

## Analysis on Prevention Task to Psychological Education and Depression of College Students

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**Abstract:** In recent years, with the continuous development of college students' education work, psychological education has become one of the focuses of teaching work. College students encounter greater competitive pressures in learning, life, employment, etc., and are prone to negative emotions of negative depression, and may even lead to suicide, self-harm and other behaviors. Therefore, in order to prevent and interfere with college students' depression, this paper first expounds the current situation of college students' psychological education, and then analyzes the problems existing in college students' depression prevention and intervention work, then finally puts forward effective countermeasures to prevent and intervene depression.

### 1. Research background

#### 1.1 Literature review

Wang Wei and Du Weining believe that the mental development of college students is not mature enough, and the mood is fluctuating. In the increasingly fierce social competition, negative emotions are easily generated (Wang and Du, 2017). Dai Qingqian and Zhu Qifeng pointed out that more and more college students are trapped by depression, and some college students even take suicidal behaviors due to excessive depression. It is also suggested that the cause of depression can be understood only on the basis of fully understanding the depression performance of college students (Dai and Zhu, 2012). Xu Shousen, Li Jiaxin, Fan Wen and others compared the acceptance of commitment therapy teaching with the mental health routine teaching method, and proposed that both the conventional teaching method and the nano-commitment therapy can significantly reduce the level of anxiety, and accept the commitment therapy teaching to improve depression and anxiety. The effect is more pronounced (Xv et al., 2018). Li Tiantian, Chang Biru, and Xue Zhaoxia used a self-rating depression scale and a five-factor mindfulness scale to conduct a questionnaire survey of 540 college students. They found that there was a significant negative correlation between the level of mindfulness and depression in college students, and students with different levels of mindfulness. There is a significant difference in depression. On this basis, it is proposed that there is a certain relationship between the level of mindfulness of college students and depression (Li et al., 2016). Zhang Wenye, Yang Yujing, and Guo Tianwei used depression self-rating scale to measure college students' depression. They used the China Life Events Scale to assess college students' life. They found that college students are prone to depression due to problems in family, study, and work (Zhang et al., 2015).

#### 1.2 Purposes of research

With the rapid development of society, the academic and employment pressures faced by college students are constantly rising. Some students suffer from depression due to weak resistance to stress and have an adverse impact on their lives. Therefore, the outlook on life, society and values of college students need to be further improved. At the same time, relevant workers should actively explore the causes of depression in college students, and timely prevent and effectively intervene the psychology of college students. Based on this, this paper expounds the current situation of college students' psychological education, analyzes the problems of college students' depression prevention and intervention work, and aims to put forward effective countermeasures to deal with

college students' depression prevention and intervention, in order to effectively promote the orderly conduct of university psychological education.

## **2. Status quo of college students' psychological education**

### **2.1 The teaching object is unclear**

Under the influence of traditional educational concepts, colleges and universities lack the emphasis on mental health education, which leads to the unclear understanding of the positioning and exact meaning of teaching objects (Liu and Zhang, 2017). In the process of developing specific teaching work, some colleges and teachers mistakenly believe that only students with psychological problems or mental illnesses need psychological education, and there is no clear standard for the specific content of psychological problems (Li And Yang, 2016). Although most colleges conduct mental health surveys on students, the survey criteria and survey tools used are not uniform. Even if there are students with psychological problems, due to the lack of standardization, there will be misjudgment and missed judgment. Even some colleges lack the knowledge of mental health, blindly divide students into mental health and unhealthy, and bring extra psychological pressure to students.

### **2.2 Mental health education concept behind**

Most college workers ignore the importance of mental health, subjectively equate psychological education with moral education, and believe that the reason why college students will have various negative emotions and negative behaviors is due to the lack of students' own moral values (Nie et al., 2012). Although the practice of mental education in colleges and universities is rich in content, such as ideological education, moral education, mental health, etc., it still lacks the focus of teaching, and does not regard psychological teaching as the basic teaching work. At the same time, the university's psychological teaching work is not optimistic. There are still many areas lacking mental health education courses. In some areas, the teaching content is backward, and in some advanced areas, there is still a problem of backward education. In addition, some educators do not have a specific analysis when facing the psychological problems of students. Only template application is applied, which makes it difficult to effectively solve the psychological problems of students and even reverse the effect.

### **2.3 The teaching mode is unreasonable**

Psychological education courses are the main way to implement the concept of psychological education. In China, most colleges specialize in psychological education courses and have a series of teaching preparations. However, the effect of classroom teaching is not satisfactory, and the psychological education work is in an awkward position. The specific performance is that the level of psychological teachers in colleges and universities is uneven, and the choice of mental health teaching books is also relatively random. And some colleges and universities are eager to seek blind imitation of foreign mind teaching models, from the main mental health problems of students, set up abnormal psychology, psychiatry and other content in the classroom, it is difficult to help students solve psychological problems. In addition, the mindset of colleges and universities is too procedural, lacks flexibility, and the content of the course is boring. Students lack the opportunity to express their emotions and opinions independently. Therefore, there is an unreasonable situation in China's mental health teaching model at this stage.

