

Exploration on the Combination Mechanism of Social Practice and College Students' Mental Health Education

Yafei Shang

Department of Student affairs, Guangzhou Panyu Polytechnic, Guangzhou, 511483, China

Email: shangyf@gzpyp.edu.cn

Keywords: Social Practice; Mental Health Education for College Students; Mechanism Research

Abstract: The requirements for the quality of college students in the 21st century are all-round, not only must have a high level of knowledge and ethics, but also require a good psychological quality consistent with the development of the times. At the same time, in order to better hone themselves and improve themselves faster, college students can actively organize and participate in activities that are meaningful to the society and can improve their psychological quality and personal accomplishment. This is of great significance for the study of the combination of social practice and college students' mental health education. Social practice combined with psychological education work as an effective way to cultivate the talents of learning, naturally must assume the responsibility of adjusting the psychology of college students and guiding the mental health of college students. Therefore, this study firstly studied the causes of college students' mental health problems, the advantages and disadvantages of existing mental health education, and the ways and means of social practice to strengthen college students' mental health education, then explored the combination mechanism between social practice and college students' mental health education. It is hoped that through this research, the existing models and methods of psychological education can be innovated and improved, in order to achieve better results.

1. Introduction

Nowadays, society pays more and more attention to the mental health education of college students. It can be said that the university is an important period for the development of college students. At this stage, the psychological problems of college students are often closely related to the development of personality. Psychological education of college students refers to the cultivation of good psychological quality and the prevention and treatment of mental illness [1].

Contemporary college students are a group with higher intelligence, higher culture and higher self-esteem. They have higher ambitions and pursuits than ordinary youth, face more opportunities and challenges, and thus suffer greater psychological pressure and conflict. In fact, the psychological problems of college students not only directly affect the physical and mental health of students and their normal study and life, but also seriously threaten the safety and stability of the school. Through various forms of social practice activities, students actively understand the society and correctly understand the society, so as to constantly adjust their attitudes and behaviors, and also understand the relationship between individuals and society, and improve their ability to adapt to society [2]. The organic combination of social practice and psychological education is essential to improve the psychological quality of college students and promote the healthy growth of talents.

Therefore, this study firstly studied the causes of college students' mental health problems, the advantages and disadvantages of existing mental health education, and the ways and means of social practice to strengthen college students' mental health education, then explored the combination mechanism between social practice and college students' mental health education.

2. Overviews of Related Research

Social practice combined with psychological education work as an effective way to cultivate the

talents of learning, naturally must assume the responsibility of adjusting the psychology of college students and guiding the mental health of college students. The social practice activities of college students have developed rapidly, the forms have become increasingly diversified, and the content has expanded. However, most of them focus on social surveys and job-related exercises, and the content is relatively dull. Students are only passively carrying out activities, and the individual's subjective initiative has not been exerted, let alone the development of students' wisdom and the cultivation of their sound psychology [3]. With the development of high technology and the requirements of the society for the quality of the people, the focus of social practice services in colleges and universities should be transferred to the science and technology culture.

2.1 Problems existing in the current mental health education mechanism for college students

2.1.1 Mental health education is too "medical"

For a long time, people's understanding of psychological problems is not correct and comprehensive. Therefore, college educators believe that mental health education only needs to target some students who have problems, and to provide psychological answers and answers to them, while ignoring the true purpose and tasks of mental health education.

2.1.2 Confusion of mental health education and moral education

The mental health education of college students is based on psychology and takes the daily teaching activities of the school as the main way. This can help students develop a good psychological quality and improve the overall quality of students. School moral education is to teach students the ideological concepts and ethics of the society, to help students form a good ideological and moral quality, and to improve their basic moral judgment and self-cultivation activities [4].

2.2 The main social reasons for college students' mental health problems

The reasons for the psychological dilemma of college students are complex and diverse, including social factors, family factors, school factors, and self-factors. These reasons boil down to subjective factors and objective factors. Subjective factors, we can change and overcome through self-renewal and adjustment and the help of others. The social environment as an objective reason is not changed by the will of the people. With the development of the times, new things, new ideas, new trends, and traditional value systems have emerged. The change of cultural values will cause some college students to feel embarrassed and confused [5]. It is difficult to reach a consensus on what can best reflect the value of life and what kind of life is happiness, which will lead to anxiety and anxiety.

2.3 Analysis of the reasons for the important improvement of college students' mental health education by social practice

Social practice has pointed out the direction for college students to correctly understand themselves, clarify their goals in life, and strengthen the ability of contemporary college students to recognize and adapt to the environment. This will help to better sharpen the will of college students, promote the healthy development of college students' physical and mental health, and help college students to grow into talents.

