphasize on the further integration and research of textbooks, fully affirm the teachers' exploring result. In teaching reflections, it is requested to emphasize on the evolution of course objective, and develop from one-dimensional objective to three-dimensional objective. Reform practice emphasizes on the application, changes the concept of students, improves cognition, understands and masters the method and technology for maintaining psychological health.

TABLE I PSYCHOLOGICAL HEALTH EDUCATION COURSE CONTENT SYSTEM FOR COLLEGE STUDENTS

Content module	Course objective	Teaching method	Teaching stage
Theoretical knowledge	Master psychological health standard, recognize abnormal psychology, build psychological health awareness and cultivate discipline interests	Teaching, lecture, tutoring, discussion and case analysis	Freshman stage
Personality shaping	Know about themselves, accept themselves, and self-exploration, cultivate confidence, and build a sound character	Teaching, discussion, group tutoring, self-portrait, and SWOT analysis	Whole course of college
	Learning adaptability: Master college learning characteristics, learn strategic skills, and interest cultivation	Case analysis, discussion and learning evaluation	Freshman stage
Adaptability problems	Environment adaptation: The adaptation of college class environment and dormitory environment	Discussion, themed expansion activities and scene play	Freshman stage
	Interpersonal adaptation: Understand interpersonal significance, learn the listening, and expression skills, and improve the communication capacity	Teaching, discussion, case analysis, and themed expansion activities	Whole course of college
Self-management	Understand self-management meanings, and master self-management skills	Teaching, discussion, case analysis and pressure reduction training	Whole course of college
Emotional education	Understand emotional knowledge, relationship and sexual education, cultivate correct emotional and moral concepts	Themed lecture, tutoring consultation, role playing and case analysis	Whole course of college
Academic plans	Realize the significance of learning to make plans, formulate and execute academic plans	Teaching, case analysis, and simulating exercise	Whole course of college
Career planning	Master vocational planning skills and design their own vocational planning route	Team game, career sand table, psychological test, discussion, and case analysis	Graduation stage
Employment psychology	Understand the employment knowledge, learn self-regulation, and correctly cope with employment problems	Teaching, case analysis, themed expansion activities, and interview simulation	Graduation stage

D. Reinforce the basic guarantee of course, improve course reform quality

Reinforce the construction of teaching team for psychological health education in colleges, improve the theoretical level, professional knowledge and skills of the teaching team. Appoint backbone teachers to participate in the training of theoretical knowledge about psychological health education, professional capacity, operational skills, consulting level, case analysis, professional quality, etc. Introduce talents outside of the school and establish "studio" teaching mode. Make students apply theoretical knowledge in actual conditions, and cultivate students' overall quality at the practice base. Appropriately improve the expenditure input, and ensure that the teaching activities can be normally conducted. Reinforce the academic exchange and cooperation of colleges considering psychological health education. Constantly improve the teaching capacity and level of teachers through adopting modes such as going out and introducing, expert guidance, teaching observation, collective classes, teaching research, teaching competition, teaching experience exchange, etc.

E. Establish family and school linkage, make cooperation to improve the course teaching quality

As the important living environment for college students, both the school and the family shall actively interact, and cooperate in improving the quality of psychological health education for college students. Through communicating with parents, the school can have a sufficient understanding about the psychological status of students. The school will periodically give feedbacks to parents considering the psychological status archives of students, and let parents timely understand the psychological status of students. The family and the school shall jointly solve the problems of students in the development process and lay a more solid foundation for the development of college students. Meanwhile, in consideration of further coordinating the resources of the society, family, school, etc., form powerful joint force, and improve the effectiveness of psychological health education for college students.

V. CONCLUSION

The psychological health education is an important guarantee for improving the psychological quality of college students and teachers, and is also an important component for the talent cultivation system in colleges. It is requested to promote the expansion of psychological health education course teaching view in colleges, reinforce the combination of theory and practice, realize the development of application transformation, and include the college teachers and students in the service system of psychological health education practices in a real sense. Reflect the essential attributes of psychological health education work in course practices, and fully check the internal demands and comprehensive development of the educated people. Actively explore the new route for the application development of psychological health education course in colleges, improve the quality and capacity of psychological health education teaching workers, optimize the working mechanism and promote the new development of psychological health education.

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