

# Research on the Positive Development Model of College Students' Mental Health Education Based on the Perspective of Life Education

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**Abstract:** In the process of mental health education in colleges and universities, taking life education as a perspective is a new idea, which is conducive to promoting the physical and mental development of college students, can expand the life width of college students, create a living environment for college students, and improve the quality of life of college students. At present, many college students have different levels of mental health problems, which reveals that colleges and universities still have problems in mental health education. Based on this, this article uses literature analysis and induction methods to explore the construction of a positive development model for college students' mental health education from the perspective of life education, hoping to provide reference and reference for educators.

**Keywords:** Life education perspective; College students; Mental health education; Positive development model

## Introduction

College students are in a critical period of transition from adolescents to adults, and they are also in a critical period of psychological and physical development. College students may have a crisis of self-identity. Affected by many factors such as social environment and family environment, many college students are psychologically immature, their psychological age lags far behind their physical age, and the problem of poor self-care ability appears in the process of living alone without their parents. In the process of participating in social practice and moving from campus to society, it is also prone to problems of unclear self-understanding and incorrect self-evaluation. In this context, it is very necessary for colleges and universities to carry out mental health education, which can provide correct guidance for confused college students. The life education perspective can expand and innovate the mental health education model.

### 1. Determine the goal of mental health education based on the development of a scientific outlook on life

Life education can help college students form and maintain a positive mental state in their life and study, arouse their positive psychology, and promote the cultivation of core literacy. In recent years, all countries in the world have attached great importance to the cultivation of core literacy. The Ministry of Education of our country has also clearly stated that it is necessary to "organize and study the core literacy system for the development of students at all levels". To develop core literacy, we must first enable college students to establish a scientific outlook on life, so that they can maintain a love of life on the basis of a correct understanding of life, take the initiative to participate in various social practice activities, and form a scientific spirit while possessing a certain cultural knowledge. Realize independent development on the basis of a healthy life, and eventually become a "all-round development person" with a responsible spirit. In the process of developing mental health education, the core literacy should be the goal, and the mental health education system should be formed based on the "three literacy" of cultural foundation, independent development and social participation.

### 2. Focusing on stimulating vitality and selecting mental health education content

In the process of constructing a positive development model, colleges and universities should take life education as a perspective, activate students' vitality as a clue, core literacy as a framework, and select the content of mental health education in accordance with the needs of college students in the new era. On the basis of conventional teaching, positive psychology courses and life education courses can be offered. At the same time, traditional cultural education can be integrated into them, and college students can be educated in the form of public elective courses. Specifically, in the positive psychology course, teachers can analyze the uncomfortable psychology of students after entering university life, and provide them with positive guidance, help them answer questions, and keep them in a positive psychological state. Realize the change of identity as soon as possible. Through this form, college students can achieve independent development on the basis of self-searching and self-planning, and establish the confidence to live earnestly and study hard. In the life education curriculum, teachers can interpret life education knowledge for students, and take sex education and death education as topics, so that students can realize self-acceptance on the basis of self-respect, and in the process of integrating into the collective and social participation Realize self-worth. Finally, in traditional cultural education, teachers can show the profoundness

of our traditional culture to college students, make them feel national pride, guide them to think more deeply about culture and life, and then realize self-improvement and self-development.

### **3. Reform the form of mental health education by means of interactive experience**

There are no fixed models and methods for the establishment of mental health education courses. Colleges and universities can revolve around the growth and development of students, reform the educational form based on the perspective of life education, and attract college students by adding elements of interactive experience. First, teachers can interact with college students in the form of lectures on topics. In this process, on the basis of interpreting relevant concepts and summarizing important laws, teachers leave the remaining time to students and encourage them to learn mental health knowledge through display, sharing, experience and expression, and to understand related concepts. The content forms a deeper understanding, and a rich emotional experience is obtained in the process. Second, teachers can organize students to carry out visit and experience activities after class to achieve interactive experience in practice. On this basis, students can also be encouraged to carry out research and record their experiences. For example, visiting teahouses, investigating the mental health of specific social groups, and publicizing mental health knowledge, etc., will have an impact on the values of students. Third, the goal of situational education can be achieved through school clubs and off-campus practice. For example, in the club of the "Mind Association", students can share their life and love, the difficulties they face in career planning, and solve problems on the basis of communication and cooperation. In the "volunteer service" club, students can participate in activities such as psychology conferences, assistance for left-behind children, and mental health education for special children, in order to enhance their sense of value and responsibility in the process.

### **4. Constructing a three-dimensional development model based on integration**

Mental health education is of great significance to the cultivation of core literacy, and it is a kind of holistic education. In the process of carrying out educational activities, it is necessary to integrate as the commander, provide college students with full-program and multi-style education based on different perspectives, realize the collection of school resources and the integration of different positions, and use life education as a perspective to build a three-dimensional development model of mental health education. First of all, we must strengthen management and improve the system. In this process, colleges and universities should build a complete organizational structure, decompose the goals of mental health education, and achieve responsibility to people, and strengthen supervision and inspection during the implementation process to achieve the standardized and institutionalized development of mental health education. The mentor responsibility system can be implemented to formulate mental health education plans for college students with different personalities, and help them rationally use various resources to realize the value of life. Second, we must give full play to the advantages of teachers and carry out mental health education while imparting knowledge. For class teachers, it is necessary to take the initiative to infiltrate and integrate the content of mental health education into subject teaching. At the same time, the school should also take advantage of the professional advantages of psychology teachers to enable them to provide targeted assistance to students in areas such as entrance education, postgraduate entrance examinations and employment, as well as innovation and entrepreneurship. Finally, we must highlight the functions of counselors to achieve the effect of serving and educating people. As a life mentor, counselors will have an important impact on the thinking and character of college students, and they also have obvious advantages in mental health education. In the early stage of enrollment, the counselor should help college students get familiar with the new environment as soon as possible, and organize various activities to alleviate the loneliness of students. In daily life, counselors should pay attention to special groups and at the same time form a warm and harmonious atmosphere in the college. Counselors should also provide students with personalized guidance to help them form a career plan, stimulate their positive emotions, and enable them to form a good character.

### **5. Concluding remarks**

In general, there is a close relationship between life education and mental health education, and both are important forms of education that cultivate the core literacy of college students and promote the overall development of college students. At present, many college students have unclear understanding of the value of life and lack of life orientation. In order to solve this problem, colleges and universities should take the scientific outlook on life as the guidance, the activation of life vitality as the main line, the activity experience as the method, and the integration as the command, so as to construct an active development model of mental health education based on a three-dimensional, multi-level approach. Create a good educational environment and strengthen the life beliefs and meaning of life of college students.

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