

Research on Application of Interactive Experiential Teaching Method in Undergraduate mental Health Education Teaching Against the 'Micro-Era' Background

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Abstract. We-chat, Micro-blog and other 'micro' things appear constantly under the new era, and 'micro-era' quietly affects the thinking mode and behavior habits of contemporary undergraduates. The paper starts with the influence of 'micro-era' on undergraduate mental health. Actual application of interactive experiential teaching method in undergraduate mental health education teaching is combined for discussing the effective approach of implementing interactive experiential teaching method in undergraduate mental health education teaching under the background of 'micro - era'.

Keywords: micro-era; interactive experiential teaching method; undergraduate; mental health education.

1. Introduction

More and more things are crowned with the name of 'micro', such as: micro-blog, We-Chat, micro-live, micro-film, micro-story and so on with rapid development of network technology. Therefore, 'micro-era' is quietly coming. People can read various information and express their opinions in the gap time among life, study and work. Browsing of the news and interaction with friends are no longer limited by time and place. Micro-blog and We-Chat have become indispensable parts of people's life. The important products of 'micro-era' -- micro-blog and WeChat, as new media, have quickly become the new favorites of young people's social life. The scale of Internet users in China is 802 million, the scale of mobile Internet users in China is 788 million, the proportion of Internet users using mobile Internet users accounts for 98.3%, WeChat friend circle usage rate is 86.9%, and the usage rate of micro-blog users is 42.1% as of June 2018 according to the 42nd 'statistical report on development of Internet in China' released by CNNIC. Users age and occupation structure in the report show that undergraduate is one of the largest groups to use We-chat and micro-blog currently [1].

2. Prominent Features of 'Micro-era'

(1) Convenient information release, amazing transmission speed and extremely wide radiation range

WeChat and micro-blog information is convenient and fast. It is not necessary to prepare too many words. Users can use mobile phones, tablets and other terminals to release surrounding real-time matters anytime and anywhere with text, pictures, video, voice and other forms, which can be browsed and commented by other people. They can also serve as viewers to browse the information that interests them. WeChat also provides functions such as friend circle, public platform, message push, business card, etc., which makes it more convenient for information to be commented and forwarded instantly, and the radiation scope of the information is extremely wide.

(2) Unprecedented equality in the status of information publishers

Everyone can be a producer or a publisher of information under micro-era. WeChat and micro-blog allow communication and exchange of information in the form of one-to-one, one-to-many and many-to-many, etc. The limitation on word number makes the communication simple and easy to understand. Ordinary people and writers can reach the same horizontal line. Anyone can freely express their opinions, but they don't have to worry about whether they have literary talent or not. Therefore, the status of information publishers is unprecedentedly equal.

(3) Numerous communication terminals and great social influence

WeChat and micro-blog information are released in a timely and concise mode. It is easy for people to use PC, SMS, MMS, Feixin, WEB site, WAP website or Email and other media to forward fast. The speed of secondary transmission is amazing. People can release and spread information ranging through WeChat and micro-blog, including national policies and guidelines as well as trivial matters in daily life. They can freely express their regrets and emotions, share and discuss with friends, family members and even strangers randomly. The constant collision of ideas can lead to sparks easily, which even can produce famous 'butterfly effect' in psychology. Therefore, 'micro-era' information can be transmitted by numerous terminals with great social influence.

3. 'Micro - era' Influence on Modern Undergraduate Mental Health

3.1 Positive Influence of 'Micro - Era' on Undergraduate Mental Health

(1) It can satisfy the mental need of undergraduate in personality publicity

Contemporary people born after '1990' and even '2000' mostly belong to only child. They are new generation growing up under the network science and technology. They have public character, and who desire to be focused. Undergraduates can share own pictures and mood, and record life anytime and anywhere under the 'micro - era', who even can play in the micro video in person and show their talent. WeChat, micro-blog and other platforms provide a stage for them to show their personal style, thereby meeting their mental needs of personality publicity. Meanwhile, functions such as 'follow' and 'friend circle', etc. meet their mental needs for attention.

