

# Study on mental health education in secondary vocational schools from the perspective of positive mental health education

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**Abstract:** *The General Office of the Ministry of Education of China issued a notice on strengthening the management of students' mental health in 2021, reaffirming once again the importance of mental health education in China's education field. With the discovery and exploration of the field of positive psychology in the field of psychology and education, while exploring more possibilities in the field of positive mental health education, the Chinese educational host also has a deeper understanding of the mental health problems existing in the contemporary student population. This paper studies and discusses the integration of positive psychology and mental health education in China on the mental health problems of students in middle vocational and technical schools.*

**Keywords:** *Adolescent mental health education; Secondary vocational schools; Positive psychology*

## 1. Introduction

In recent years, the research content and direction of positive psychology have been gradually paid attention to by the educational circle, and a research trend of positive psychology is rising. In the face of various problems in students' study and life, the research perspective has changed from students' individual perspective to comprehensive improvement and exploration of students' potential. Similarly, the emergence of positive mental health education can help educators pay more attention to the development of positive qualities of teenagers, following the transformation of academic research trend.<sup>[1]</sup> Secondary vocational schools, as an important carrier of China's vocational education and high school education, help all walks of life in China to train and transport excellent workers, is an important cornerstone of China's economic development. Current research on secondary vocational schools mainly focuses on mental health, academic and professional skills development. Based on this, this paper intends to explore and analyze how to improve the construction of vocational school mental health education and promote the construction of mental health education system from the perspective of positive mental health education.

## 2. The application of positive psychology in mental health education

### 2.1. Definition of positive psychology definition of mental health and mental health education

In the late 20th century and early 21st century, psychologist Martin E.P. Seligman first proposed the concept of positive psychology and popularized it in the United States. He believes that for a long time, especially since the beginning of world War II, because of the great trauma brought to people by the war, the psychological field has always focused on the excavation and solution of psychological problems, while ignoring the positive power quality in human psychology, especially the explicit and implicit positive development quality in individual heart. Positive psychology advocates the use of positive and excellent qualities in people's minds, so that ordinary people and people with psychological problems can effectively use these internal positive qualities to improve the quality of life and solve life problems.<sup>[2]</sup>

At present, the research of positive psychology is mainly concentrated in three directions: first, starting from the subjective positive emotion feeling, focusing on the content of gratitude, pleasure, achievement and so on; Secondly, from the perspective of positive personal qualities, the importance of personality, interest and talent is discussed. Third, from the perspective of positive social organization structure and organizational system, focus on how to create a positive atmosphere in community, family, school and other environments. In addition, positive psychology contributes a lot of research contents

and objects in psychology, and provides important directional suggestions for the development of the discipline. From the perspective of exploring the positive qualities of human beings, positive psychology provides new research methods and research objectives for psychology.

## ***2.2. Definition of mental health and mental health education***

Encyclopedia Britannica defines mental health as "the best possible state of one's mental state that one can achieve in accordance with one's own state and objective circumstances." In 1982, the World Health Organization defined individual health as "physical health, mental health and good morals." By combing relevant literature, Chinese scholars Wang Jisheng, Cheng Guangyou, Sun Shaoping and others have their own opinions on the definition of mental health, including but not limited to: having good interpersonal and life skills; Make full use of the changes and conditions of the surrounding environment to enrich themselves; Objective understanding of personal needs and the ability to meet them; Objective evaluation of their own, will not force self and others, etc..<sup>[3]</sup>

In 1987, Banhua first suggested conceptual definition of psychological health education within China, he put forward the basic concept of psychological education to raise the overall quality of youth is of great significance, theory of psychological education work can help educatees by method of multidimensional, many means to make itself to obtain good mental health status and potential development. "Ci Hai" (1999) also mentioned that the main purpose of mental health education is to better solve educational problems such as psychological training and consultation.

## ***2.3. The combination of positive psychology and mental health education***

### ***2.3.1. Reflection in the process of combining the two***

Seligman argues that current psychological research can help us to a great extent understand the psychological problems we were once unfamiliar with, including how these problems affect our daily lives physically, psychologically, and socially. Similarly, the development of psychology also helps us better to overcome difficulties in life. However, it should be noted that while focusing on how to save the individual from the misfortune in life, we should also focus on how to let the individual pursue the positive factors of happiness in life and live happily.

