

Strategies for the Curriculum Reform of Psychological Well-being Education for University Students

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Abstract: Due to the rapid growth of society and the increasing pressure of study and competition, the frequency of university students' psychological problems has gradually increased. In recent years, university students' psychological well-being education courses have gradually attracted social attention. How to scientifically construct the teaching of university students' psychological well-being education, improve the efficiency of university students' psychological well-being education, do a good job in university students' psychological well-being education and improve their psychological quality has become one of the problems that universities need to focus on. In order to encourage students to correctly identify information and obtain healthy psychological development, universities should pay more attention to students' psychological well-being, establish a new curriculum model of psychological well-being education with the cooperation of many parties, innovate instructional methods and promote the reform of curriculum teaching. This paper analyzes the problems existing in the course of university students' psychological well-being education, discusses the psychological development characteristics of contemporary university students from the perspective of positive psychology, and tries to construct a long-term mechanism to adapt to contemporary university students' psychological well-being education.

1. Introduction

Psychological well-being education is an important content of quality education in universities, and it is an objective need for university students to grow into talents. Strengthening psychological well-being education in universities has important practical significance [1]. As an important part of college education and students' ideological and political work, it is an important way and means to implement quality education, promote the all-round growth of university students and improve the quality of personnel training [2]. Some universities do not pay enough attention to university students' psychological education. Although psychological counseling courses are offered, their teachers' quality is difficult to meet the teaching requirements, which leads to the teaching effect not reaching the expected goal [3]. As a special group, university students are facing the pressures of study, emotion, interpersonal communication, employment and economy. Due to various factors, there are still many weak links in college psychological well-being education, which makes it difficult for psychological well-being education to play its due role in the implementation of quality

education and the all-round growth of university students [4]. Only by strengthening the construction of social psychological service system and making full use of psychological research results to predict, guide and improve the emotions and behaviors of individuals, groups and society can we improve national psychological quality, promote national psychological health and enhance national cohesion [5].

The special social background, traditional culture, value orientation and personality characteristics of contemporary university students contained in higher education in China determine the particularity of psychological well-being education for university students in China [6]. From theoretical research to practical exploration, psychological well-being education in universities has put forward clear requirements and specific measures for the contents, forms, ways, methods, organization and management, and the construction of teachers [7]. As an important place to train talents in the new era, universities should take the initiative to strengthen students' psychological quality and promote the teaching reform of psychological well-being education courses according to the characteristics of the times and teaching requirements.

The course of psychological well-being education in universities should adapt to the changing trend of social environment, and carry out targeted psychological well-being education and teaching reform to cultivate university students' healthy psychological quality [8]. Positive psychology has a very positive influence on psychological well-being education. Therefore, in the stage of psychological well-being education and teaching, the introduction of positive psychology concept has a practical effect on the reform of psychological well-being education and teaching [9]. This paper discusses the psychological development characteristics of contemporary university students from the perspective of positive psychology, trying to build a long-term mechanism to adapt to the psychological health education of contemporary university students and promote the scientific and sustainable growth of psychological health education.

2. Problems existing in university students' psychological well-being education course

2.1. Ignore the importance of psychological well-being education curriculum

University students' psychological well-being education is listed as a public elective course in the hope that students can cultivate their good psychological quality by learning psychological knowledge. However, in the actual teaching process, the value of the course "University Students' Psychological Well-being Education" can not be well reflected because of the low degree of attention paid by the school, the separation of theory from practice and the lack of pertinence. At this stage, many universities still pay insufficient attention to the setting of psychology major, most of them have not introduced professional psychology teachers, and even some universities have not set up psychological well-being education courses or built psychological consultation rooms. The traditional course of psychological well-being education for university students is student-centered, teacher-led, lecture-oriented, and interaction between questions and students [10]. Under different instructional methods, students' mastery of what they teach is different. For freshmen, they have just left their parents to start their own independent life, make their own decisions, and get along with others in a strange environment. At the same time, they have to face many problems such as the learning environment under the new situation and new characteristics, and how to study and live. The course of "Psychological Health Education for University Students" is not an indoctrination course, but a comprehensive experience course with strong practicality. Teachers should really take students as the main body, respect students' feelings, experiences and operations in the learning process, increase the diversity of teaching forms and enhance the flexibility of teaching process in order to achieve better teaching results.

