

Analysis of the Status Quo and Strategy of Mental Health Education for Art College Students

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ABSTRACT. In recent years, with the rapid development of economy and society, people are facing more and more pressure in a largely competitive environment, and various psychological problems are gradually emerging. The mental health education of university students (especially the art college students) has also become a hot issue of concern to colleges and universities. Paying attention to the mental health education of college students and improving the psychological quality of college students are important parts of cultivating high-quality talents. Although universities have recognized the importance of mental health education for students and have taken a series of measures, there are still many problems. Taking art colleges as an example, this paper combines practical work experience and the psychological characteristics of students in the art performance department and also the problems existing in mental health education, and thus proposes mental health education optimization strategies from the aspects of educational approaches, educational models and educational mechanisms.

KEYWORDS: Performance; Art; Student; Mental health

1. Introduction

As a special social intellectual group, art college students are the talents needed by the country, and should keep high level mental health. Therefore, we must correctly understand the significance of mental health education, carry out mental health education work in an efficient and orderly way, and improve the mental health of college students. In recent years, Chinese universities have established a mental health education curriculum system and have organized a series of mental health education activities, which have achieved certain positive results. However, the phenomenon of mental illness in the special group of university students still occurs from time to time. In particular, students in art colleges have to pay more attention to mental health education because of their special psychological characteristics. Therefore, how to further improve the mental health education system and improve the mental health of university students is an important task for colleges and universities.

2. The Psychological Characteristics of Art College Students

College students in art colleges have significant differences in personality, temperament, thinking mode and emotions compared with other college students. This puts different requirements on the construction of mental health education that highlights the characteristics of students majoring in art.

2.1 Active Thinking Meanwhile Weak Ideals and Beliefs

It can be seen from the performance of students that most students in art colleges dare to say and wish to say. They are active in thinking, dare to express their true ideas, and like to challenge the authority of teachers. They do not accept the traditional form of cramming, but prefer the form of active debate, experience and role-playing in the classroom to express themselves. However, they often dismiss the theoretical ideas of the dominating ideology in terms of life outlook, world outlook and values.

2.2 Unique Personality and Lack of Collectivism

The family economic conditions of students in art colleges are generally above average, and their individual living habits are quite different. They pay attention to individuality and pursuit of uniqueness in dressing. The unique personality is also the trait requirement for art majors to attain professional achievements, but too much

emphasis on personality also leads to lack of collectivism. Most art majors like to be independent and not very active in class or college group activities. They lack teamwork, collective ideas and interpersonal experience. Especially for most of the students in the first year of college, the troubles are from interpersonal contacts, and there are more frictions in the dormitory life.

2.3 Rich in Emotions and Weak Self-Control

Related to the art of edification from an early age, art students are rich in emotions, having extraordinary imagination and creativity, full of idealism and romanticism. They are sensitive to external stimuli, and their emotions are susceptible to environmental influences and disturbances, and they are prone to excitement. However, they lack self-control; their concept of discipline is weak; their style of life is lazy; and their learning discipline is slack. They yearn for freedom and have a strong rebellious attitude towards disciplinary education and ideological and moral education. There are occasions when art students violate the school rules and regulations and conflict with teachers in the classroom.

On the whole, the students of art majors are healthy and positive in psychology, and the process of artistic creation itself is also the process of emotional catharsis and emotional sublimation. The possibility of developing serious psychological problems is smaller than that of other professional college students. Therefore, the focus of the psychological education curriculum for this group is the prevention and improvement of students' psychological problems. Schools need to help students develop sound personality traits, improve their environmental adaptability and anti-frustration ability, thus improving students' psychological quality and preparing for their future life and career development.

3. Problems in Mental Health Education for Art College Students

At present, although the development of mental health education is better, with the reserves of knowledge, teachers and equipment gradually rising, but problems in the education process must also be taken seriously. It is necessary to find problems in time and solve problems in order to promote the vigorous development of mental health education for university students.

3.1 Formalization of Mental Health Education

At present, the formalism of mental health education for college students in art colleges is more serious. Teachers' ideological concepts are relatively old and lack proper and scientific understanding. The methods and means of mental health education are problematic in imitating and even copying foreign mental health education models. This ignores the localization of education and does not innovate in the mental health education model. The social, economic and cultural developments at home and abroad are very different, leading to the proliferation of formalism. Many colleges and universities have not paid enough attention to the need of mental health education and have a simple understanding. They believe that the entrance examination is the most important procedure, ignoring the students' inner growth and the development of comprehensive quality. They insist that mental health education is only a temporary need, it is not a sustained task. Some universities have nominally provided mental health education courses and psychological counseling institutions, but these courses and psychological counseling have not been implemented. At the same time, because the educators themselves neglect introspection and self-education, they can not keep up with the times to carry out the innovation of mental health education methods and content, and they only blindly teach the rigid knowledge of textbooks. In this way, students can not learn the knowledge that is really beneficial to physical and mental health, and can not apply advanced culture to practice. Effective mental health teaching is inevitable.