2.3.1 Social practice can help college students find their life goals

Through social practice, college students can make better use of their spare time to enrich and improve themselves, and enhance their sense of mission and responsibility. College students can also better understand their own strengths and abilities. After graduating in the future, they will be able to take fewer detours, find a career that is truly suitable for them, and do a good job in planning to better establish and achieve their goals in life.

2.3.2 Social practice can help college students to know themselves and build true self-confidence

Through social practice, students can be exposed to the society in advance and have the ability to cope with various setbacks and pressures in a timely manner; It can enable students to build self-confidence, neither negative self-esteem nor blind self-confidence, is conducive to the healthy development of students' physical and mental health, develop their own strengths and weaknesses in practice, correctly understand themselves, and constantly enrich and improve themselves; Help college students to correctly understand the society and the setbacks and challenges that they may face in the future, gradually eliminate their own panic in social life through social practice, and better realize their own value.

2.3.3 Social practice can strengthen students' collective ideas and promote self-learning

Through social practice, students can realize the importance of collective collaboration, better feel the strength of the team, and timely discover problems in the process of interpersonal communication and correct them. It enables students to adapt to society better and faster after graduation, and to better cope with the complex interpersonal relationships that may arise in society. Social practice is conducive to strengthening the collective concept of students, and is conducive to better perfecting the character of contemporary college students, so that contemporary college students can better integrate into society and create value for society [6].

2.3.4 Social practice can promote college students' understanding of the social environment and improve ignorance and prejudice

Social practice can enable students to truly contact the society, make up for the prejudice of college students towards society, and make them correctly understand the society and better integrate into society. Through the development of social practice, students can correct this mentality error and meet the challenges of social life with a new positive and positive spirit.

3. Exploratory Research on the Combination Mechanism of Social Practice and College Students' Mental Health Education

The mental health education of college students is not a single individual, but is infiltrated into all aspects of university life. The mental health education of colleges and universities should be organically combined with social practice. As a backbone of building a harmonious society, college students must adapt to this fiercely competitive society faster and better. During the university period, we must fully understand the society, understand the society, adapt to the society, and be psychologically prepared for the future work. The most important way to do this is to participate in social practice and truly enter the society and stay close to life. Social practice is an important way to guide college students out of the campus, to understand the society, to understand the national conditions, and to firmly combine the combination of work and agriculture with practice [7]. Therefore, social practice plays an important role in the mental health education of college students. It is of great significance to explore the combination mechanism between social practice and college students' mental health education.

3.1 Establish a responsibility system for social practice and coordination and mutual assistance in college mental health education

To do a good job in college students' mental health education, it is necessary first to actively establish a multi-level psychological education linkage work team. The establishment of the mental health education work team under the social practice can be carried out from three aspects: training management, education implementation and supervision feedback of mental health education. At the level, it can be divided into school level, college level, class and even dormitory. A school, hospital and class three-level mental health education work network system consisting of school mental health education committee, college psychological counselor and class psychology committee is established [8]. This has formed a work situation in which the whole school has

unified command, division of labor, clear responsibilities, responsible at all levels, and co-management (Figure 1).

