

Research on the Reform and Practice of the Teaching Model of Psychological Health Education in Colleges and Universities Based on Positive Psychology

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Abstract: At present, college students' mental health education is mainly completed through the psychological health courses in colleges and universities. However, at present, the psychological teaching courses in colleges and universities are relatively lagging behind, and the teaching contents and methods are relatively single. In view of this, this paper mainly expounds the necessity of the reform of the curriculum model of mental health education and puts forward the new model and practice of the teaching reform of mental health education in colleges and universities under the background of positive psychology, so as to enrich the teaching content of mental health education courses in colleges and universities, to improve teachers' comprehensive quality and teaching level, and to promote the harmony and stability of the campus environment.

1. Research background

1.1 Literature review

Jiang Zhichao's research found that positive psychology has a strong suggestive effect in college mental health education and is the practical basis of college mental health curriculum. Therefore, the teaching of mental health education in colleges and universities based on positive psychology plays an important role in promoting the current psychological concept of college students' health (Jiang, 2017). Zhang Qiumei believes that the development of mental health education courses in colleges and universities can not only carry out counseling activities on college students' psychological problems but also popularize general mental health knowledge. To enable college students to give psychological counseling in time when psychological problems arise (Zhang, 2017). Qing Zaihua and others believe that traditional mental health education courses in Colleges and universities can no longer meet the needs of current college students. They should be adjusted according to the requirements of current college students. They should combine theory, practice and recessive teaching methods with classroom teaching to promote the orderly development of mental health in Colleges and universities (Qing et al., 2017). In view of the predicament of college students' mental health education curriculum, Li Xiaoqing and others designed the curriculum ideas and teaching mode guided by positive psychology, with a view to establishing the teaching system of college students' mental health education curriculum guided by positive psychology (Li and Song, 2017). Bai Yanping believes that the mental health education of college students is very important. In the current environment, colleges and universities should strengthen the mental health education of college students and improve their mental health level in practice. Therefore, it is necessary to reform and practice the teaching mode of mental health education in colleges and universities (Bai, 2017).

1.2 Purpose of research

Under the current environment, the environment of Chinese universities has undergone tremendous changes. The number of students is growing rapidly, and more and more students have mental health problems (Li, 2018). Therefore, colleges and universities need to invest more in the course of college students' mental health, and constantly reform the teaching mode, so that students can learn cultural knowledge well, but also maintain mental health. During the University period,

the main channel of mental health education for college students is through the course of mental health education offered by colleges and universities, which is of great significance to improve college students' mental health awareness. However, under the existing conditions, there are still many problems in the psychological education courses offered by Chinese universities, resulting in unsatisfactory teaching effect. In this situation, the author mainly studies the existing mental health education courses in Colleges and universities and explores its teaching mode. In order to provide a reference for the reform of teaching mode in colleges and universities.

2. Problems existing in the teaching of mental health courses in chinese universities

2.1 The teaching content is relatively backward

Under the current environment, colleges and universities mainly arrange the teaching content of mental health education curriculum from the prevention and intervention of college students' negative psychology, while neglecting the cultivation of college students' psychological characteristics. In addition, the current teaching content is Abstract, mainly based on theoretical courses, which is seriously disconnected from the actual life of college students. Moreover, these theoretical knowledge are outdated, uniform in content, not innovative and contemporary, so the lagging teaching content has a negative impact on the development of mental health education curriculum in Colleges and universities (Wang, 2018).

2.2 The teaching method is too rigid

At present, the main teaching method of mental health education in colleges and universities is traditional theory inculcation. And the form of class is mainly in the form of public lessons, lack of communication between students and teachers. Mental change is a very complex phenomenon, which contains not only complicated theoretical knowledge but also quite Abstract. It is difficult for students to master healthy psychological knowledge and help others' skills if they rely solely on teachers' explanations in class. On the contrary, this situation will affect students' acceptance of mental health courses, thus affecting the teaching effect of mental health courses in colleges and universities.

2.3 The teaching mode is not diversified enough

Classroom teaching as the main teaching mode is the main mode of mental health education in Colleges and universities in China. This mode is relatively single, far from the actual life of students, and is out of touch with the development of modern society. Under the current background, college students' access to information tends to be diversified, mainly relying on highly developed information network technology. The teaching mode is no longer a simple classroom teaching but has developed into an online learning mode of human-computer interaction. Because a single teaching mode can no longer arouse students' desire for learning, making the teaching mode more boring, so as to affect the improvement of teaching effect (Xiao, 2018).

3. The necessity of reforming the teaching model of psychological health education in colleges and universities based on positive psychology

Cultivating high-quality talents is the aim of offering mental health education courses in Colleges and universities, which is very similar to ideological and political education courses in Colleges and universities. Although both of them hope to improve students' physical and mental development, they have different emphases. Therefore, it is very necessary for colleges and universities to offer mental health courses.

Firstly, the curriculum of “ideological and moral cultivation” should be supplemented by education. The course of “Ideological and Moral Cultivation” in Colleges and universities mainly carries out theoretical teaching on students' outlook on life and values. The course of mental health not only guides students' psychology correctly from theoretical knowledge but also strengthens classroom teaching effect through practical cases, so it is called a supplement to the course of

“ideological and moral cultivation”. This is also more conducive to the integration of the two teaching contents. While standardizing the knowledge system of these two courses, we can optimize the teaching effect of ideological education courses in Colleges and universities (Hou and Fang, 2018).

