

Analysis of the Important Relationship between the Psychological Health of College Students and Classroom Teaching

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Abstract: Classroom teaching, as the main channel for mental health education among college students in China, plays a unique role in the work of mental health education in universities, but it also faces many difficulties. This article analyzes the reasons and problems for the poor effectiveness of classroom teaching of mental health education for college students in China, including the failure to reflect the characteristics of mental health education courses, the lack of targeted content, and the failure to meet the needs of college students at different stages of development. One of the characteristics of the development of psychological education in China is to carry out experimental exploration on the curriculum of psychological health education, focus on scientific and systematic popularization of education, highlight the important role of classroom teaching, and ensure the status of psychological health education in schools. Realize the extension of teaching resources from fixed classroom to open platform, the extension of teaching practice from real experience to virtual connectivity, and the extension of teaching evaluation from teacher led to teacher sharing; Focusing on the overall situation, promoting the integration of courses, achieving the integration of mental health courses with other courses, classroom, online, and practical integration, and the integration of the entire university stage.

Keywords: Important Relationship; Psychological Health; Classroom Teaching

1. INTRODUCTION

The university stage is an important period of transition and development in an individual's life, and it is also a high incidence stage of psychological and behavioral problems among students. Due to academic competition, career difficulties, interpersonal and romantic pressures, the detection rate of psychological problems among college students is showing a high trend, and mental health education for college students is also receiving increasing attention. In 2001, the Ministry of Education issued the "Opinions on Strengthening Psychological Health Education for College Students in Ordinary Higher Education Institutions", which made classroom teaching the main channel for psychological health education for college students in China.

Promote the professional development of mental health education. Listening to each other's lessons, the implementation of courses, and the use of teaching methods have a significant impact on teaching effectiveness. Counselors are mostly young teachers, with insufficient teaching experience. They should listen to professional teachers' lectures and learn from their strengths. Young teachers have advantages in collecting information and using multimedia methods, which can provide reasonable suggestions for professional teachers, and two-way integration can achieve complementary advantages. Some college students, in order to pursue excitement, eliminate loneliness, or compare with others, rarely consider the future and consequences when falling in love. Some students even mistake favoritism for love and choose partners only because of their appearance, material conditions, or the other person's significant influence on campus, which can easily lead to being deceived.

The fourth is personality and emotional problems: This part is mainly related to the family environment and growth experience of students and is also a relatively serious psychological obstacle among college students, mainly

manifested in depression, anxiety, and so on. The standard of mental health is not how much "correct" mental health knowledge an individual possesses, but whether they have a positive emotional experience, moderate emotional expression and control, realistic life goals, complete and harmonious personality, appropriate and clear self-awareness, good interpersonal relationships, and so on. Therefore, unlike traditional subject teaching that emphasizes the logical structure and knowledge system of the subject, mental health education courses should be a comprehensive course that integrates the teaching of psychological knowledge, the experience of psychological activities, and the training of psychological adjustment skills, with a particular emphasis on students' self-experience, sharing, and practical application in life. Psychological knowledge is the fundamental content of the course 'Psychological Health Education for College Students'.

Psychology is a complete scientific system, and psychological knowledge is highly specialized. It is difficult to popularize psychological knowledge to college freshmen within the limited class hours of the "College Student Mental Health Education" course. For this reason, some scholars have proposed experiential teaching methods, which integrate psychological knowledge into emotional experience, reflection and comprehension, behavioral training, and social interaction. They not only focus on acquiring knowledge, but also on "emotions" and "behaviors", fully leveraging students' subjectivity. "In the face of various problems in the field of people's spiritual life caused by the prevalence of mass consumption culture, it should be emphasized to integrate aesthetic education into school education, thereby integrating students' life values. Aesthetic education can play its role in purifying the soul in terms of dispelling the negative impact of the current awareness of "commodity worship" and "money worship" in social life among college students, overcoming the mediocrity and superficiality, and being eager for quick success and instant benefit."

2. THE PROPOSED METHODOLOGY

2.1 The Uniqueness and Importance of Classroom Teaching in Mental Health Education for College Students in China

Based on the unique role and existing problems of classroom teaching of college students' mental health education in China, this article proposes to develop a teaching model of college students' mental health education that combines aspects and points. On the one hand, it is necessary to compress the existing "face to face" content of universal education, namely, general knowledge and skill learning in important fields such as basic knowledge of mental health, self-awareness and development, and various psychological adjustment abilities; On the other hand, targeted guidance on "points" should be added, that is, to conduct more in-depth and targeted learning in different fields, targeting areas where students' psychological adaptation and development are relatively weak and the needs of different development stages.

