

# Application of Cognitive Motivation Theory in Mental Health Education

**Linling Wu**

*Hunan Technical of Water Resourcer and Hydro Power, 410131, China*

**ABSTRACT.** *Under the background of the new era, the psychological problems of college students have become more diverse, and mental health education has become inevitable. This article will take the cognitive motivation theory as the research entry point, analyze the application of cognitive motivation theory in mental health education, and put forward countermeasures in combination with the basic requirements of mental health education in China.*

**KEYWORDS:** *Cognitive motivation theory, Mental health education, College students*

## 1. Causes of College Students' Mental Health Problems

### 1.1 Lack of School Belonging and Discomfort

With the expansion of college enrollment and the reform of the college entrance examination system, students have more opportunities to choose colleges and universities, However, in fact, because students do not fully understand the information of the university and majors they reported when filling out their volunteers, or blindly pursue college Fame or professional employment status, and ignore their actual abilities and interests, some of the students will be far from their expected school and major because of the major they are studying at, and feel that the major they are studying is not suitable Yourself, thus lacking a sense of belonging to the school and interest in the profession[1]. This kind of problem can affect college students for a long time, even the entire university stage.

### 1.2 Interpersonal Difficulties

As college students come from all over the country, they form a new collective, with great differences in their living habits, temperament, personality, interests, and beliefs. It is inevitable that frictions and conflicts will occur between each other, coupled with interpersonal relationships and the complexity of society The unity of students' psychology is contradictory, and a considerable part of college students lack interpersonal communication experience, so that these contradictions can't be resolved in a timely manner, creating a psychological gap between each other, affecting feelings and interfering with learning and life.

### 1.3 Learning Difficulties

Difficulty in learning means that the student's intelligence level is normal, and his academic performance is reduced due to learning methods, motivation, mentality, will, etc., which causes his academic performance to lag significantly behind other students and fail to meet the basic requirements of school teaching regulations[2]. The causes of learning difficulties are extremely complicated. The main reasons are: lack of life goals, insufficient motivation for learning; failure to develop good learning habits, and failure to master effective learning methods; irrational knowledge structure, tendency to partial subjects; some bad habits in society The influence has also caused some students to become tired of studying.

### 1.4 Economic Difficulties

With the expansion of colleges and universities, more and more children from low-income urban and rural families have the opportunity to go to college, and as a result, the number of poor students has risen sharply, and

college students who are in psychological difficulties due to economic difficulties account for a large proportion. Poor students must not only face the pressure of economic constraints, but also bear the psychological burden of inferiority [3].

### ***1.5 Employment Difficulties***

With the expansion of colleges and universities in China, the number of college graduates each year is constantly rising, and the difficulty of employment for college students has become an indisputable fact, which has brought tremendous psychological pressure on university graduates and some students with unsatisfactory employment prospects. The psychological quality of college students poses new challenges.

## **2. The Role of Cognitive Motivation Theory in Mental Health Education**

Apply motivation theory to college students' mental health education, from problem repair to self-optimization, from externalizing preaching to self-motivation, from outside the system to self-rhythm, taking the mental health of educators as the premise, and shaping healthy personality As the goal, the whole is the object, the growth is the center, the development is the focus, the student is the main body, the activity is the carrier, the respect is the foundation, and the self-help is the purpose[4]. Diversified characteristics help to improve the predictability, pertinence and effectiveness of psychological health education for college students. Therefore, the introduction, establishment and improvement of motivation theory in college students' mental health education has very important theoretical and practical significance.

### ***2.1 Respect and Trust Incentives***

The essence of “people-oriented” is to respect, which is the starting point of mental health education. In carrying out mental health education activities, on the one hand, respect the personality of students, and try to meet their self-esteem needs, so that every college student feels that they have received attention, received respect, feel that they are important, valuable, and thus strengthen Its self-confidence stimulates its initiative. Respect their enterprising, enthusiastic and pioneering spirit, and respect their shortcomings, strengths, strengths and shining points embedded in their weaknesses. Use their own potential and positive psychological qualities to overcome and repair their own psychological problems.

