

## **Innovative and Development Path of Mental Health Education in Universities from the Perspective of Psychological Education**

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**Abstract:** Psychological education is an important element of ideological and political education in colleges and universities in the new era. From the perspective of psychological education, universities can innovate and upgrade their original efficient psychological education work from multiple aspects such as mechanism system, education mode, and education content. This article mainly analyzes the path of psychological education in universities from the perspective of psychological education, focusing on the cultivation of college students' psychological quality, and improving the quality of psychological education in universities.

### **1. Introduction**

Psychological education is a new achievement in the scientific integration of ideological and political education and mental health education in China's universities, and is an important component of ideological and political work in universities. Mental health education in universities should adhere to the educational model of combining prevention and development, fully tap students' potential, not only focus on solving students' psychological problems, but also promote students to form positive, healthy and upward psychological quality. Therefore, universities should actively expand the work path of mental health education from various aspects to promote the comprehensive development of college students' mental health and personality.

### **2. Innovative and Development Path of Mental Health Education in Universities from the Perspective of Psychological Education**

#### **2.1. Optimizing Team Construction and Comprehensively Grasping the Innovative Direction of Mental Health Education**

In order to break through the obstacles of unscientific personnel composition, fewer workers, and more traditional work concepts in some universities' mental health education teams, universities should optimize the construction of mental health education teams, lead mental health education to progress towards psychological education, and gradually achieve the goal of improving the efficiency of mental health education systems.

On the one hand, universities should expand the number of mental health educators, optimize the composition of the work force, and ensure the comprehensiveness and systematization of mental health education from the perspective of leading education. Universities should increase the number of full-time and part-time personnel for mental health education, improve the number and quality of mental health educators on campus from the perspectives of teacher recruitment, on-campus training, and off-campus learning, and make them become a major part of the mental health education team. In addition, universities should include students, class counselors, and logistics workers in the mental health education team to enrich the personnel composition of the team. This helps to give full play to the positive role of various workers in viewing and solving problems from different perspectives, and can also effectively identify the psychological problems existing in the student community from the perspective of the main body of students, and propose solutions from the practical perspective of students. On the basis of giving play to the psychological guidance role

of peers, it can enhance the enthusiasm of students to participate in mental health education. In this way, the mental health education team in universities can achieve more scientific development in terms of quantity, quality, and components, laying a solid foundation for better leading innovative mental health education and implementing psychological education.

On the other hand, universities should transform the educational philosophy of mental health educators, so that they can lead the development of mental health education towards a more comprehensive and profound perspective. After forming a scientific and reasonable education team, universities need to transform the educational concepts of educators, which requires joint efforts by educators and universities, combining conscious learning and training to promote innovation in educational concepts. Universities should provide various types of educators with psychological education concept training that meets their characteristics and work requirements, so that they can fully understand their responsibilities and tasks in psychological health education, and recognize the role of psychological health education in comprehensive education. In this way, the concept of psychological education can be formed, which leading to a more comprehensive and profound development of psychological health education.

## **2.2. Grasping the Psychological Characteristics of Educating Subjects to Provide Basis for Innovation in Mental Health Education**

As the main body of mental health education in universities, the psychological characteristics and learning needs of college students are an indispensable basis for education. In response to the frequent occurrence of psychological problems and diverse learning needs of contemporary college students, universities and educators should fully investigate and grasp their psychological characteristics, promote targeted innovation in mental health education, and better achieve the goal of psychological education.

First of all, colleges and mental health educators should fully realize the dominant position of college students in mental health education. In the process of designing educational content and forms, the needs and characteristics of students should be fully considered, and the subjective status of students should be clarified from the perspective of mental health education awareness, and fully implemented. In this way, under the guidance of the correct concept of educating people, innovation in mental health education can achieve the correct direction of development, further ensure the effectiveness of innovation, and provide assistance for achieving psychological education.

Secondly, universities and educators should, on the basis of respecting the dominant position of college students, adopt various methods to investigate their psychological status and fully grasp their psychological characteristics. To this end, educators can carry out various surveys with the help of colleges and universities, using various methods such as questionnaires, actual visits, and online quizzes to deeply understand the actual situation of students, comprehensively and objectively understand the psychological situation of contemporary students, and timely record them, so as to form exclusive mental health education files for various types of students. In addition, educators can also use information technologies such as big data and cloud computing to analyze and dynamically update relevant data, achieving a dynamic development of college students' mental health, and further improving the rationality of the basis for educational innovation.

Finally, based on the survey results and analysis details, targeted mental health education is carried out. Educators should fully respect the psychological characteristics of various types of students, and build a multi-level and multi-dimensional psychological education system based on file records and the actual life of college students. By providing psychological consultation and education services to college students, students can master certain mental health knowledge, solve some psychological problems, and gain enlightenment during the process of receiving education, leading them to yearn for healthy psychology and correct values. In this way, universities can purposefully innovate in mental health education, further enhance the effectiveness of education, gradually lead education to highlight the concept of humanistic care, and achieve more valuable and comprehensive development.

