

Research on the Curriculum Setting and Teaching Optimization of College Students' Mental Health

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Abstract: A comprehensive investigation and research on the teaching of college students' mental health is an inherent requirement for the regular development of college students' mental health education. The following strategies can improve the quality of college students' mental health courses: strengthen the construction of mental health education courses and give play to the role of the main channel of classroom teaching; overcome the constraints of existing conditions and realize the reform and development of teaching methods; strengthen teachers' psychological learning and practice To improve the quality of teachers' teaching operations.

With the rapid development of science and technology and the continuous deepening of reform and opening up, people's ideology and values are undergoing profound changes. College students are facing increasing pressures on their studies, career choices, and emotions, and their mental health problems are increasing. This has caused widespread concern and deep reflection in society. Against this background, universities have offered mental health education courses one after another, and conducted mental health education for all students, which has achieved certain results and has been warmly welcomed by college students. Curriculum teaching is the main channel and main position of psychological health education for college students. A comprehensive investigation and research on the teaching of mental health education for college students has very practical significance for improving the effectiveness of mental health education for college students, and it is also the regularization of mental health education for college students the inherent requirements of development.

I. Characteristics of Mental Health Courses for College Students

(1) The subject of teaching is subjective

For a long time, China's curriculum system has always been based on the discipline-based and society-based, neglecting the needs of students' internal growth and suppressing their creativity. Mental health education course is a course that needs to be student-centered and pay attention to the development of students' personality. It is also a student-oriented course that mobilizes the enthusiasm and interest of students as the main teaching method. It adopts appropriate teaching methods to enable students to actively participate in teaching The whole process of activities enables students to stimulate their enthusiasm for learning, develop their learning potential, actively explore and actively create, and construct students' psychological courses in practical training. The course requires students to be treated as subjects with dignity and independence and teachers who have equal rights and status, giving students a sense of emotional security, giving them interesting teaching content, making them feel confident and belonging, and respecting students It also means giving them personalized care and not giving up on them, even when they make mistakes. Courses should give students choice and autonomy, and create as many opportunities as possible in teaching, allowing students to choose freely and respect their choices.

(2) The teaching method is experiential

Experience is the basic characteristic of school mental health education. Through teaching,

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students continuously understand the meaning of the world and the existence of life, and constantly activate life, confirm it, and enrich it. It can be seen that whether the mental health education curriculum can achieve actual results depends to a large extent on whether the students have personal experience in the curriculum and have some insights in the experience. The form of mental health education courses is based on situational settings. It creates a certain psychological experience, a method and means for students to master mental health knowledge and regulate a healthy mindset through observation, comprehension, practice, and practice. Psychological qualities and behaviors. In the course teaching, the students should form a complete knowledge system when they communicate with each other, and set up a new cognitive structure to promote the development of students' psychological quality and ability.

II. Problems Existing in the Teaching of College Students' Mental Health Courses

(1) Serious shortage of mental health education and teaching

According to the spirit of the relevant documents of the Ministry of Education on the mental health education of college students, most colleges and universities have offered college students' mental health education courses, but the survey shows that in many colleges and universities, most of this course is classified as an elective course and the number of hours is not high. According to these hours, teachers can only focus on the basics of mental health, self-awareness, university students' learning, emotional management and interpersonal communication, love and sex, and some psychological knowledge cannot be covered too much in the classroom. Colleges and universities have not really incorporated it into the construction of the curriculum system. Compared with the status of other public courses, the emphasis on mental health courses for college students has received far less attention, affecting the quality of teaching and the effectiveness of mental health education in universities .

