

Reform and exploration of the construction of mental health education curriculum for college students from the perspective of "three complete education"

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Abstract: With the further deepening of education reform, the demand for innovation in mental health education courses for college students has also further increased. Combining the teaching of mental health courses with ideological and political education and innovating the education model will help improve the quality of comprehensive teaching and promote students' effective learning and development can play a positive role. Based on this, the article first expounds the importance and status quo of college students' mental health education, then analyzes the feasibility and requirements of ideological and political education in college students' mental health education courses, and finally explores the development of ideological and political education in college students' mental health education courses. It is hoped that the combination of mental health education and ideological and political education can be studied from the theoretical level, which can play a certain enlightening role in the development of practical teaching activities.

Keywords: college students; mental health education; three complete education

1. Introduction

In 2018, the "Guidelines for Mental Health Education for Students in Colleges and Universities" once again emphasized that "incorporate mental health education courses into the school's overall teaching plan, standardize curriculum settings, offer public compulsory courses for new students, and vigorously advocate the establishment of mental health education for all students. Elective and minor courses to achieve full coverage of college students' mental health education." With the unremitting efforts of the state, educational authorities at all levels, colleges and universities, and teachers, the mental health education curriculum for college students has grown from nothing, from left to right, to comprehensive promotion^[1]. The curriculum system has already taken shape, but there are still many problems in the actual development. How to deal with the psychological impact of social transformation on college students, comply with the requirements of curriculum reform in the "Internet +" era, and break through the bottleneck of the particularity of college students' mental health education curriculum itself, requires us to discuss college students' mental health education from a more systematic and professional perspective.

2. Current Situation and Challenges of College Students' Mental Health Education Curriculum Construction

As a general quality education course, "Mental Health Education for College Students" mainly aims to popularize the knowledge of mental health, strengthen the awareness of mental health, identify abnormal psychological phenomena, and improve the quality of mental health, thereby enhancing the ability to adapt^[2]. Although colleges and universities have set up mental health education courses, the emphasis on the courses is still relatively low, which leads to a series of problems in the implementation of mental health courses.

2.1 Mental health education system

Psychological counseling rooms are basically established in colleges and universities, but the specific role is not very ideal. There are still imperfections in the management system and related

facilities construction around the psychological counseling room[3-4]. The establishment of the system is not closely integrated with the actual needs. Therefore, the inapplicability and imperfection of the system will inevitably affect the good development of psychological education. The mental health problems of college students mainly come from the family and study, and the teachers in the psychological counseling room must have professional quality and keep the privacy of students confidential, but the expected results have not been achieved.

2.2 Knowledge of mental health education

From the current situation of teachers and students' understanding of mental health education, it can be found that there are many professional courses, but students don't pay much attention to mental health courses, and their understanding of mental health education is not very comprehensive. Insufficient degree, mental health education courses are gradually marginalized, and teachers and students' cognition in mental health education cannot be effectively improved, which will affect the final educational effect^[5].

2.3 Mental health education team

From the current situation of college students' mental health education team, it can be found that the problem of lack of talents is relatively prominent. Mental health educators are usually part-timers, and their professionalism in mental health education is not strong, which is difficult to effectively solve the mental health problems of college students. processing, it is difficult to meet the requirements of teaching.

3. Challenges faced in the construction of mental health education courses for college students

3.1 Large class teaching, the teaching effect is not ideal.

According to the relevant documents of the Ministry of Education, colleges and universities must offer mental health courses for freshmen, usually in large classes, with a number of about 60-120 people^[6]. In the process of teaching implementation, it is difficult to carry out experiential teaching for students. It is difficult to control the effect of classroom teaching, and the realization of teaching purposes will also become empty talk.

3.2 The curriculum design does not meet the needs of students and lacks pertinence.

The object of the "Mental Health Education for College Students" course is changing, the needs of the teaching objects of different age groups are different, and the problems highlighted are also different. Courses should provide targeted guidance to students' existing problems, so as to truly help them deal with the problems they face in life. For example, the results of the previous questionnaire showed that what students needed more help was how to improve their self-confidence, interpersonal skills and other methodologies. However, the actual teaching was too theoretical and did not focus on method practice, so that students felt that there was nothing practical. reward.

3.3 The teaching mode is single, ignoring experiential teaching.

The course "Mental Health Education for College Students" is a subject that attaches great importance to experiential interaction and is highly practical. It is found from the communication with students that most of the students hope to increase experiential activities and practical activities. However, due to the large number of classes, it is difficult to carry out the experience activities, so many teachers can only teach in the traditional teaching mode for the convenience of teaching, which makes the students feel that the course is particularly boring^[7-8]. Although some teachers are also doing experiential interaction, but in the case of too many students, the participation of most students in activities is low, resulting in unsatisfactory experience effect, and it is difficult to achieve the teaching objectives of the course.

4. Reform and exploration of the construction of mental health education curriculum for college students

In order to achieve sustainable scientific development in the construction of college students' mental health education curriculum, it must be promoted with systematic, professional and standardized thinking design, focusing on the improvement of college students' psychological quality, and seeking solutions to the difficulties and key points of curriculum construction as breakthroughs, speeding up college students' psychological Health education curriculum construction process.