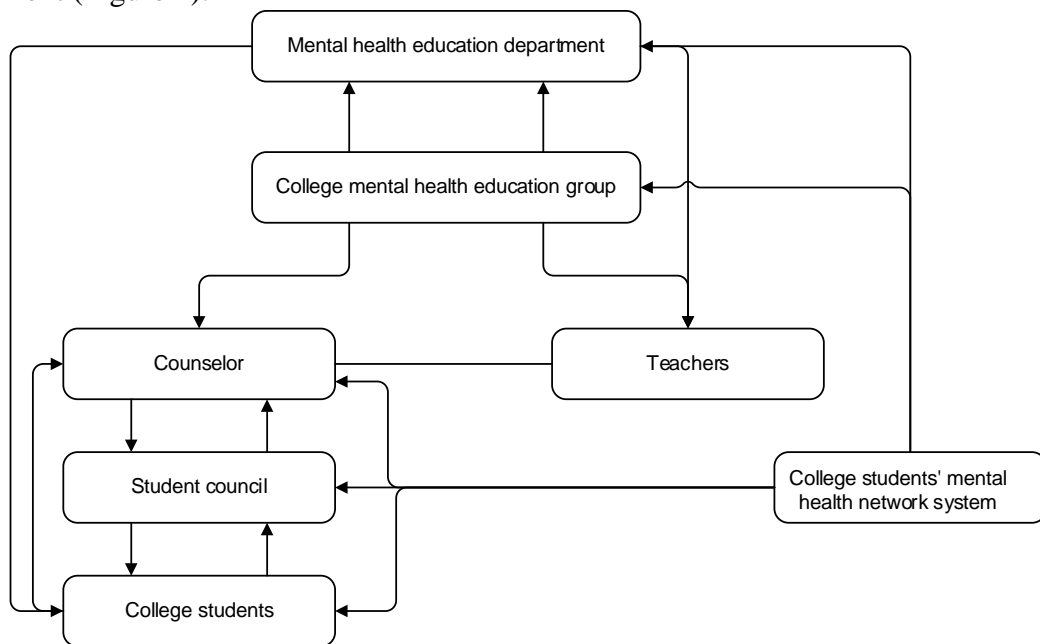


Fig. 1 Construction of a networked mental health education management responsibility system

3.2 Establish social practice and coordination and mutual aid work system for mental health education in colleges and universities

Establishing a four-level network psychological crisis discovery, monitoring and intervention system consisting of bedroom, class, college and school. Each group communicates with each other and communicates with each other to form a comprehensive psychological network work system for crisis prevention intervention; Establishing an information exchange system, strengthen mutual communication between student work departments, school hospitals, and psychological counselors, so that all departments can be proactive and closely cooperate in their work. This ensures the smooth development of mental health education and crisis intervention work;

3.3 Establishing an early warning mechanism for social practice and college students' mental health education

The school mental health education supervision feedback is an important guarantee for the school mental health education work through the external restraint mechanism to make the work productive and achieve the goal of mental health education. Through the supervision, inspection and guidance of mental health education, the purpose is to further improve and develop school mental health education. In the supervision feedback, it is necessary to fully affirm the achievements of mental health education work, and at the same time put forward specific problems, and give full play to its functions of identification, orientation, improvement and incentive. At the same time, high-level psychologists should be supervised to do mental health education, so that staff can continuously improve their understanding in the practice of mental health education, and guide their professional growth, psychological development, and mental health education. The vitality of work [9]. The psychological committee members of each class are responsible for the publicity and activities of the class mental health education. The psychological committee members and the dormitory director receive the professional knowledge and skills training of mental health education, give psychological guidance to the students who need psychological help, pay attention to the psychological state of the students, and find problems in time. Establishing a four-level early warning mechanism for dormitory, class, college, and school, and early detection, early reporting, early assessment, early intervention, and early treatment of students' psychological status, so that information is smooth and rapid.

3.4 Ways to expand the coordination between social practice and college mental health education

Strengthen the combination of classroom education and social practice activities, and carry out a variety of functions such as campus culture infection, suggestion, assimilation, motivation and psychological adjustment through various activities to change students' emotions, emotions, behavioral norms and lifestyles; Actively guide the education of students, create a civilized and healthy campus culture atmosphere, and create a good psychological culture and social environment for students; Improve the combination of individual counseling and group counseling, and carry out group peer counseling and quality development activities such as “interpersonal relationship communication”, “self-motivation”, “love and commitment”, “self-management ability improvement” and “team cohesion”. Develop students' potential and improve their existing cognitive models [10]. Through lectures, computer networks, newspapers and other publicity media, the school widely publicizes the knowledge of mental health, crisis prevention and intervention, and enhances students' awareness of maintaining mental health and preventing psychological crisis.

3.5 Cultivating the faculty of social practice and coordination of mental health education in colleges and universities

Focus on the construction of psychological counseling professional team, student work cadre psychological counselor team, class psychological committee. Strive to build a team of special and combined, professional complementarity, relatively stable, high quality, both professional knowledge and innovative thinking. This will enable the mental health education of college students to gradually embark on a scientific, standardized and professional development path.

4. The Specific Ways and Means of Strengthen the Mental Health education of College Students through Social Practice

In combination with the content mentioned above, it is necessary to strengthen and improve the combination of mental health education and social practice among college students. It is necessary to further carry out systematic and in-depth research and practice, actively explore and be brave in innovation. At the same time, it is necessary to integrate and utilize the existing resources and advantages of the school, establish a set of practical and effective combination mechanism, and finally realize the purpose of promoting the mental health education of college students through social practice. The ways and means of strengthening social health education for college students are mainly shown in Figure 2 and Figure 3.