3.2 Simple Mental Health Education Means

The mental health education of art college students has the problem of insufficient practicality and low teaching quality. Among the courses of art colleges and universities, mental health education is a general education course, which students do not pay enough attention to. What's more, the study of psychology course and master, need quite abundant knowledge base, this is the accomplishment that art kind undergraduate does not have commonly, and such courses are not easily accepted and selected. Some art college students report that the learning content of mental health knowledge is relatively old-fashioned, the learning style is relatively simple; and it is not practical. The reason for this situation is that the mental health education in contemporary Chinese universities generally attaches importance to knowledge content and focuses on classroom teaching. At present,

some universities simply believe that the development of psychological and mental health knowledge is mental health education. The educational channels of some institutions are narrow and single. These teachers have a limited professional level, sometimes copying textbook content, and not forming logic and teaching features. Some colleges adopt a hard-to-follow teaching model to mechanically summarize or memorize psychological and mental health knowledge. Most of the requirements for students in this subject are mainly exams and have not been put into practice. These have not improved the students' mental health; but even worse, such ineffective teaching also causes students' resentment and boredom, and bring greater academic pressure and learning burden to students. This mental health education does not achieve the teaching objectives and the significance of the course, neglecting the fundamentals of psychological teaching and the student-oriented scientific development concept and education concept.

4. Optimization Strategy of Mental Health Education for Art College Students

4.1 Broadening the Mental Health Education Approach

Nowadays, the application of social network information is increasingly widespread. The network is a popular carrier of mental health education. The mental health education of art college students can be closely integrated with the Internet, which broadens the path of mental health education. According to the characteristics of art college students who are interested in the network, it is necessary to make full use of the advantages of the network, building an online consultation platform, and closely integrating the network with mental health education. It is necessary to establish consultation columns on the Internet, and reasonably to open special topics such as psychological counseling, psychotherapy and psychological education, and thus to enable students to participate in online psychological counseling through online learning and understanding of psychology. At the same time, a special psychological counseling mailbox and psychological counseling hotline should be set up to ensure the smooth development of mental health education. In order to ensure the security of online mental health education, better management, and standardized online psychological counseling, a special group need to be established to supervise the consultation information and manage the network psychological counseling. This will ensure the longevity of online mental health education. At the same time, it must be strictly controlled at the legal, moral and institutional levels. Some lawless elements are not allowed to disseminate negative opinions to discredit psychological counselors and psychological counseling work; and they are not allowed to publish inappropriate and low-level speeches to ensure the purity and seriousness of online mental health education.

4.2 Expanding Mental Health Education Model

The problem of mental health education for art college students has attracted wide attention in the whole society. The value of the mental health education curriculum directly affects the students' psychological quality, and its content and methods must keep pace with the times and innovation. The psychological curriculum of the art colleges and universities is the core content of the mental health education system and the most important form of mental health education. Mental health education courses can not only help to improve and solve students' psychological problems, but also help in the credit system and compulsory system attracting college students' attention to mental health education. However, most of the subjects established in art colleges are now setting up for only examinations, ignoring the true counseling of students' psychological qualities. The lack of targeted, systematic and humanistic psychology leads to meaningless education. It is necessary to establish a general outline with mental health education as the core, and all other moral education disciplines work together and make progress together. The mental health education curriculum of the art colleges and universities is a developmental education discipline for all teachers and students. It disseminates mental health knowledge to students in the form of curriculum, exercises students' psychological quality and psychological endurance, and cultivates students' sentiment and morality. This can help students better enhance and shape themselves and form a higher psychological quality. At the same time, the setting of teaching materials can not be uniform, and should closely combine the characteristics of art college students' psychology and personality development. While disseminating mental health knowledge, the course solves the psychological distress and psychological problems faced by college students, and helps college students improve their ability to adjust their minds and adapt to society. Finally, it is necessary to broaden the carrier and teaching methods of the psychological curriculum to promote the physical and mental health of the individual. This enables students to master the skills of life, learning and adapting to society.

4.3 Improving the Mental Health Education System

Although China has issued some relevant systems and methods to improve the mental health education of college students, the actual implementation are not in place. The government should play a more effective role in helping college students achieve their life and learning goals, and in helping colleges and universities solve the existing problems of mental health education. In the guiding process of mental health education, we must adhere to the combination of development, prevention and crisis intervention. Through the direct intervention of the government, we can establish and improve a complete set of scientific education systems, and issue measures and methods that contribute to the cause of mental health education. The government helps schools to tap the potential of college students, pay attention to prevent the generation of students' psychological problems, and cultivate the ability of college students to adapt to society.

5. Conclusion

Based on the actual work experience, this paper puts forward the mental health education optimization strategy for the problems existing in the mental health education of art colleges. This strategy has certain universal applicability and can provide some reference for the improvement of the efficiency of college students' mental health education. In short, mental health education should be based on students, constantly innovate in the mode and mode of education, and explore the education system that students can accept.

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