

PRACTICE PATH OF POSITIVE PSYCHOLOGY IN MENTAL HEALTH EDUCATION IN HIGHER VOCATIONAL COLLEGES

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Abstract: As an important aspect of students' training and education in higher vocational colleges, mental health education has gradually attracted the attention of schools and teachers. Cultivating healthy psychology and helping students form good psychological quality is the basic task of mental health education in higher vocational colleges. Positive psychology pays attention to the exploration of people's positive strength and potential, takes cultivating people's psychological quality as its important mission, and provides reference and support for mental health education in China. It can help college students better solve all kinds of psychological problems in life and study. However, in practice, we find that there are many problems in mental health education in higher vocational colleges. We need to explore a scientific and reasonable practical path in combination with the concept and content of positive psychology and its role in higher vocational education, in order to better prevent and solve students' mental health problems and promote students' healthy and all-round development.

Keywords: Positive psychology; Higher vocational colleges; Mental health education

1 INTRODUCTION

In the context of the new era, more and more experts and scholars have realized the necessity and importance of mental health education, and have incorporated mental health education into the scope of moral education, and established specialized institutions such as psychological counseling and psychological education. Our government departments also provide necessary support and assistance for mental health education in policy formulation. At present, although our higher vocational colleges have made many achievements in mental health education, the problems of traditional mental health education still exist, which leads to the phenomenon of college students suffering from mental health diseases, which is difficult to be effectively controlled. By introducing the concept of positive psychology and optimizing the mental health education system of higher vocational colleges, it can better help college students form good psychological qualities, reduce psychological barriers, and reduce psychological The probability of disease occurrence has distinct significance and value in promoting the development of mental health education in higher vocational colleges.

2 DEFINITION AND MAIN CONTENT OF POSITIVE PSYCHOLOGY

Generally speaking, different schools of psychology have different views on psychological education, mainly including cognitive psychology, behavioral psychology and mental psychology. Among them, psychological education in mental psychology focuses on the unconscious motivation of the educated, pointing out that many human behaviors are dominated by the subconscious and are the realistic representation of their instincts and desires. The educational view of behavioral psychology believes that predicting and influencing human behavior can correct the negative psychology and emotions that exist in people. Cognitive psychology focuses on the exploration of psychotherapy, emotions, intellectual development and cognitive processes. Positive psychology is a psychological science that explores the coordinated development of people and society and helps people move towards happiness. It can explore people's potential and focus on people's growth. Therefore, positive psychology is more in line with the characteristics of college students' psychological education, which can help students form positive psychological qualities and eliminate and reduce mental illnesses and psychological problems. Positive psychology mainly refers to focusing on the positive factors of people, focusing on the potential, actual, constructive goodness, virtues, and strength of people as the logical advance, advocating the use of a positive attitude to interpret psychological problems or psychological phenomena, thereby stimulating people's excellent qualities and positive forces, and using these excellent qualities and positive forces to help other people who are suffering[1]. Therefore, positive psychology is a psychology that promotes human growth and development. Its educational philosophy is to explore the potential positive factors of people, focus on the harmonious development of people and society, and play a clear guiding and guiding role in the field of mental health education. Its main contents include emotional experience, positive social system and positive personality. The first is emotional experience. The emotional experience in positive psychology mainly refers to the experience of positive emotions such as interest, happiness, and joy. Among them, happiness is an emotional experience in the spiritual field and belongs to a kind of subjective experience. The second is positive personality. Positive personality mainly refers to awakening people's attention and concern for positive forces and forming a positive, healthy and good attitude towards life. Its research focus covers personality traits, personality formation, potential discovery and other contents. Finally, there is a positive social system. The positive social system discussed in positive psychology usually covers research

objects such as schools, work units, and countries[2]. Therefore, to a certain extent, infiltrating and integrating the concept of positive psychology into higher vocational mental health education can explore students' potential, cultivate students' personality, and promote students to form correct values.