## **3. Problems in the prevention and intervention of depression in college students**

### **3.1 Poor job execution**

With the development of prevention and intervention of college students' psychological depression, the problem of weak work execution is gradually emerging. The difficulty in the implementation of the work is mainly manifested in two aspects. On the one hand, the school lacks

attention to the psychological education work, the psychological education funds are not in place, and the lack of support for psychotherapeutic drugs and instruments has severely restricted the development of mental health education in colleges and universities. On the other hand, the psychological problems of college students are more scattered, and it is difficult to achieve targeted development of depression emotional intervention and prevention. The communication between colleges and students and parents and students is insufficient and not deep enough, so the effect of emotional intervention and prevention is not obvious. Moreover, some colleges and universities have implemented a number of systems and measures related to mental health. However, in practice, some colleges and universities sometimes relax their vigilance, which leads to the phenomenon that students' psychological problems first appear after treatment. And in the teaching work, psychological education is also difficult to be at the forefront.

### **3.2 Insufficient awareness**

Most colleges and universities have a low level of awareness of the importance of prevention and intervention in psychological problems, and intervention work cannot be implemented in real life. Some colleges and universities' mental health education system is still not perfect. When formulating solutions to college students' mental health problems, there are still some shortcomings, which cause students to have doubts about school psychological counseling. Due to the lack of awareness of depression prevention and intervention work, schools are more dispersed in teaching development. There is a lack of integration between departments within the school and there is a lack of cooperation between the departments. Moreover, the lack of integration of internal and external forces, school, society, family and other aspects have not yet been interoperable, resulting in teachers in the psychological teaching process is prone to gaps, affecting the teaching effect.

### **3.3 Prevention and intervention research is not deep enough**

Due to the short development time and lack of accumulated experience in the prevention and intervention of psychological depression in China, the research on prevention and intervention methods is not deep enough, and some advanced treatment technologies and programs are difficult to implement. There are fewer specialists in professional psychological problems in colleges and universities. Mental health curriculum teachers lack relevant intervention experience, and it is difficult to find out the students' psychological depression and effective intervention. At this stage, because China's mental health education started late, college intervention theory and academic support are relatively weak. Compared with foreign countries, China still has a lot of room for development. In the teaching work, college teachers often have a phenomenon of deviation of teaching themes in classroom teaching due to insufficient awareness of prevention and intervention work, and too much emphasis on theoretical guidance.

## **4. Strategies to improve the effectiveness of psychological education and depression prevention and intervention in college students**

### **4.1 Measures to effectively implement prevention and intervention work**

Colleges and universities should formulate different depression emotional intervention programs for students with different psychological conditions, and set up special personnel to be responsible. At the same time, colleges and universities should conduct group counseling for students with mild depression, and use positive psychology theory as a theoretical guide to promote the development of depression intervention. For students with more depressed depression, the psychological teacher can provide one-on-one psychological counseling to help the student re-establish confidence, cultivate his interest in learning or the pursuit of a certain hobby, and help students with serious depression to be active and healthy. Return to the campus. Colleges and universities should adhere to the principle of prevention and intervention as a supplement, regularly check the mental health of students, and timely grasp the psychological state of students.

## **4.2 Realizing school and family and social integration**

Colleges and universities should strive to promote the establishment of an integrated intervention system for schools, society, and families, and work together to solve the psychological problems of students. Colleges and universities can strengthen cooperation between various departments within the school, add activities such as club activities, school competitions, etc., through positive psychology concepts to encourage students to enhance their minds in activities and achieve effective prevention of mental health problems. Colleges and universities, social and family channels should establish a clear division of cooperation mechanism to achieve information exchange, resource sharing, and harmonious progress, to ensure that the prevention and intervention of depression is scientific and meet the requirements of the new era. While promoting high efficiency, we actively promote the function of family and social psychological education, so that students can develop healthily under the trinity mechanism.

## **4.3 Ensure that prevention and intervention work is professional and scientific**

In the process of psychological education and depression prevention and intervention work, the psychological information of students with psychological depression is recorded, and a statistical database is formed to provide a reference for later analysis of college students' psychological problems. Universities can use statistical databases to identify problems in intervention and prevention work, sum up lessons and find work holes. At the same time, colleges and universities should strengthen the professional training of psychological teaching team, strengthen the scientific research of psychological education, accurately, timely and efficient grasp the law of psychological development of college students, and actively carry out prevention and intervention of depression.

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