Combined with the real life and the curriculum arrangement of mental health in domestic schools in China, we should think about the research orientation of positive psychology. First of all, some colleges and universities pay more attention to the prevention and treatment of students' psychological problems, but ignore how to improve the positive quality of students' psychological development. When reviewing the current educational content of mental health, it can be found that students' overall mental health status is good, and they need to improve their comprehensive quality and positive quality through mental health courses, rather than just passively prevent mental problems through courses. Second, many school counseling center is considered to solve psychological "vanguard" and "fireman", when the school a vicious psychological events didn't realize the importance of school mental health system in the building, but very little when the students achieve good results and the psychological health education work, leads to the focus and direction of school mental health education on deviation. In the whole process of mental health education, the basic value orientation of positive psychology and the presentation of positive psychological quality are lacking.

### ***2.3.2. The possibility of the combination of the two***

We can explore the possibility of combining positive psychology with school mental health education from the following aspects:

First, it is conducive to the harmonious development of students and society. The positive quality and research orientation advocated by positive psychology can help schools to find the target in the process of mental health education. Positive psychology, which aims to cultivate individual positive qualities, fully embodies the principle of people-oriented, potential-oriented and happiness-oriented. From this point of view, the introduction of positive psychology can make learning mental health education return to the main educational line of cultivating students' sense of responsibility and belonging, and students can have better social ability and development potential after entering the society.

Second, positive psychology advocates an open and inclusive view of everything around us, and makes use of the positive qualities of individuals to make them truly sunny, happy and healthy, which fully matches the needs of individual development in society. The research of positive psychology in the

direction of positive emotion, positive organization and positive personality can broaden the curriculum content, teaching approaches and teaching methods of school mental health education, which is conducive to the cultivation of high-quality talents in line with social requirements.

Third, the school mental health education should be reference from the positive psychology related ways or methods to resolve the problem, through the active positive psychology to the problem of individual interpretation and actively explore for individual value, can let the school in student mental health centre at elements to supply more positive crisis intervention, to make students more positive analysis of what their current, Strengthen students' confidence and experience when facing the same problem later, and explore the possibility of their own part in life.

#### ***2.4. The definition of positive mental health education***

In order to better respond to the goal of building a harmonious society in China, the positive mental health education emerged as The Times required after integrating the multi-dimensional educational concepts and practical experience of positive mental health, positive psychology and positive education, and then became a national mental health education system with purpose and planning. Different from the previous mental health education methods that only focus on psychological problems, it starts from the inherent and potential strength, virtue and goodwill of individuals, and re-interprets the psychological crisis and confusion that individuals encounter in life with positive elements. By activating the positive internal characteristics of the individual, people can fully feel all kinds of beautiful harmony and positive ideas in life. That is, according to the physical and mental development characteristics of the objects of education, taking mindfulness and goodwill as the research value orientation, preventing various psychological problems of individuals in study, work and life, activating and promoting the all-round development of individuals.<sup>[4]</sup>

### **3. Current problems of mental health education in Chinese secondary vocational schools**

Through combing relevant literature and combining with current reality, the following problems generally exist in mental health education in secondary vocational schools in China:

First of all, the degree of distinction and understanding between moral problems and psychological problems is not enough, and some mental health education organizations in schools lacking professional knowledge and training cannot accurately recognize the difference between the two. In the long run, it will lead to the deviation of the school's understanding of the types and severity of psychological problems, and then make the school fall into difficulties in moral education and mental health education.

Secondly, some schools do not independently set up professional psychological counseling center, not equipped with professional mental health education teachers and related equipment. It reflects part of the secondary vocational school attaches great importance to the degree of mental health education is low, especially some secondary schools in lack of professional training and professional titles that under the premise of the original is responsible for the moral education work of teachers directly transferred to the mental health of teachers, this a series of operation more weakened the psychological health education work in school education, professionalism and integrity.

