

Discussion on the Microlecture Application of Students' Psychological Health Education Course in College and University

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Abstract: This paper expounds the applicability of microlecture in college students' mental health education. Based on the analysis of the current situation and deficiencies of psychology health education of college students, this paper proposes establishing a teaching model of mental health microlecture with students as the main body. Clear teaching objectives and carry out hierarchical teaching. Strengthen the construction of microlecture platform, pay attention to communication with students and other measures. It is hoped that college teachers can base on the actual situation and make reasonable use of the advantages of microlecture to carry out psychological health education for college students. On the basis of reasonable guidance to students, and promote the overall development of students.

1. Introduction

With the progress and development of this period, the educational concept of various universities has undergone a great change. Teachers regard moral education as the central link of the foundation. They realize the importance of ideological and political education to college students and adopt diversified ways to exert psychological influence on students. Based on this, in the mental health education classroom in colleges and universities, teachers should innovate the teaching system, take students as the main body, and pay attention to teaching students in accordance with their aptitude. Instead of traditional indoctrination teaching, we should combine theory with practice to ensure that all the staff can participate. Make use of modern teaching concepts and methods to make micro-lecture video related to textbook content, and effectively stimulate students' learning enthusiasm. Constantly improve the teaching effect, mobilize students' learning enthusiasm, and lay a solid foundation for students' comprehensive development.

2. The Applicability of Microlecture in College Students' Psychological Health Education Course

Because contemporary college students are born after 1995, they have grown up with the Internet. Their main psychological characteristic is that they like to use the Internet to collect learning resources and find solutions to problems. They have a wide range of learning interests, but poor concentration in learning. In addition, modern students have a strong ability to accept new things, and their ideas are liberalized. They don't like to be forced to be arranged, and they like to communicate with others in online platforms [1]. Based on this, the features of compact and interactive micro-course play an important role. It meets the psychological needs and characteristics of contemporary college students, so that more college students are willing to accept the new teaching model, creating a good teaching effect.

2.1 Teachers in Colleges and Universities Have the Demand and Ability to Develop and Apply Course.

Based on the analysis of the current situation, it is found that there are many young teachers who are responsible for the psychology health education of college students, and they have a good

command of the application ability of information technology. At the same time, they have high initiative in the process of making micro-lecture video and promoting it. Micro-lecture can reduce teachers' teaching tasks of specific knowledge points, reduce teaching pressure, and enable them to focus on the setting of classroom activities and the making of PPT courseware, so as to enhance communication with students. In addition, micro-lecture can also promote students' reflection on the classroom situation and realize the continuous improvement of teaching quality.

2.2 Distinct Advantages and Features of Micro-Lecture.

With distinct characteristics, micro-lecture has certain practical significance for college students' psychology health education. The details are as follows: First of all, micro-lecture has clear teaching objectives and can elaborate on a certain problem in detail. Besides, it is short in content and won't waste too much time in class, enabling students to accept key and difficult problems [2]. Secondly, the content of micro-lecture is rich and colorful, which is closely related to the content of the textbook. The structure is relatively independent, and the theme is clear, which is easy for students to understand. (3) Teachers can take microlecture video as a carrier, the boring theoretical knowledge can be displayed vivid, and enhance the interest of the classroom. (4) Due to the limitations of class hours, teachers and other factors, microlecture cannot only shorten the teaching time, but also enable students to have a full understanding of the knowledge before class. This can pave the way for closer relations between teachers and students and improve students' ability to solve psychological problems.

3. Current Situation and Deficiency of Psychology Health Education for College Students

3.1 Lack of Reasonable Curriculum and Understanding of Educational Concepts.

First of all, most universities in China do not have enough understanding of college students' psychology health education and pay too much attention to intervening students' psychological problems. The unreasonable course setting is mainly reflected in the low proportion of compulsory course, which leads to the narrowing of target objects scope. Psychology health education classes of college students are also concentrated in the freshman year. Less class hours are arranged, and the curriculum is not reasonable, which brings severe challenges to the mental health education of college students.

3.2 The Teaching Mode is Single and the Classroom is Not Attractive.

Based on the analysis of the current situation of college students' psychology health education classroom, many teachers still use the traditional indoctrination teaching method. The application of psychology health education is ignored, the teaching objectives are not clear, and the overall attraction of the classroom is not high. Students can only master conceptual knowledge through course, and their psychological state cannot be improved, hindering the healthy growth of college students [3]. At the same time, the single teaching mode and low attractiveness of the course will lead to students' weak learning enthusiasm.

3.3 The Differences of Students Are Ignored, and the Course Influence is Not Profound.

Carry on the analysis to the actual situation, satisfies the student individuality development aspect to have the insufficiency. In particular, the reform and innovation of the teaching system neglect students' different characteristics and affect students' learning autonomy. Therefore, the positive impact of mental health education course cannot be exerted, resulting in insufficient harvest of students in the classroom and unable to form a profound impact on college students.