2.2. Teaching content and system are outdated

The lack of new cases in the teaching materials makes the course content boring and uninteresting, which is not conducive to the cultivation of students' learning enthusiasm. Due to the lack of lecturers, the lecturers of some university students' psychological well-being courses are composed of counselors, ideological and political teachers or external part-time teachers. In addition, the counselors' work is complicated, the quality of part-time teachers is difficult to guarantee and the psychological well-being education is professional, so it is difficult to ensure the classroom teaching effect for a short time. For the course content with high student participation, students' memory effect and understanding effect will be better. For the course content with low student participation, students belong to the form of indoctrination, and most of them are superficial, but they lack in-depth understanding of concepts. The backward concept, the rapid growth of information technology, the confusion of values and the characteristics of psychological education make the teaching of psychological health education in higher vocational colleges in a very complicated environment [11]. The content of the course is scattered, and there is a lack of overall planning for the course. The school does not guide students to solve psychological problems according to their professional characteristics and professional development trends. The psychological well-being education system in many universities is not perfect, and their psychological education courses are still in the imitation stage of education. There are many repetitive contents in the education process, but there is no breakthrough content.

2.3. Single instructional method

Diversified ideological and moral concepts and a large amount of mixed information rapidly and violently affect students' psychology through the Internet and new media, and have a strong impact on psychological well-being education. At present, the psychological well-being education courses in universities basically focus on popularizing psychological well-being knowledge and preventing the occurrence of psychological problems and mental diseases. In the stage of classroom teaching, teachers put too much emphasis on mastering the methods to overcome psychological problems through course learning, and the goal orientation is slightly single. In the actual teaching process, due to some schools' low attention, separation of theory from practice, lack of pertinence and other reasons, many students think that the teachers of public courses are not professional and the teaching teachers are not respected. The traditional indoctrination instructional method is not only difficult to arouse students' interest in learning, but also unfavorable to students' mastery and absorption of knowledge. The interaction between teachers and students and the rational use of instructional methods are shown in Figure 1.

At present, the assessment method adopted by most universities is still a test paper or a paper, which makes students think that university students' psychological well-being, as a public basic course, has little effect on their future life, and they usually do not actively participate in activities and think positively in class. Although university students' psychological well-being education still needs to rely on teachers' explanations, in the actual teaching process, although a single instructional method can improve teaching efficiency to a certain extent, it will eventually make students lose their initiative in learning. In the current classroom teaching reality of psychological well-being education in universities, the cultivation and optimization of students' positive psychological quality is far from enough, and the positive factors of students' psychological level have not been fully tapped and utilized, so that they can form good psychological quality and better actively deal with various problems in life.

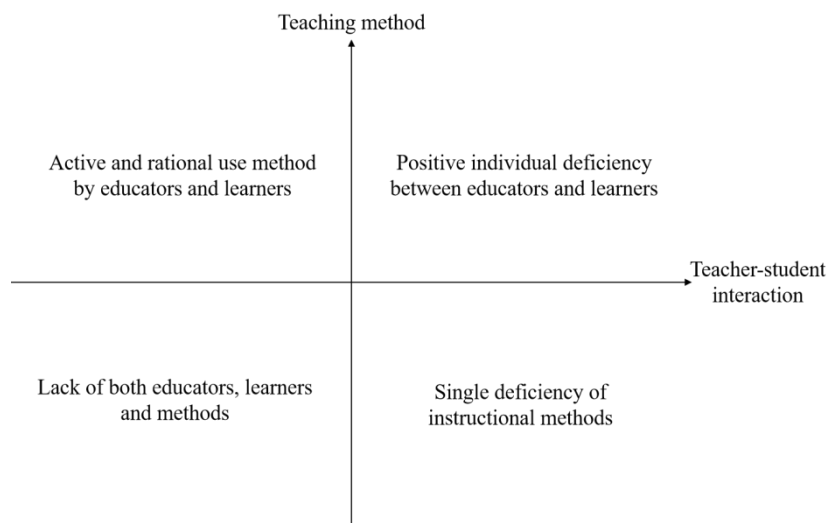


Figure 1: Teacher-student interaction and rational use of instructional methods

3. Teaching reform countermeasures of university students' psychological well-being education course

3.1. Taking students' psychological needs as the starting point

To set up the course of university students' psychological well-being education, the school should increase the capital investment in the course of university students' psychological well-being education, support the research activities of teachers in the course of university students' psychological well-being education, and actually solve the problems of university students' psychological well-being. In the teaching stage of university students' psychological well-being education, we should focus on cultivating students' practical ability, guide students to strengthen the quantity of practical training, and exercise their practical operation skills to the maximum extent so that they can be handy in the operation process. Teachers set up interactive links according to the content of professors, arouse the enthusiasm of students to participate, let students explore themselves in activities, combine teacher education guidance with students' self-education, and implement the concept of helping others and helping themselves. Teachers should enhance students' awareness of university students' psychological well-being courses, encourage students to apply the theoretical knowledge they have learned in their spare time to life practice, and make students feel the value of the courses and the close connection between psychological well-being and real life. The growth of university students' psychological well-being education curriculum needs to fully consider the characteristics and laws of students' physical and mental development, and the content of teaching materials needs to be easy to understand, so that students can easily understand the boring and abstract psychological principles.