(2) The teaching method focuses on the transmission of knowledge-based content, and the teaching method is single

In colleges and universities, many professional courses are mainly taught by teachers, and pure knowledge teaching is performed according to predetermined teaching goals. As mentioned earlier, mental health education courses, as a public course that integrates knowledge transfer, psychological experience and behavior training, are different from professional courses. Mental health education courses must not only teach students specific skills and abilities And also help students resolve psychological confusion. At present, teachers often adopt the teaching mode of professional disciplines for teaching, which is manifested by excessively imparting psychological concepts and principles to students and paying attention to their systemicity. In terms of teaching, due to the restrictions on class hours, student enrollment numbers, venues, and other conditions, in the actual teaching process, we usually still focus on teaching by teachers, ignoring the special nature of mental health education. The students' studies have formed oppositions. The students feel boring, have no new ideas, have a low level of participation, and have a single teaching method.

(3) The teaching business of the teachers needs to be further improved

Mental health education and teaching work is different from other school education and teaching work, and its teaching content, method, language, etc. have certain particularities. Therefore, mental health education and teaching need teachers with truly professional standards. According to surveys, in actual teaching, the number of truly qualified teachers is very limited. Some teachers are full-time monks. They come through self-study, have not acquired comprehensive mental health education knowledge through comprehensive and systematic learning, and have no clinical practice experience. They can only cross the river by feeling the stones-one step at a time. This has led to a lack of professional psychology knowledge for some of the teachers. According to this book, most of the cases taught are from the book, lacking live life cases, and failing to be combined with clinical practice will have application value and be relevant to student life, work, and study The closely related mental health knowledge is explained in simple terms, the theory is out of practice, and it can not achieve the purpose of inspiring students to think independently, nor the purpose of mental health education to help others.

III Measures to Improve the Teaching of College Students' Mental Health Courses

(1) Strengthening the construction of mental health education courses and giving play to the role of the main channel of classroom teaching

In the teaching of mental health education, we should actively respond to the spirit of relevant national documents, start with increasing the teaching hours of mental health education for college students, and popularize mental health knowledge from the surface. In addition, according to the psychological needs of students in different grades, the course content is designed. According to the physical and mental characteristics and psychological needs of college students in different grades, various targeted mental health education is provided. The cultivation and development of students' psychological qualities are valued and related abilities are developed. For the important content of mental health education, we can consider offering mental health education courses in different grades to meet the needs of students at different stages, strengthen the construction of mental health education courses, and give full play to the role of the main channel of classroom teaching.

(2) Promote the reform and development of teaching methods

It is necessary to use certain teaching methods and methods to design reasonable teaching content so that students can better grasp the teaching content and finally complete the teaching goals. In the teaching process of mental health education, although it will be constrained by many realistic conditions such as venue, time, and the number of students, the diversity and flexibility of teaching methods should be organically coordinated in teaching. Cooperative use of various forms of teaching, such as classroom lectures, discussions, debates, situation simulations, team psychological counseling, etc., allows students to participate in the entire teaching process and maximize the enthusiasm of students in classroom teaching. In the classroom, we must pay attention to promoting students' independent experiences and perceptions, so that students can have unique emotional feelings, insights and meanings through things shared in the classroom, so as to gain and grow for themselves.

(3) Strengthen teachers' psychological study and practice, and improve teachers' professional quality of teaching

The role of the teacher is very large, and successful classroom teaching can not be separated from the teacher's careful teaching design and perfect teaching implementation. Teachers of mental health courses should first continuously strengthen their professional knowledge, participate in relevant learning and training, and communicate with other colleges and universities, learn from successful teaching cases, and continuously draw on useful theoretical knowledge related to mental health education and teaching. Deepen their scientific and cultural literacy, and improve their teaching professional level from the knowledge structure, ability structure, and their personality and psychological qualities. Secondly, teachers must have experience in clinical practice of psychology, and be able to combine social phenomena with the people and things around the students to analyze the experience that students are familiar with and experience, so that students do not feel the separation between theory and practice. Only in this way can students really get the positive purpose of effective self-regulating psychological activities. Finally, schools should strengthen system construction, do a good job of training mental health teaching teachers, and establish a sound training mechanism.

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