### ***2.2 Two-Factor Incentives***

On the one hand, pay attention to and improve health factors, such as campus cultural environment, school policies, living conditions, interpersonal relationships, and eliminate student dissatisfaction [5]. On the other hand, it will give play to the role of motivating factors, create conditions and opportunities for college students to make contributions and achievements, and give them the necessary responsibilities. At the same time, praise and praise the students' merits and achievements in a timely manner, so that students have the right to “speak”, so that teachers have the opportunity to “listen”, respect the student's subject status, care for and understand students, and give students a high degree of identification And sense of accomplishment. By improving these motivating factors, help students form a positive and optimistic attitude towards life, improve their life satisfaction, stimulate their enthusiasm for work, enhance their self-esteem and self-confidence, and face learning and life with a more positive and enthusiastic mental state.

### ***2.3 Expectations and Appreciation***

First of all, to enable students to clearly analyze their abilities, accurately estimate their level, set an appropriate target for themselves by analyzing subjective and objective conditions, and can be achieved through hard work. Furthermore, different reward measures are adopted for students of different grades and groups to improve their learning enthusiasm and target expectations for themselves. Effective incentives for different students with different expectations will enable students to have a good development space, establish a positive attitude to life, long-term learning goals and active work consciousness, and promote the healthy development of students.

### ***2.4 Life Goal Motivation***

In the college student group, students often lack long-term goals, career planning and spiritual sustenance, and their minds are empty and mentally decadent. As a result, they have a negative attitude and are more prone to symptoms such as anxiety and depression. Therefore, in mental health education, it is necessary to counsel students to make a good life plan and career plan, and help students set up their own realistic life goals [6]. Stimulate students' internal drive, fully mobilize students' subjective initiative, and promote students to "self-education, self-conditioning, and self-service." At the same time, through the establishment of a good school campus culture to consciously guide each college student, use the school spirit, school values, schooling philosophy and purpose to integrate, help college students to improve themselves, and make their cultural drive toward the development goals of life, and have a stronger social motivation, move towards the life goals that college students personally want, and form a sound psychology and personality that meets the requirements of social development, so as to better integrate into the society and serve the society.

### **3. Cognitive Motivation Theory Applied to Mental Health Education Countermeasures**

#### ***3.1 Guide Students to Set Psychological Development Goals***

The motivation of students' psychological behavior change and development is also goal-oriented. If there is only the satisfaction of needs and there is no goal, the incentive effect will be reduced after a short period of satisfaction. Practice has proved that in the process of developing mental health education, only by combining the students' psychological needs and goals can they form a strong internal drive. At this time, the educational effect is the best. In the process of goal motivation, we should also pay attention to the level of goals, and set different psychological development goals for different students, so as to better motivate students to improve their own mental quality.

#### ***3.2 Attaching Importance to Students' Internal Motivation and Motivation***

The distinction between internal and external motivations is not absolute. Since motivation is an internal psychological motivation to promote student learning and participation, any external requirements and external forces must be transformed into the individual's internal needs, so that it can become the most effective driving force and improve the practical significance of psychological counseling and psychological education. Therefore, in the process of mental health education, we gradually turn external motivation into internal motivation, and consciously and actively engage with and understand psychology; on the other hand, we should use external motivation to make students use various motivation methods. The formed internal motivation is in a state of continuous arousal.

#### ***3.3 Cultivate Students' Self-Psychological Adjustment Ability***

The classroom teaching time and the time for students to study at school are short-lived. To have a tough heart in the future of life to face various difficulties and frustrations, students must use more time to learn how to improve and self-actualization. Therefore, in mental health education, on the one hand, through the transmission of psychological knowledge, students should have the ability and habits to understand and actively discover psychological problems; on the other hand, in various psychological practice activities, students should master themselves Methods of psychological regulation.

### **4. Conclusion**

All in all, by applying cognitive motivation theory in mental health education, we can truly train students to form a positive positive energy form from the aspects of guiding students to set psychological development goals, attaching importance to students' internal motivation and encouragement, and training students' self-psychological adjustment ability. And successfully shape a healthy personality.

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