3.2. Make clear the instructional objectives

From the perspective of instructional objectives, university students' psychological well-being curriculum consists of developmental and preventive objectives. The former pays attention to tapping psychological potential and shaping psychological quality. The latter is to guide and help students to better understand themselves and discover their psychological problems in the stage of study, work, life and growth in time. In the content of psychological well-being education, we should pay attention to the effectiveness, integrate psychological well-being education into the

instructional objectives of various disciplines, and improve the effect of classroom teaching. It is necessary to organize teachers in psychological well-being courses to constantly strengthen their study and improve their instructional ability, pay attention to theoretical research on psychological well-being education, learn knowledge theories related to psychology, and accurately grasp the teaching material system of psychological well-being education for university students. Teachers give more representative examples in teaching, and show a large quantity of pictures and related videos to students in combination with multimedia, so that students can understand psychological well-being knowledge more intuitively and vividly, thus mastering the rules more flexibly, enhancing their desire for knowledge and mobilizing their enthusiasm.

3.3. Adopt diversified instructional methods

Teachers should actively break the monotonous way in the past, so that students can further appreciate the practicality of psychological well-being courses and feel that the elements of psychological well-being are reflected in their daily lives, thus improving teaching effectiveness. Taking students as the main body, emphasizing the leading role of students in the classroom, designing appropriate scenarios and activities according to the cognitive and behavioral characteristics of university students, taking activities as the carrier, guiding students to actively participate in activities and promoting students' self-growth. Teachers should be good at using rich online video resources to present more intuitive psychological well-being knowledge for students. At the same time, teachers introduce metaphorical stories into the actual psychological well-being education process, which can make the problems simple and help solve the psychological education problems. See Figure 2 for the levels of innovative instructional methods for university students' psychological well-being.

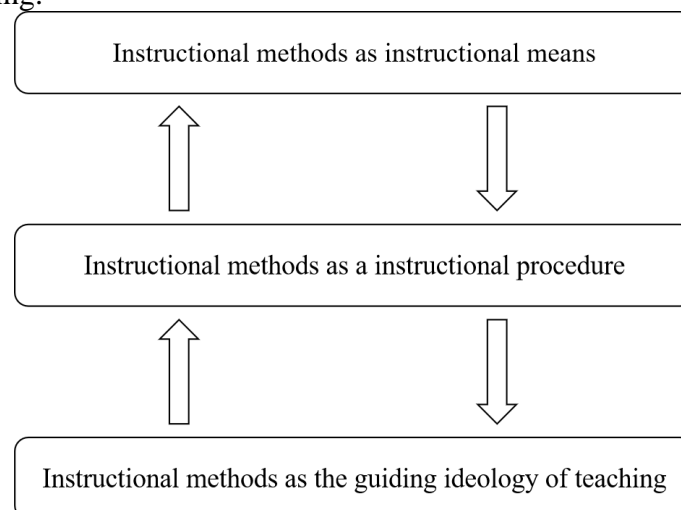


Figure 2: The level of innovative instructional methods for psychological well-being education of university students

In order to better put psychological well-being education into the ranks of high efficiency, the school can also test the psychology of university students from the moment they enter school, and stratify the students in the level of psychological well-being, so as to facilitate different education and help for students with different psychology and make the efficiency improve rapidly. In the stage of explaining some specific psychological problems, teachers can design a psychological theater with characteristics, encourage students to play a role in it, make students change from passive learning to active learning, and make the classroom lively and interesting.

4. Conclusions

Psychological well-being education in universities is a huge project, and the construction of psychological well-being education requires the school to persevere and actively explore more effective educational methods. It is quite necessary for universities to teach psychological well-being education courses to cultivate students' positive psychological quality. In the course of teaching reform, positive psychology should be actively introduced to promote psychological well-being education to play its greatest role. In order to realize the standardization, maturity and scientificity of university students' psychological well-being education, we must further explore the educational mechanism to improve university students' psychological quality and explore how to strengthen the professional construction of teachers. The selection of positive themes can be considered from a positive perspective for case discussion and analysis, so that students can look at people and things around them with an open and appreciative eye. Teachers of university students' psychological well-being education should constantly improve their professional quality, fully understand the characteristics of students, and carry out student-centered psychological well-being education activities to help students improve their ability to analyze and solve psychological problems. To build a long-term mechanism of psychological well-being education, it is necessary to strengthen its specialization, professionalization and standardization, so as to promote the scientific and sustainable growth of psychological well-being education.

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