Process evaluation is an evaluation of students' input and output in the learning process. Process based evaluation is different from outcome-based evaluation in that its purpose is to fully exert the role of supervision, guidance, and motivation, and to comprehensively improve the quality of curriculum implementation by guiding teachers and students to pay attention to the teaching and learning process. This evaluation adopts a qualitative evaluation method mainly based on process observation, which examines students' emotions, attitudes, and values during the learning process, in order to understand the effectiveness of the dynamic process, timely feedback information, and adjustment, so as to continuously improve the plan and plan and smoothly achieve the expected teaching objectives.

Before conducting effective teaching of the content of mental health education courses, it is essential to cultivate the teaching ability and quality of teachers. The impact of teachers' attitudes, words, and behaviors on students is often more convincing than simple preaching. The aesthetic education in the classroom largely depends on the aesthetic cultivation of the teacher himself. How can a teacher who lacks aesthetics and does not attach importance to it in his heart truly guide his students to practice aesthetic education? In addition to providing universal education in the important fields of traditional mental health in the freshman year, targeted guidance based on the current development situation of students should also be added. In practical operation, the results of the psychological health assessment for new students can provide a basis for teaching in different classes. For example, the "College Student Psychological Adaptation Scale" compiled by experts organized by the Ministry of Education assesses the psychological adaptation status of college students in different fields from seven dimensions: interpersonal relationship adaptation, academic adaptation, campus life adaptation, career adaptation, emotional adaptation, self-adaptation, and satisfaction.

Based on the evaluation results, freshmen can be divided into classes according to the areas where adaptation difficulties are most prominent, and targeted guidance can be provided to students with the same adaptation problems and needs. The examination method is to investigate and explain that one should not memorize some specific psychological knowledge by rote. In outcome-based evaluation, the key is to examine students' ability to apply psychology related knowledge, problem-solving skills, experiences, and reflective results to solve practical problems. For this reason, the author used a

combination of basic theory and case analysis in the final exam of the course 'Psychological Health Education for College Students'.

2.2 Improvement of Classroom Teaching for Mental Health Courses

Specialized practical courses can be added to carry out relaxed and fun psychological activities through experiential group counseling teaching methods, leading students to create opportunities in a beautiful environment and atmosphere, improving their self-cognition and emotional behavior development through communication and cooperation, and improving their mental health level. In the study of mental health, it can also be targeted at the group of college students, sort out the psychological problems or puzzles that some students may encounter in their daily lives. Through the analysis and exchange of some excellent cases, more students can understand how to respond and adopt more reasonable and effective methods when they want to care and help others. The unique role of classroom teaching methods in the mental health education of college students in China also puts forward higher requirements for mental health education courses, it is necessary to accompany students throughout their entire university life.

In addition to freshman year, it is necessary to provide corresponding extended mental health education courses tailored to the main tasks and needs of students of different grades for elective courses for students with guidance needs. Extension courses also belong to "point" guidance, which is in-depth and targeted guidance around a specific field. They focus on experiential activities and discussion groups and focus on cultivating students' practical application and problem-solving abilities. Due to its good interactivity, virtual technology has been promoted in college curriculum teaching in China, enabling students to participate in curriculum teaching happily and smoothly. The author closely follows the trend of the times and keeps up with the times when teaching the course of "Psychological Health Education for College Students", promoting the extension of teaching methods. What is the significance of aesthetic education?

The purpose of mental health education is similar to that of cultivating people with beautiful hearts and sound personalities. Aesthetic education is integrated into the mental health education curriculum for college students, and various romantic teaching forms with aesthetic feelings are used to guide students, educate them with aesthetics and culture. Helping college students cultivate their character, soothe their emotions, increase self-confidence, and enable them to develop and abandon themselves through aesthetic appreciation, learning how to choose and learn. Whether teaching in different classes based on students' psychological development or offering elective courses on mental health extension education, there is a need for more teachers in mental health education.

In the popularization education of "noodles", the main focus is to strengthen the professional skills and teaching skills training of existing full-time and part-time mental health teachers, and promote more diverse and effective classroom teaching methods; In targeted guidance for "points", teachers can be supplemented in more flexible and diverse ways, such as developing and training qualified instructors to participate in classroom teaching of mental health education in certain areas of their expertise, fully mobilizing social resources, and hiring experts in relevant fields to hold special lectures or various activities to reduce class hours.

3. CONCLUSION

Currently, college students' mental health issues are receiving increasing attention, and vocational colleges should actively explore the teaching reform of the course "College Students' Mental Health Education". The author's school has taken effective teaching reform measures, namely, the organic integration of professional knowledge and practice, the integration of teaching staff, and the integration of evaluation forms in the course "Mental Health Education for College Students"; While earnestly summarizing the beneficial experience of mental health education and continuously promoting mental health education for college students, colleges and universities should constantly explore and summarize new work ideas and teaching models based on the psychological characteristics and development laws of college students in the new era, so as to more effectively promote the mental health education work for college students.

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