3 THE ROLE OF POSITIVE PSYCHOLOGY IN HIGHER VOCATIONAL PSYCHOLOGICAL EDUCATION

Through practical exploration and analysis, it is found that positive psychology can help students form positive psychological qualities at the cognitive, emotional and behavioral levels, and guide students to better cope with and solve mental illnesses and psychological problems. First, at the cognitive level, mental health education that incorporates positive psychology can promote students to form a positive self-concept. Cognition mainly refers to the process of people acquiring external knowledge and understanding the world, or the process of converting external information into internal perception through psychological activities such as thinking, memory, perception, and feeling. With the support of positive psychology, mental health teachers can pay more attention to students' psychological qualities such as ability, will, emotion, thinking, thinking, interest, and motivation, attach importance to students' psychological needs, and enable students to incorporate mental health education knowledge into their own quality structure, making it an internal force that dominates their own behavior, emotion, and thought, forming a positive self-concept, and then actively looking at and facing various problems and difficulties in learning and life. Secondly, at the emotional level, through the knowledge of positive psychology, students can understand the psychological development of themselves and other students and teachers, clarify that the setbacks and obstacles encountered in college are normal, and can correctly handle and face setbacks calmly, and maintain a relatively positive mood. At the same time, they can also respect and accept others in the process of interpersonal communication, and learn to establish good interpersonal relationships with others. In addition, in the exploration of positive psychology potential and the use of positive factors, students can maintain a good attitude towards life and actively engage in academic studies. Finally, at the behavioral level[3]. Mental health education that incorporates positive psychology can change students' behavioral habits, so that mental health teachers can pay more attention to students' emotional experience, habit formation and behavioral practice, so that students can form positive behavioral paradigms by changing bad behavioral habits, and promote the formation of positive emotions and positive personality. At the macro level, integrating positive psychology into higher vocational mental health education can help students form positive personalities, positive emotions, and develop positive behaviors, so that students can form positive and healthy psychological qualities. At the level of mental health education, it can optimize teaching methods and teaching models, so that teachers can reflect on the concepts of criticism, control, and restraint in traditional education, and help students give full play to their initiative, enthusiasm, courage and thinking power by exploring students' positive qualities, cultivate students to be responsible for their own practices and ideas, and enable students to grow and develop themselves in mental health education. In short, it is to guide students' cognitive behavior and improve students' ability to deal with daily problems and pressures, so as to make mental health education more democratic, flexible and diversified.

4 PROBLEMS IN MENTAL HEALTH EDUCATION IN HIGHER VOCATIONAL COLLEGES

First, the curriculum construction is not reasonable enough. In the opening of mental health courses, higher vocational colleges in my country usually set up courses such as sports psychology, rehabilitation psychology, sports psychology, social psychology, and health education. However, for some reasons, higher vocational colleges do not set up courses focusing on mental health education, which also shows that mental health education has not received widespread attention from higher vocational colleges. Although some higher vocational colleges in my country have opened mental health courses, teachers only focus on technical teaching and knowledge explanation, and pay attention to the explanation of psychological principles and concepts, which makes it difficult for students to fully integrate into the process of mental health education and teaching. Although higher vocational colleges set up fixed mental health education classes every semester, mental health education activities can be carried out normally. However, combined with the mental health problems of higher vocational students and the form of mental health education, it can be found that the mental health education class hours are still limited, and lack of practical activities and other aspects. The second is the lag of psychological counseling. In recent years, higher vocational colleges in my country have established psychological counseling institutions and established psychological counseling rooms, which are open to students every week to help students solve mental health problems[4]. Its content mainly includes psychological counseling, developmental counseling, psychological crisis intervention, psychological disorder counseling, etc. The construction of a psychological counseling room can help students solve various problems in life, academic problems, emotional problems, and interpersonal communication. However, in terms of work methods and paths, psychological counseling teachers usually focus on students' psychological problems and ignore the effective prevention of psychological problems, which makes students prone to various mental health problems and diseases. In addition, under the background of informatization construction, the mental health counseling room of higher vocational colleges has not built a mental health archive, and psychological quality assessment is difficult to be fully applied, which has hindered the modernization process of the mental health counseling room. Finally, there is a lack of social support system. Generally speaking, if students have problems such as suicide, anxiety, and depression, they will be considered to have problems with mental health education, which is not done well or not good enough. The school will hand over the students to full-time institutions or personnel for disposal. Ignoring that students' mental health education and

psychotherapy are systematic projects, it not only requires schools to play a positive role in mental health education, but also requires the joint efforts and cooperation of various social systems. However, according to practical research, it can be found that most higher vocational colleges in my country lack cooperation with hospitals and research institutes, which leads to the inability of higher vocational mental health education to play a real role in the correction, counseling and treatment of serious mental health diseases. And the mental health problems faced by students are also difficult to be fully, comprehensively and effectively solved. Generally speaking, the problems existing in the mental health education work in my country's higher vocational colleges have seriously affected the prevention and resolution of students' psychological problems, and have failed to play their due positive functions and roles in students' growth and development.

