

Integrating the Concepts of Innovation and Entrepreneurship into Psychological Health Education in Colleges

Yuxin Zhuang^{1*}, Hongting Zhang¹, Xiaomeng Zhang²

¹ School of Marxism, University of Science and Technology Liaoning, Anshan, 114051, China

² School of Business Administration, University of Science and Technology Liaoning, 114051, China

*E-mail: zhuangokok@163.com

Abstract: This research aims to integrate the concepts of innovation and entrepreneurship into psychological health education in colleges. Further discussion is presented on the main problems in the construction of a psychological health education curriculum and the establishment of college students' psychological files under the background of innovation and entrepreneurship in China. The research proposes the reform method of psychological health education under the background of innovation and entrepreneurship.

Keywords: Innovation and entrepreneurship; College students; Psychological health education

1. SIGNIFICANCE OF INTEGRATING THE CONCEPTS OF INNOVATION AND ENTREPRENEURSHIP INTO PSYCHOLOGICAL HEALTH EDUCATION

Since the 19th Communist Party of China National Congress, the Chinese government has further emphasized the importance of innovation and entrepreneurship. Psychological quality has a significant influence on the outcome of the innovation and entrepreneurship process [1]. At present, colleges place strong emphasis on the psychological development of college students through psychological health education. Psychological health education mainly takes the form of classroom teaching, psychological census, and filing, as well as offer comprehensive information about the psychology of college students. However, current teaching reforms in innovation and entrepreneurship seldom integrate with this area. Therefore, this paper is devoted to discussing this problem in psychological health education.

The authors believe that integrating the concepts of innovation and entrepreneurship into psychological health education is of great importance to the teaching reform in innovation and entrepreneurship. As to the former, the integration of teaching reform in innovation and entrepreneurship with psychological

health education can help collect professional psychological information of the students on campus. Thus, the psychological quality of innovation and entrepreneurship of college students can be improved. As to the latter, the area can enlarge the application scope of psychological health education and thus better apply the concepts into the teaching of innovation and entrepreneurship in the colleges. Such program can also provide possibilities of applying psychological health education to other teaching work in colleges and universities.

2. MAIN PROBLEMS OF PSYCHOLOGICAL HEALTH EDUCATION UNDER INNOVATION AND ENTREPRENEURSHIP

(1) Strengthening the Reform of Psychological Health Education Curriculum

Colleges guide the development of students' psychological health through a psychological health education curriculum. However, under the context of innovation and entrepreneurship, problems in the construction of a psychological health education curriculum still persist. First, most colleges deviate from the orientation of the psychological health education curriculum for several reasons. Colleges believe that the main purpose of the course is to prevent and correct the psychological problems and obstacles of students, and the course emphasizes ways to overcome the students' negative psychological quality. However, colleges neglect cultivating the positive psychological quality of the students in the curriculum. Compared with overcoming negative psychological quality, the formation of positive psychological quality can help students handle all kinds of pressures and challenges in the process of innovation and entrepreneurship. Therefore, colleges should pay more attention to cultivating the positive psychological quality of students in the psychological health education curriculum under the background of innovation and entrepreneurship. Second, the teaching method is

simple. At present, most college courses are based on the expository method, and the psychological health education curriculum is no exception. However, compared with other courses, more attention should be given to students' personal experience and practice in the psychological health education curriculum. The traditional expository method can only enable students to understand basic theories, but the knowledge learned is difficult to apply effectively in real life. Therefore, the function of psychological health education curriculum in guiding students' innovation and entrepreneurship is limited. In addition, the curriculum cannot meet the personalized needs of students. The psychological development of college students undergoes phases. Consequently, their psychological state and needs vary according to their grade level. At present, colleges and universities rarely offer different psychological health education curricula to meet the needs of students at different grade levels. Many schools only offer relevant curriculum for freshman, a practice that limits the application of psychological health education curriculum to innovation and entrepreneurship teaching reform in colleges and universities.