(2) It can satisfy the interpersonal mental needs of undergraduates.

'Forward', 'shake', 'attention', 'comment', 'nearby people' and other functions in We-chat and micro-blog greatly expand the undergraduate interpersonal exchange network. You can make new friends, open field of vision, and obtain more information without being limited by the space and time for more information through such interaction, thereby meeting the mental needs of undergraduate interpersonal [2].

(3) It can satisfy the mental needs of undergraduate in emotional release.

People can share own stories in We-chat and micro-blog, who can casually releases a self-portrait. when They can write a text unleashing bad mood and even release teasing voice when they encounter difficulties and setbacks. All measures make the undergraduate relax, release the pressure, and achieve the effect of adjusting mental state, thereby greatly satisfying the undergraduates' mental needs in catharsis.

3.2 Negative Influence of 'Micro-Era' on Undergraduate Mental Health

(1) Internet addiction and excessive dependence leading to the decline of independent thinking ability.

Excessive use of WeChat and micro-blog in life may lead to 'WeChat control' and 'micro-blog control'. These hot words have become pronouns of the undergraduates. They are addicted to the Internet and excessively dependent. They spend a lot of time on updating micro-blogs and WeChat status. They use micro-blogs and WeChat during eating, sleeping, bathroom and even class. They are lack of own understanding on social questions, who randomly follow views in friend circle, thereby leading to decline of their independent thinking ability.

(2) Complex network information leads to cognitive bias

The network information is various and complicated under 'micro-era'. The transmitted information is positive, negative, healthy and unhealthy, which is likely to be arranged in front of undergraduates directly without filtering and correction. Undergraduates are just in the important period of stable value formation with extremely strong plasticity, and they can be easily affected by negative and unhealthy information, thereby leading to cognitive biases.

(3) Hot man-machine interaction and cold interpersonal communication resulting in personality conflict

Over-reliance on WeChat and micro-blog produces many 'bow' crowds among undergraduates. They like man-machine interaction, who dislike interpersonal communication. They play crazily in

the virtual world, who can talk a lot. However, they are confused and hesitating in real life. They say little to their classmates around them. They are different online and offline, thereby easily leading to personality conflict, interpersonal fear, indifference, autism and other mental problems.

4. Application of Interactive Experiential Teaching Method in Undergraduate Mental Health Education Teaching

4.1 Comprehensive Analysis on Interactive Experiential Teaching Method

Traditional teaching concepts of valuing theory over experience and valuing knowledge transmission over ability cultivation is adopted in interactive experiential teaching method. It is a teaching method that changes the classroom from teacher-centered mode to student-centered mode and from one-way communication between teachers and students to multi-directional communication. Teachers create teaching situations specifically. Students experience and gain rational cognition through coordination of body and behavior. They pay attention to the changes as well as ups and downs of personal experience and emotion. Teachers guide students to observe, reflect and share internal real feeling, finally they sum up and improve to realize knowledge integration and mitigation application. The previous mode of 'I speak and you listen' is changed into interactive experiential teaching methods 'you do and I listen', 'you act and I see', etc. [3]

4.2 Application of Interactive Experiential Teaching Method in Undergraduate Mental Health Education Teaching

Interactive experiential teaching is implemented in undergraduate mental health education teaching. It is required that teachers should create experience situation to show teaching content according to students' cognitive characteristics and development law, and students can construct, understand and feel knowledge in own experienced situation, and they can develop ability and produce emotion in exchange experience process. Students can mobilize their inner enthusiasm and initiative, cultivate the ability to think independently and solve problems through 'personal experience'. Meanwhile, students can solve immature and unclear problems through communication and thinking.

Interactive experiential teaching method mainly includes five basic teaching links: creating experiential situation, observing and reflection, sharing and communicating, summarizing and improving as well as transferring applications. Teachers can create teaching situation in concrete modes such as story reading, appreciation of mental film (video), mental games, role playing, mental evaluation, etc. in the undergraduate mental health education teaching. Teachers should do well in goal-orientation in the teaching process, thereby guiding students to observe and reflect on their own wrong ideas, and timely adjusting their cognition. Teachers encourage students to share sincerely on the basis of controlling time, thereby guiding students to respect and trust each other, listen attentively, and emphasize the confidentiality of some learning content at the same time. Finally, teachers guide students to better understand life and build a good mental health state [4].