4.1 Establish and develop the discipline of mental health education for college students

The establishment and development of college students' mental health education discipline is the guarantee for the scientific and efficient development of college students' mental health education curriculum construction^[9]. There are five questions to be answered in the subject of mental health education for college students. First, focus on the research on the relationship and mechanism of a series of social environmental changes caused by social transformation and adolescents' mental health, introduce the ecosystem theory, and establish an ecological model of adolescents' mental health. Ecosystem theory argues that social influence is a nested system that expands at the center of the individual. The center of the system is the individual's physical and mental characteristics, which are close to the individual. If family, friends, and school that have a direct impact on it are used as microsystems, parent-child relationship, peer relationship, and school environment become the conduction variables of the system. The interaction of various factors in the microsystem constitutes a medium system, among which home-school interaction is the most important factor affecting mental health. The factors outside the middle system that directly affect the important others in the microsystem are called the outer system, including the parent's work mode, family social capital, neighbor-community situation, school teacher training, curriculum setting and other factors.

4.2 Establish and improve the curriculum system of college students' mental health education

At present, to establish and improve the mental health education curriculum system for college students, we need to concentrate on solving three main problems. First of all, a good course first has a scientific content system. The characteristics of college students' mental health education courses determine the complexity and complexity of the content system. Taking the time axis as the clue, we cannot ignore the integrated construction of the content of mental health education courses, based on the university, aiming at lifelong development and happiness; taking the space axis as the clue, it emphasizes the combination of development and prevention, general psychological development and specific period, The combination of specific needs, general psychological quality and professional ability requirements, incorporated into career planning, with the aim of improving the pertinence of education, aims to promote the all-round development of students; with the axis of the educational environment as a clue, the content of education should deal with social contradictions, The individual psychological refraction of social mentality should pay attention to the psychological health of teachers and parents, not only to create a harmonious atmosphere for college students' psychological health, but also to provide support for solving social conflicts and promoting social harmony.

Secondly, good teaching content requires the presentation of good teaching modes and teaching methods. In view of the particularity of college students' mental health education curriculum, which integrates knowledge teaching, psychological experience and behavioral training, the exploration of teaching modes and teaching methods has become a difficulty in current curriculum construction. The basic path should take positive psychology as the orientation, use psychological counseling methods and technical curriculum as the means, take standardization as the principle, and aim to match the teaching objectives, teaching content and teaching objects, and pursue the true mind, heart, and teaching. Love, enter the line.

Finally, the complexity of the educational goals of college students' mental health education course calls for a scientific and feasible teaching evaluation system. The traditional teaching evaluation system obviously cannot adapt to the special requirements of college students' mental health education courses. We can try to take psychological internalization and externalization results as the inspection objects, consider the time span of full inspection, and use relevant psychological measurement techniques to gradually establish a teaching evaluation system for mental health education courses based on operability.

4.3 Establish and optimize the networked college students' mental health education curriculum model

The central guiding ideology of establishing and optimizing the networked college students' mental health education curriculum model should foster strengths and avoid weaknesses: For the mobile interactive teaching mode of college students' mental health education curriculum, there are four "strengths" that need to be fully developed: First, give full play to the role of students as the main body. Online teaching can not only increase the opportunities for students to independently choose staged teaching objectives and teaching content, and provide interactive links between teachers and students, but also set up online experiences and online situation simulations to mobilize students' enthusiasm for participation and improve learning enthusiasm and initiative. Second, improve the pertinence of teaching content. Online can make full use of multimedia technology to discover and produce graphic, audio-visual materials that are more likely to arouse students' interest, enrich teaching content, and students can choose teaching content according to their own needs, realize individual reconstruction of teaching content, and effectively improve mental health. targeted education. This is difficult to do in offline teaching. Third, to meet the implicit educational needs of students. Some simple psychological problems and psychological confusions of some students are inconvenient to directly put forward to teachers in class, and they have not yet made up their minds to enter the psychological counseling room. Online teacher-student interaction can solve such problems well, which not only saves the resources of psychological counseling, but also fills the educational gap between the classroom and the psychological counseling room. Fourth, make up for the regret of insufficient teaching hours. It is no exaggeration to say that no amount of offline teaching hours can fully cover the mental health education of college students, and the mobile teaching model breaks the time and space constraints of the classroom and expands the educational space^[10].

4.4 Establish and implement the construction plan of college students' mental health education course teachers

Weak teaching staff has become the biggest shortcoming in the current construction of college students' mental health education curriculum, which is far from meeting the needs of the main channel of college students' mental health education. At present, the teachers of college students' mental health education courses are mainly composed of psychological counseling teachers, psychological professional teachers (some colleges and universities do not have them), counselors and ideological and political teachers, etc. The teaching level is inevitably uneven. It is necessary to set up a professional teaching team of mental health education with superb business skills and reasonable structure.

5. Conclusion

To sum up, the reform and exploration of the mental health education curriculum for college students is an innovative reflection of the educational model, and it is necessary to fully focus on the application of new teaching concepts and contents in actual teaching, so that students can have a good understanding in their learning. New experience to promote the development of students' mental health. In the development of mental health education activities, teachers must take advantage of their own advantages, optimize teaching modes, organize rich activities, constantly reduce students' psychological pressure, help students build good psychological quality, and promote students' healthy development.

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