Secondly, the module division of Ideological and moral cultivation and mental health curriculum is not clear enough. The modular construction of curriculum is an important component of a curriculum system, but the current modular division of “ideological and moral cultivation” curriculum and mental health education curriculum is still on the surface, just for simple splicing, without substantive effect. As a result, students' understanding of the curriculum is still on the surface, resulting in students' inability to use the knowledge of the curriculum in real life, and it is difficult for colleges and universities to achieve the desired teaching effect.

Finally, the teaching method has some limitations. college students learn mental health knowledge in order to enhance their own psychological crisis prevention and cultivate their health awareness. Therefore, the mental health course in Colleges and universities mainly carries out theoretical knowledge imparting, psychological counseling and psychological resistance training, so as to cultivate college students' self-regulation and self-treatment after psychological problems occur. In this case, it is necessary for colleges and universities to reform the teaching methods of mental health in a form generally acceptable to college students, only to enhance the initiative and enthusiasm of college students (Wang, 2018).

4. The reform and practice of the teaching model of psychological health education in colleges and universities based on positive psychology

4.1 Enriching and developing the teaching content

As a new trend of thought in psychology, positive psychology mainly studies people's psychological and behavioral problems and helps people from two aspects of psychological quality and behavioral patterns. Positive psychology mainly pays attention to people's positive emotions, while ignoring the pessimistic view of human nature. It mainly pays attention to personal mental state and mental health, which is also consistent with the ultimate goal of mental health education in Colleges and universities. As far as the current course of mental health education in Chinese universities is concerned, it mainly combs the negative psychological level of students. So we should enrich the teaching content, let students pay more attention to the cultivation of optimistic and positive psychological level, let students have a new understanding of gratitude, and guide students to love life more. At the same time, we should cultivate students' positive psychological quality and enhance their resistance to unhealthy psychology. In addition, according to the frontier theory of positive psychology research, we should reform the psychological health education in Colleges and universities, so as to improve the pertinence and practicability of teaching content.

4.2 Improvement of classroom teaching method

The traditional course of mental health education in Colleges and universities mainly enriches the form of classroom teaching through some cases, so that students can actively participate in classroom interaction under the guidance of teachers. From the self-experience, students can be promoted, and acquire knowledge of mental health in the experience, so as to improve the teaching effect. Experiential teaching method is a new interactive teaching method between teachers and students, which is mainly developed on the basis of positive psychology. With the continuous change of teaching methods, colleges and universities also pay more and more attention to the student-centered classroom teaching mode. The main body of the teaching process is students. Teachers only play a role in promoting and promoting in the teaching process, helping students solve some problems when they need it. It is also one of the main ways to introduce experiential teaching into the classroom of mental health education in Colleges and universities. This kind of simulated teaching content design can guide students to discuss the learning content through the form of cases, and can also promote students'sense of cooperation. In order to help students quickly

understand the content of mental health teaching, save in the comprehensive development of students.

4.3 Combining activities with the second classroom

As a basic theoretical course, mental health course in Colleges and universities not only undertakes the task of popularizing the mental health of college students but also teaches them self-psychological counseling. Therefore, this course is also a course closely related to practice. When setting up courses in Colleges and universities, it is necessary to combine students' life practice with theoretical knowledge of mental health, so that students can grasp the knowledge of mental health more comprehensively, so as to achieve better teaching effect. Based on this, the setting of mental health courses in Colleges and universities should take classroom teaching as the main body, supplement with some colorful extracurricular activities, mobilize the enthusiasm of students, so that students can learn mental health knowledge in the process of participating in extracurricular practice activities.

4.4 Applying network and new media to teach

With the unprecedented development of information technology and the popularization of terminal technology, it has become an important way for students to acquire knowledge through mobile and online learning. With the continuous development of information technology, the use of information technology in mental health education in Colleges and universities has become an inevitable choice for social development. In terms of a specific operation, we can develop and utilize Euro resource platform, or carry out mental health education for college students in the form of micro-lessons. The theoretical basis of the network learning platform is constructivism learning theory, which can improve the teaching quality of mental health education in Colleges and universities through online learning or mobile learning. In this way, teachers and students' participation will be strengthened to make up for the deficiency of the traditional teaching mode in the course of mental health education in Colleges and universities.

4.5 Enhancing teachers' teaching ability in an all-round way

Teachers' professional quality seriously affects the teaching level of mental health education courses in colleges and universities. To improve the teaching effect of mental health education in Colleges and universities, the key is to improve teachers' teaching ability. In the new era, especially on the premise of positive psychology, teachers of mental health course should strengthen the study of basic theoretical knowledge of mental health, understand and master the latest theoretical achievements in the field of mental health. At the same time, in order to adapt to the development of network and new media technology, teachers of mental health education should actively learn and proficiently use various information network tools, such as micro-classes, micro-letters and micro-blogs, so as to extend the teaching of mental health education from classroom to extra-curricular, and expand the coverage of mental health education.

5. Conclusion

To sum up, the emphasis on moral education for college students is to educate their mental health. The reform and practice of this course not only enriches the teaching system of mental health education in Colleges and universities but also is an important way to improve the mental health of college students. For teachers of mental health education courses in Colleges and universities, we should constantly sum up teaching experience in the actual teaching process, find problems in teaching, and constantly improve teaching methods according to these problems, and then take effective measures to improve the timeliness of mental health teaching. Let the mental health education in Colleges and universities improve with the development of society and promote the harmony and stability of University campuses.

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