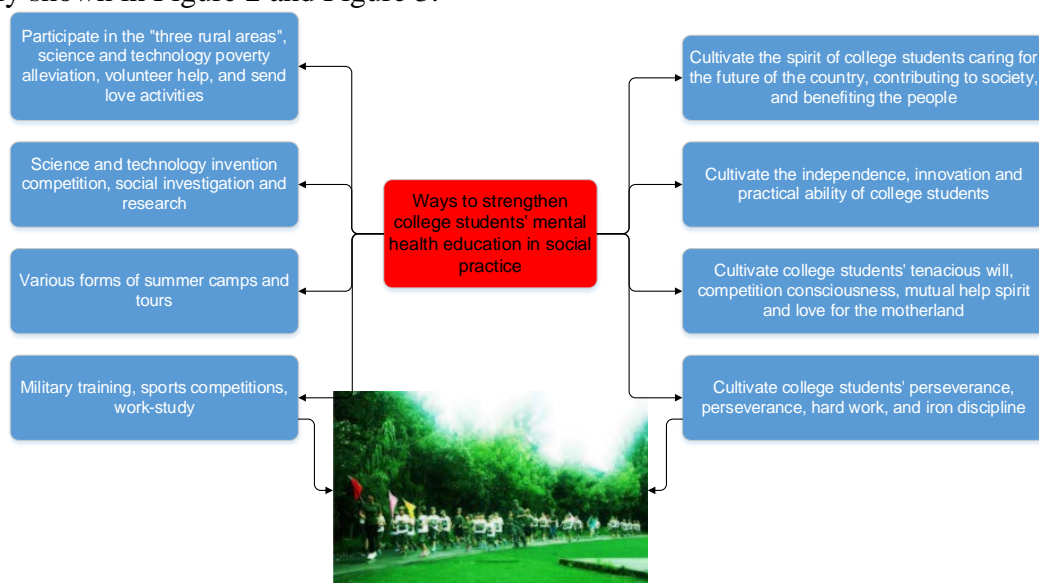


Fig. 2 Ways to strengthen college students' mental health education in social practice

5. Conclusion

The implementation of mental health education adapts to the requirements of colleges and universities to cultivate talents of all-round quality, and social practice conforms to the requirements of mental health education. The two complement each other and promote each other, and play an active role in the cultivation of talents in colleges and universities. Social practice is an important carrier for the healthy growth of college students' physical and mental health in the new era, and it is a long-term, systematic project. Through social practice, we can exercise the will quality of college students, improve their psychological endurance, and promote the formation of a sound personality and the realization of comprehensive development goals. As the organizer and implementer of practical education, we must shoulder the mission, give play to our strengths, and constantly innovate the content and form of practice. At the same time, we must also broaden the channels of social practice activities, further consolidate and deepen the results of social practice, and effectively improve the effectiveness of practical education. Only in this way can social practice attract the enthusiastic participation of young students and win the broad recognition of society.

References

- [1] Al-Krenawi A, Graham J R. Culturally sensitive social work practice with Arab clients in mental health settings [J]. *Health & Social Work*, 2000, 25(1): 9-22.
- [2] Read, Emily A., and Heather KS Laschinger. "The influence of authentic leadership and empowerment on nurses' relational social capital, mental health and job satisfaction over the first year of practice." *Journal of Advanced Nursing*, 2015, 71 (7): 1611-1623.
- [3] Tew J, Ramon S, Slade M, et al. Social factors and recovery from mental health difficulties: a review of the evidence[J]. *The British Journal of Social Work*, 2012, 42(3): 443-460.
- [4] Fink J E. Flourishing: Exploring predictors of mental health within the college environment [J]. *Journal of American College Health*, 2014, 62(6): 380-388.
- [5] Ghamari F, MOHAMMAD B A A F, MOHAMMAD S N. The association between mental health and demographic factors with educational success in the students of Arak Universities [J]. 2010.118-124.
- [6] Ketchen Lipson S, Gaddis S M, Heinze J, et al. Variations in student mental health and treatment utilization across US colleges and universities[J]. *Journal of American College Health*, 2015, 63(6): 388-396.
- [7] Storrie K, Ahern K, Tuckett A. A systematic review: students with mental health problems—a growing problem [J]. *International journal of nursing practice*, 2010, 16(1): 1-6.
- [8] Reinke W M, Stormont M, Herman K C, et al. Supporting children's mental health in schools: Teacher perceptions of needs, roles, and barriers[J]. *School Psychology Quarterly*, 2011, 26(1): 1.
- [9] Dvořáková K, Kishida M, Li J, et al. Promoting healthy transition to college through mindfulness training with first-year college students: Pilot randomized controlled trial [J]. *Journal of American College Health*, 2017, 65(4): 259-267.
- [10] Hunt J, Eisenberg D. Mental health problems and help-seeking behavior among college students [J]. *Journal of adolescent health*, 2010, 46(1): 3-10.