### 2.3. Collaborative Innovation of Curriculum Reform and Ideological and Political Education

In addition to psychological counseling services, colleges and universities can also innovate and transform mental health education courses, innovate in curriculum settings, content design, and teaching methods, and continuously promote the effectiveness of mental health education courses in educating people. According to the survey, 89.2% of college students in the sample agree to offer mental health education courses, while only about 9.6% of college students believe that offering mental health education courses is unnecessary or unnecessary. Therefore, universities should actively build innovative mental health education courses in accordance with the psychological needs and learning realities of college students (see Figure 1).

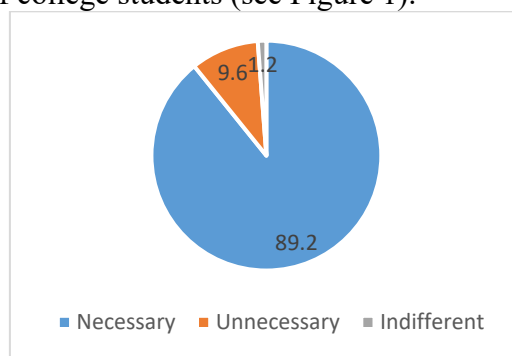


Figure 1 Statistical chart of the survey on the provision of mental health education courses

Firstly, universities and mental health educators should work together to build a scientific curriculum system. In order to change the current situation in which psychological consultation rooms are commonly set up in colleges and universities to carry out mental health education, universities can systematically build psychological education courses based on the actual situation of running schools and the psychological characteristics and actual needs of college students on campus, specify the type of courses, teaching content, and teaching arrangements, and recruit sufficient full-time and part-time psychological teachers to implement the curriculum arrangements. This will help comprehensively change the situation of insufficient mental health education and fewer institutional settings in universities under the traditional model.

Secondly, universities and mental health teachers should adopt the form of collective lesson preparation and deep cooperation when carrying out mental health curriculum teaching, in order to lay the foundation for more comprehensive play to the role of mental health education and realize the value of educating people. In the process of preparing for classes, mental health teachers should deeply cooperate with ideological and political educators to jointly explore the teaching content and methods of mental health courses, effectively demonstrate that mental health education can achieve deeper educational value on the basis of solving college students' psychological problems and helping students master mental health knowledge, and cultivate students to develop healthy psychology and sound personality.

Finally, universities and mental health educators need to create an information based education platform to facilitate communication between teachers and students and carry out online courses. The construction of an information based teaching platform can provide an effective carrier for designing multiple teaching methods and implementing multiple forms of education for college mental health courses. Moreover, it can also attract students' interest in participating in mental health courses, better promote communication between teachers and students, and design diverse psychological education practices in the platform. With the joint participation of teachers and students, it can achieve the goal of students learning to use mental health knowledge, and also lead students to better understand mental health education and achieve deeper innovation.

### 2.4. Strengthening the Joint Efforts of Psychological Education Inside and Outside School

It is not enough to rely solely on universities and mental health teachers to innovate college students' mental health education and realize the value of psychological education. It also requires the cooperation of various forces within and outside the school. Universities should strengthen

cooperation inside and outside campus to form a strong educational synergy, innovate mental health education through multiple collaborative efforts, further expand the value of mental health education, and promote the gradual improvement of the psychological education system.

On the one hand, colleges and universities should strengthen the joint efforts in educating people on campus, enable multiple forces on campus to work together to promote innovative mental health education. To this end, on the basis of optimizing the work force of mental health education on campus, colleges and universities should actively seek the help and cooperation of various departments, including campus party and government cadres, administrative personnel, and logistics personnel in the work of mental health education, and play the role of multiple departments such as the Academic Affairs Office, the Administrative Department, and the Ministry of Education and Works. On the basis of close contact and in-depth cooperation within the school, educators can fully grasp the mental health status of students, and on this basis, they can jointly design teaching content and methods, strive to provide students with various types of mental health education, enhance their enthusiasm for participating in mental health education, and achieve innovative development of mental health education in a collaborative manner.

On the other hand, universities and educators should attach importance to the importance of family in students' mental health education. Parents are the first teachers of students, and can have an important impact on their living habits and psychological characteristics. Innovating mental health education in universities from the perspective of psychological education requires universities to expand the field of education, incorporate students' families into the process of education, and jointly create a good mental health education environment for students through the joint efforts of family and school. Educators should strengthen the relationship between home and school, and work together to achieve the educational goal of transferring mental health knowledge to college students, helping students solve psychological problems, and cultivating students to establish a sound personality, thereby achieving innovation in educational content, educational environment, and educational methods. In addition, universities should also focus on the documents and guidance issued by the education department on college students' mental health education, earnestly implement the relevant guidance based on close contact with the actual situation of running a school, lead college mental health education to keep pace with the development of the times, and also seek the support of the state and government in a timely manner to provide guarantee and convenience for innovative education.

### **3. Conclusion**

To sum up, psychological education in colleges and universities is not only the work of a certain unit or department, but also an important part of the entire process and comprehensive education work of colleges and universities. Colleges and universities should change their perspective on solving psychological problems for a small number of students, with the goal of cultivating positive psychological qualities for all students, creating a healthy and harmonious learning and living environment, and establishing a diversified psychological work system and mechanism, so as to promote the coordinated development of college students' psychological health quality, ideological and moral qualities, and scientific and cultural qualities.

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