(2) Insufficient Data on Psychological Census and Filing

Colleges know the psychological development status of students through psychological census and filing. However, under the background of innovation and entrepreneurship, the work on psychological census and filing has problems. As for psychological census, the scale chosen is relatively simple. Most colleges only adopt psychological health scales because of the belief that the main purpose of psychological census is to screen students with psychological disorders and carry out warning and intervention in time [2]. Very few colleges use the scale of career and personality tests to investigate students' career orientations, personality traits, and information on other aspects. Such practice limits the application of psychological census and filing results to the innovation and entrepreneurship work in colleges and universities. As for psychological filing data, these are not comprehensive enough. Many schools directly regard psychological census results as data of psychological files and no longer collect data from other aspects that could allow them to learn comprehensively about a student's situation. In addition, the updating of psychological files is not dynamic. Given that the psychological state of college students is constantly changing, the data of psychological files need to be updated. However, many colleges collect data only when freshmen enter the college; after that, the data in the files are no longer updated regularly, resulting in outdated reference values of information in the psychological files. In the innovation and entrepreneurship teaching reform, the psychological files can provide limited reference materials.

3. REFORM METHODS OF PSYCHOLOGICAL HEALTH EDUCATION IN COLLEGES UNDER THE BACKGROUND OF INNOVATION AND ENTREPRENEURSHIP

(1) Strengthening the Reform of Psychological Health Education Curriculum to Serve College Students in Innovation and Entrepreneurship

To reform the psychological health education curriculum under the background of innovation and entrepreneurship, we should update the contents and methods of the existing curriculum. In addition, the update should be more effective in cultivating the positive psychological quality needed by innovation and entrepreneurship talents. According to the needs of the current society and the relevant theories of positive psychology, the contents of "good communication," "learn to be grateful," "self-esteem and self-realization," and "coping with stress" should be added to classroom teaching. Case study, group debate, group psychological training, and other diverse teaching methods should be adopted, as these activities could form and develop the positive psychological quality of students through hands-on experience. At the same time, setting up corresponding psychological health education courses could address the needs of students at different grade levels. For example, for problems faced by freshmen who have just entered the new environment, a psychological adaptation curriculum could be established. For problems that graduates may face in their career choice, setting up a psychological guidance course on employment and career selection will help them make sound decisions. Moreover, adding the concepts of innovation and entrepreneurship into the psychological health education curriculum of each grade will gradually cultivate students' awareness and ability in innovation and entrepreneurship. Such measures will promote the reform and innovation of psychological health education curriculum for innovation and entrepreneurship talents.

(2) Relying on the Idea of Innovation and Entrepreneurship to Enhance Psychological Census and Filing Work

In terms of psychological census work, a more diversified scale for psychological census should be selected to strengthen the psychological census and filing work under the background of innovation and entrepreneurship. For example, the professional ability aptitude scale could be administered to know about each student's professional ability aptitude and analyze the professional direction suitable for them. The scale could further determine ways to make innovation and entrepreneurship guidance more pertinent. A career aptitude scale, such as the professional ability self-rating scale and the Holland career fitness test, could help students choose the

appropriate career type in combination with current social needs and provide reference for innovation and entrepreneurship education teaching [3]. As far as psychological filing work is concerned, psychological files are divided into several modules according to the specific content, such as psychological health situation, personality characteristics, learning psychology, and innovation and entrepreneurship tendency. Information of each module should be collected separately to make the psychological files more multidimensional and provide more comprehensive and targeted information for innovation and entrepreneurship teaching reform. Colleges and universities should likewise update the psychological files of students of all grades every year or every two years according to the actual situation. Updating could ensure that the information provided by the psychological files is timely and effective. Updated data provide more valuable reference information for innovation and entrepreneurship work.

ACKNOWLEDGMENT

This work was supported in part by a grant from Research project on innovation and entrepreneurship teaching reform of University of Science and Technology Liaoning, China (cxcy-2015-40).

REFERENCES

- [1]Denying Yang, Aiyang Li. Improving college students' psychological quality of innovation and entrepreneurship by giving full play to the educational function of ideological and moral curriculum. China ' s educational technology and equipment, 2015(17): 4-6.
- [2]Jianqing Ma, Dongli Wang. Rational thinking on psychological health census and filing work of college students. Applied psychology, 2009,15(01): 78-83.
- [3]Ge Yang . Psychological test and its application in college students' psychological archives. Lantai World, 2015(17): 57-58.