Thirdly, some secondary vocational schools' mental health education work is superficial, the type of course teaching is single, and students' interaction feedback is poor; Some mental health education courses are not enough; Teachers are weak in consulting skills and professional knowledge, and excessively rely on external experts to support school mental health education. After summarizing the above situation, the students' trust in the psychological institution of the school gradually decreases, which leads to the decline of the mental health education function.<sup>[5]</sup>

### **4. Suggestions on developing mental health education in secondary vocational schools**

#### ***4.1. Comprehensive promotion, accumulate psychology professional accomplishment***

From the perspective of positive psychology, in addition to the acceptance level of the educatee and the professional level of the professional psychological teachers, the professional psychological level of all teachers in secondary vocational schools will directly affect the application level of mental health education in schools. In the routine teaching management, teachers and direct contact with the teacher in charge teacher and student, if this part of the teacher can reasonable use of positive psychology theory

knowledge and professional method, they can find students more sparkle, and reduce the contradiction between students and teachers, and establish a stable and harmonious relationship between teachers and students in school. Based on this, the school can provide more professional positive psychology counseling and training for the teacher team to help all the staff pay more attention to the positive qualities of students' self-growth.

#### ***4.2. Take precautions, do positive psychological prevention and measurement***

Because of their special teaching environment and social environment, secondary vocational students will receive different psychological pressure from other peers in daily life. The school should pay attention to the psychological index of the educatee actively, so that the students can construct the positive self-consciousness and prevent the psychological problems and the malignant events that may be brought about in advance. In this process, courses can be set up according to the theme content of positive psychology, and professional knowledge lectures in the field of positive psychology can be carried out. Carry out mental health propaganda activities by grade and month to help secondary vocational students to understand the basic concepts of positive psychology; Combing and summarizing the scientific psychological self-regulation methods, to have a correct understanding of the psychological problems that may occur in their own body.<sup>[6]</sup>

At the same time, the personality strength and subjective well-being of secondary vocational students should be evaluated in real time. Among them, the evaluation of personality strength refers to the positive personality qualities of secondary vocational students in the direction of knowledge, emotion, intention and action, including goodwill, courage, justice, tenacity, optimism and other traits. The evaluation of subjective well-being refers to secondary vocational students' positive feedback on reasonable and satisfactory content in their current life, such as whether they are satisfied with their current life in general, whether they are satisfied with specific aspects of their study and life, and whether they can often feel happy in life. This can guide secondary vocational students to look at life more optimistically and objectively, and guide students to face and solve problems in life actively. According to the evaluation results of personality strength and subjective well-being of secondary vocational students, schools can adjust the content and teaching methods of mental health education courses in time, so as to help students establish positive personality and psychological quality in a more comprehensive and effective way.<sup>[7]</sup>

#### ***4.3. Drainage is better than blocking, active intervention and dredging***

For secondary vocational students' positive psychological intervention content mainly includes two aspects, one is the school mental health education teachers should actively explore the nature of students' psychological problems, the other is based on the found reasons to tap into the corresponding individual positive qualities and emotions, so as to help students in the face of the psychological trouble can have more powerful strength to stand. For example, secondary vocational students' ability to cope with setbacks, face high pressure and adjust themselves to a reasonable mentality can be helped by systematic structured analysis of positive cases or simulation of reality.<sup>[8]</sup>

Positive psychological counseling is a method of counseling various psychological problems of secondary vocational students. Here we put "positive" and "counseling" together to emphasize the importance of using positive ideas. Teachers of mental health should rationally use positive and optimistic words to deconstruct and answer the consultation questions of secondary vocational students. In the process of implementing psychological counseling, the most important thing is that mental health teachers themselves have the concept of cheerful and upward, so that students can feel the positive power from mental health teachers in the process of counseling.

### **5. Conclusions**

At present, the mental health education of secondary vocational schools in our country needs to learn from the fine ideas of various schools of psychology, at the same time, it also needs to summarize and reflect on the new findings and new problems in the actual work. As school students psychological movements of observers and guide, teachers' psychological health should be timely to concern with the Angle of positive psychology school every teenagers grow, reasonable, effective and scientific development for college students mental health education activity, cooperate with teachers and teaching carrier for the mental health of students.

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