4. The Application Path of Microlecture in College Students' Psychology Health Education

4.1 Establish the Teaching Mode of Psychology Health Microlecture with Students as the Main Body.

Psychology health education of college students through microlecture is not to transfer theoretical knowledge, but to build a perfect knowledge system to ensure simple and refined teaching content. Teachers should adhere to the basic principle of people-oriented, clarify the subject status of college students, starting from the following aspects:

First of all, students should be taught one-on-one with appropriate content. The form of microlecture can better meet the learning needs of most students, and then realize the personalized development. Teachers in colleges and universities should reasonably carry out teaching activities to promote students to take the initiative in learning. We should not only give full play to the students' subjective initiative, but also make a reasonable plan for the curriculum of mental health education. More importantly, it should be analyzed from a global perspective [4]. It is necessary to understand the common problems and development perplexities among current college students and develop a clear outline of microlecture.

Secondly, content design should attract the interest of college students as much as possible. Make sure the topic is clearly compelling, and get rid of long lectures. And implement the micro-class management mode. Teachers should respect the differences among students, treat students fairly and fairly, design reasonable teaching activities, and use micro lectures for learning. Teachers use new media technology to build knowledge system, can help students to divide the difficult points, and use micro class to provide support for students. Through the establishment of mental health micro-course teaching mode, college students can use online micro-course resources to find the content they are interested in. Study with problems, and make corresponding learning plans, gradually deepen the memory of theoretical knowledge, and constantly improve the quality of teaching.

Clear teaching objectives and carry out multi-level teaching. Teachers in colleges and universities should formulate clear teaching objectives and decompose them according to the course content. To carry out mental health education of the aspects of skill transmission, knowledge transmission and attitude. According to different levels of students, the teaching objectives can be achieved by classification. The details are as follows: To formulate clear attitude objectives, teachers can use cases to teach students, so that students can express their feelings in the external environment. Teachers can promote the teaching goal of practical action by changing students' intrinsic behavior tendency. The analysis of cases closely related to students can stimulate students' thinking and perception by combining current social hot issues. In the process of case teaching, it can be explained by teachers, or produced in the form of video or animation, so as to combine practical application with psychology health education.

Formulate specific knowledge objectives, starting from understanding knowledge points to application and analysis, and formulate corresponding strategies according to different chapters. For example, let college students analyze their emotional changes to understand the causes of bad emotions. Only by letting college students understand their own emotions can they master the way to control bad emotions. In the process of making micro-lecture video, students' analysis results and data should be combined to put forward targeted solutions. Take the electronic blackboard form, carries on the reasonable guidance to the student.

Set clear skill goals, teachers should pay attention to developing students' potential. At present, most college students are born after 1995, and they have their own unique thoughts and understanding in values. Teachers should set up the idea of serving students. It is impossible to stimulate students' learning interest fundamentally through the direct teaching method. Relevant educational personnel must be transformed from educators to service providers. Only by giving proper care to students and conducting proper psychological counseling can they control their emotions and learn and observe micro-lecture video [5]. To understand the key points of controlling emotions, we can use the form of shooting psychological dramas by college students to show their

common psychology such as rebellion and depression. It is shown in the form of micro class to provide convenience for students' observation and learning. Finally, it is introduced into real life to promote the continuous improvement of college students' psychological quality.

4.2 Strengthen the Construction of Microlecture Platform and Pay Attention to Communication with Students.

In traditional psychology health education classes in colleges and universities, teachers do not make rational use of information technology, resulting in low enthusiasm of students. However, the development of micro-lecture has completely changed the education mode, making students' learning process more flexible and independent, and paying more attention to the joint development of online and offline. Students can not only use WeChat to communicate with teachers, but also use QQ, Weibo and other online platforms to communicate and express their ideas. In addition, college teachers can take WeChat group as an important micro-lesson sharing platform to establish a perfect information system. Push the specific content of mental health education courses for students, so that students will not be restricted by time and place, stimulate students' learning enthusiasm. Teachers can make microlecture scripts based on the content of textbooks, and search for social hot issues and materials related to microlectures from multiple aspects. Using the advantages of the network platform, the psychological test of students, and the evaluation of the psychological state of college students, but also enable each student to grasp more knowledge in a variety of experience activities. In the process of recording microlecture video, teachers can use the combination of audio and pictures, and each video should not exceed 10 minutes, so as to present the best teaching effect [6]. Finally, the management departments of colleges and universities should establish a perfect incentive mechanism, invest more funds in the research and development and promotion of microlecture, and reward teachers and classes with significant effects. Then stimulate teachers to participate in the enthusiasm, and then improve students' comprehensive ability to lay a solid foundation.

5. Summary

In conclusion, as an important teaching resource and link, microlecture breaks through the traditional teaching method and provides a development platform for reform and innovation of college students' psychology health education curriculum. Educators in colleges and universities should view the advantages of microlecture correctly, start from improving teachers' teaching skills, and cultivate students' lifelong learning concept. In the actual mental health education classroom, we should make use of the advantages of the network platform reasonably and pay attention to learning from each other. We should also pay attention to communication with college students to understand their actual need. Through the realization of the combination of class and class, effectively improve the teaching effect, improve the teaching system.

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