5. Effective Approach of Implementing Interactive Experiential Teaching Method in Undergraduate Mental Health Education Teaching Against the Background of 'Micro-Era'

5.1 Effective Utilization of 'Micro-Era' New Platform for Establishment of New Position of Undergraduate Mental Health Education Teaching

Interactive experiential would method is a new method of undergraduate mental health education teaching which is different from traditional under the new era. We-chat, micro-blog and other 'micro-platform' are utilized effectively to establish new position of mental health education teaching, and it is an effective approach of undergraduate mental health education teaching under the background of 'micro-era'. Therefore, interactive experiential mental health education teaching online on the 'micro

platform' will greatly attract more students to participate in the activity and promote the extensive application of interactive experiential teaching in mental health education teaching. We-chat, micro-blog and other platforms can also be set and managed through the background, thereby protecting various privacy of participants, and encouraging more students to actively participate in such online exchange, who are more introverted and shy in reality, or not willing to participate in the offline collective activities. The method can assist them to better discover and dredge the potential mental problems, thereby raising the level of its self-adaptation ability and mental health.

5.2 Effective Approach of Implementing Interactive Experiential Teaching Method in New Media 'Micro-Platform'

(1) Context creation-- premise of interactive experiential teaching

Teachers open micro-blog accounts, initiate relevant micro topics, and guide students to feel and understand in discussion, thereby elevating perceptual cognition to rational cognition. WeChat communication platform also can be established, such as undergraduate mental health education WeChat public account, undergraduate mental health knowledge exchange group, etc. Micro films or short video made by pictures and texts of stories rich in mental principles accord to real cases in real life or meaningful events of students themselves are pushed on the WeChat public account platform, or some online mental test items are released on the 'micro platform' by professional software for students to choose by themselves.

(2) Observation and reflecting -- goal of interactive experiential teaching

Teachers can guide students to read stories or express their feelings after watching video. Teachers can timely reply their messages on the 'micro platform' for targeted guidance. Teachers can set the test results, students and the teacher can manage background for observing at the same time aiming at the mental test. Teachers can communicate with students, guide them to correctly understand the test results, and give specific guidance to the actual state of students' mental health in the near future. Users can also share the feedback results to the communication group or circle of friends if they like.

(3) Sharing and communication -- core of interactive experiential teaching

Micro-blog, WeChat and other network platforms are originally information service tools that come into being to facilitate people's communication. Teachers and students are not constrained by time and space to speak freely, and they even can avoid the embarrassing situation of face-to-face communication on some topics on these 'micro-platforms'. We share our learning experience and experience, and share valuable learning resources on the Internet so that students can learn to view problems dialectically through sharing and communication, and gain mental growth through the collision and fusion of ideas.

Summarizing and improving -- theme of interactive experiential teaching

The interaction and effectiveness of 'micro platform' provide more convenient means for summarizing and improving links. Teachers can release homework through the 'micro-platform' to guide students to think and summarize. Students can use text, voice, ICONS, pictures and even video to express their opinions according to their personal habits. Students can improve their cognition and understanding of the teaching content in class and ultimately help themselves form a correct outlook on life and values by participating in the interactive homework.

Migration application -- purpose of interactive experiential teaching

Teachers can release more cases related to teaching content through micro-blog, We-chat and other network communication platform, thereby guiding students to repeatedly feel and experience mental health knowledge in many cases, enhancing students' understanding, ferreting and cognitive ability on teaching content, and promoting students to apply learned related knowledge to real life and learning.

In a word, users can make full use of characteristics of micro-blog, We-chat and other new network 'micro-platform'. Five teaching links of interactive experiential teaching method are cleverly designed to 'micro-platform', thereby greatly improving timeliness and effectiveness of undergraduate mental health education teaching, and making up for the inadequacy of the traditional education mode.

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