5 PRACTICAL PATHS OF POSITIVE PSYCHOLOGY CONCEPTS IN HIGHER VOCATIONAL MENTAL HEALTH EDUCATION

5.1 Strengthening the Construction of Psychology Courses

First, higher vocational colleges should increase the importance and attention paid to mental health education, actively set up independent mental health education courses, and ensure that mental health education has sufficient class hours. Secondly, set the course objectives of mental health education. Under the guidance of the concept of positive psychology, higher vocational colleges should reflect the developmental characteristics of mental health courses, and should combine the basic requirements of social development on talent quality and psychological quality to crack the hidden psychological crisis of students and improve the preventive nature of mental health education. In addition, it is necessary to ensure that students' personalities are fully developed and developed, so that the goals of mental health courses take students' development as the "starting point". Optimize the course content again. Under the influence of the concept of positive psychology, higher vocational mental health teachers should infiltrate positive psychology content into the whole process of mental health education, such as cognitive psychology, emotional psychology, will optimization, personality improvement, learning adaptation, interpersonal harmony, career adaptation, psychological barrier counseling and other mental health education. By integrating positive psychology content and concepts, help students better face various problems in their studies, employment and life. Finally, optimize the course method.

Mental health teachers should change the traditional course teaching method that focuses on theory imparting, concept analysis, and knowledge inculcation. They should start from the perspective of positive psychology, construct the process of emotional experience, and cultivate students' creativity, enthusiasm, and initiative through practical activities, so that students can develop good behavior and a healthy personality on the premise of emotional experience[5].

5.2 Improve the Psychological Counseling System

Under the guidance of the concept of positive psychology, the mental health counseling work of higher vocational colleges should change the traditional work concept, and extend the focus from the guidance and solution of students' psychological problems to the prevention of mental health problems, the exploration of students' potential and the cultivation of students' healthy personality. Through positive mental health counseling, help students improve their acceptance, understanding and self-development awareness. Secondly, under the guidance of the concept of positive psychology, counselors should also form a student-oriented work concept, pay attention to the follow-up investigation of students, and focus on developing students, exploring students' potential, highlighting students' personality, solving and preventing students' psychological problems by building students' psychological files, so that psychological counseling work is more in line with the concept of positive psychology, focusing on student development and growth, and improving the effectiveness of psychological counseling. Finally, to optimize the form of guidance, the psychological counseling room of higher vocational colleges should build an online guidance platform under the premise of "face-to-face guidance" so that students with mental health problems can more actively, timely, comprehensively and effectively feedback their own problems to teachers, so that teachers can refine, integrate and analyze the psychological problems reported by students, so as to clarify the common problems of students, and then combine with mental health education courses to provide students with comprehensive, integrated and systematic group counseling services. In terms of counseling, it is necessary to cultivate students' positive personality and positive behavior in a way that explores students' potential, pays attention to students' "positive social behavior", "positive emotional experience" and "positive cognitive processing", and prevent and solve students' mental health problems.

5.3 Building a Social Support System

First, higher vocational colleges should strengthen the cooperation between mental health education, psychological counseling rooms, hospitals, and research institutes, and make up for the shortcomings and deficiencies of higher vocational mental health education in solving serious psychological obstacles and psychological problems through the mutual use of talents and resource sharing. Secondly, higher vocational colleges should establish contacts with government departments, and through the functions of government departments, create a good atmosphere for mental health education, so that positive psychology content can be presented through the Internet, newspapers, television, radio, etc., so as to help students better face and solve their own mental health problems under the guidance of the social atmosphere. Thirdly, strengthen home-school cooperation. Under the influence of family psychological education,

students can better understand the knowledge of positive mental health, and can prevent and solve their own mental illnesses and psychological disorders in the aspects of emotion, employment, study, life, etc. under the care of their parents. However, in the process of family mental health education, psychological teachers should not only impart positive psychology knowledge to parents, but also share relevant educational means, ways and methods with parents, so that parents can form a mental health education concept that focuses on exploring students' potential and focusing on students' development, and effectively improve the effectiveness of student training and education. Finally, strengthen the coordination of different mental health education systems and subjects. Mental health teachers should use positive psychology as a starting point to clarify the responsibilities and goals, content and means of different subjects or social systems in the prevention and resolution of students' mental illnesses, and through collaborative cooperation, give full play to the role of positive psychology in students' growth, personality development, behavior formation, and emotional experience.

6 CONCLUSION

Positive psychology can eliminate all kinds of psychological problems of students, cultivate students' positive personality, and enable students to grow healthily through potential exploration and application of positive psychological factors. It can also optimize the mental health education system to a certain extent, so that mental health teachers can solve and prevent all kinds of mental health problems faced by students in a guiding and developmental way, and improve the quality of mental health education. In educational practice, we should start from the perspective of curriculum construction, psychological counseling and social support system construction, and propose a path that integrates the content, concepts and methods of positive psychology to solve the problems existing in traditional mental health education and enhance the effectiveness of mental health education in higher vocational colleges.

CONFLICT OF INTEREST

The authors have no relevant financial or non-financial interests to disclose.

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