



Discussion on Mental Health Education of College Students in China in the New Era

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Abstract. Under the background of social transition period, all kinds of social contradictions gradually appear and expose, college students also have different degrees of psychological problems, which increases the pressure and difficulty of mental health education in colleges and universities. Psychological education is an important part of the quality improvement project of ideological and political work in colleges and universities. Psychological education strengthens the value orientation of mental health education in colleges and universities, manifests the value concept of mental health education in colleges and universities, and reestablishes the value connotation of mental health education in colleges and universities, which has rich value implication.^[1]The arrogation of instrumental rationality, the transplantation of western theory and the lack of circle effect hinder the realization of psychological education. Therefore, it is helpful to realize psychological education by clarifying value guidance in thought, promoting localization in theory, forming joint force in team and optimizing supply in content.

Keywords: college students, mental health education, improvement measures

1 Introduction

Good psychological quality and healthy social behavior are the basis for the sound personality, healthy growth and all-round development of college students,^[2]also affect the happiness of relatives, family harmony, the improvement of the quality of the whole nation, and the stability and harmony of society.^[3]new era, college students are facing a competitive growth environment. Although the improvement of social economic and cultural level makes them no longer anxious and busy for basic survival, factors such as increased social expectations and increased competitive pressure make college students more prone to negative, anxious, depressed and depressed mental state, and mental health problems are more prominent.^[4]Higher education, as a key period of shaping students' health psychology, faces the profound impact of changes in social

environment and family environment on students' mental health, it is very important for colleges and universities to do a good job in college students' mental health education. Colleges and universities should grasp the psychological characteristics and the current situation of psychological problems of college students in the new era, improve the initiative and adaptability of mental health education, timely carry out psychological counseling and counseling of students, strengthen the psychological quality of college students, and lay a solid foundation for college students to adapt to social development and talent needs.

2 The Status Quo of Mental Health Education in Colleges and Universities

The development of mental health education in colleges and universities started late, its education hardware and software infrastructure construction is not perfect, and the investment in mental health education is insufficient, so the current education status is not optimistic, there are the following major problems.

2.1 The Rational Arrogation of Mental Health Education Tools in Colleges and Universities

College mental health education has value rationality and instrumental rationality, value rationality is the spiritual support of instrumental rationality, and instrumental rationality is the realistic basis of value rationality. However, there exists the phenomenon of the arrogation of the instrumental rationality in the mental health education of our country. Many teachers and students simply think that mental health education is the "tool" to solve psychological problems, and the object of mental health education is a few special students with mental disorders or mental diseases; Lead to the focus of work on the "prevention of accidents"; More and more colleges and universities realize that classroom teaching is the main channel of mental health education, mental health education courses are included in the training plan, but the effectiveness of mental health education courses needs to be improved, some colleges and universities regard classroom teaching as a "tool" to transmit knowledge, the selection of old textbooks, the use of monotonous and boring methods, In order to cram knowledge teaching, emphasis on the content of knowledge and light of real life experience and practice.

2.2 The Problem of Western Psychological Theory Transplantation

The development of mental health education in Chinese colleges and universities cannot be separated from the support of western psychological theories. Mental health educators generally accept western psychological theory study and counseling technology training, and apply western psychological theory and technology into practice. In recent years, some domestic scholars have devoted themselves to developing theories and techniques suitable for China's national conditions and cultural soil, but there is still a problem of "transplantation" of western psychological theories. Taking the theory of

"value neutrality" as an example, in the consultation process, following "value neutrality" has certain practical significance. But the "value neutrality" of psychological counseling in colleges and universities is impossibility and undeserved.^[5] However, there are many misunderstandings in the use of the principle of "value neutrality" in mental health education in colleges and universities. For example, some people unilaterally believe that "value neutrality" is the ethical requirements of psychological counseling, which must be adhered to at all times, or some people think that "value neutrality" is equivalent to "student-oriented", that "value neutrality" is an important strategy to "let students become themselves", or some people exaggerate the "psychological" discipline attributes of mental health education, The "value neutrality" from psychological counseling directly extended or extended to the entire process of mental health education.

2.3 The Circle Effect of Psychological Education Has Not Been Realized

Under the background of constructing the "three-in-one" education pattern, every education worker in colleges and universities should fully tap the unique psychological education elements in the fields of course teaching, scientific research projects, management services and so on, and strive to realize the interweaving circle effect. But at present, the consciousness and ability of the main body of psychological education in colleges and universities hinder the realization of the circle effect. For example, the inner circle of psychological education is full-time psychological teachers, but there are problems such as insufficient strength, single discipline background, insufficient awareness and ability of education. Some colleges and universities do not meet the requirements of "no less than 1:4000" for full-time mental health education teachers; Full-time psychological teachers do not form a consensus on their ideological and political education identity, lack of awareness of education, in practice there is a heavy consultation light education, emphasis on solving psychological problems light to solve ideological problems, emphasis on psychological learning light ideological and political education research; In terms of training and learning, full-time psychology teachers are also keen to participate in all kinds of training related to counseling theory and technology, but they are not interested in ideological ethics, values education and other related training and learning or academic exchanges. The middle circle of the psychological education team is a part-time psychological counseling team composed of counselors, class teachers, tutors, etc. However, the part-time psychological teachers have cognitive bias and lack of knowledge reserve of related disciplines of psychological education, so they seem to be powerless. The outer circle of the psychological education team is all the teaching staff, including professional teachers and administrative personnel. The outer circle does not realize the cultural, ecological and systematic characteristics of psychological education, nor does it realize its own obligation and responsibility for psychological education, ignoring or underestimating its own psychological education function. The linkage between the three circles of psychological education team is insufficient, and the resultant force has not yet formed, which makes the effect of psychological education greatly reduced.

3 Mental Health Status of College Students

In order to better evaluate the current mental health status of college students, this paper will adopt the method of questionnaire to conduct reasonable evaluation. 732 questionnaires are issued to college students in Beijing. After removing invalid questionnaires, 718 of them are valid.

3.1 Design of Questionnaire Content

This paper uses self-designed self-evaluation questionnaire. It mainly includes: gender, age, educational background, school, etc.; The cognition degree of mental health education in colleges and universities to relieve college students' stress; The adaptability of mental health education methods or tools to relieve the pressure of college students, college students' pressure includes learning pressure, social pressure, life pressure, self-development and career pressure; The improvement degree of mental health education system in colleges and universities mainly includes learning motivation, learning content, etc. The practical effectiveness of mental health education in colleges and universities mainly includes learning motivation, learning content, learning adaptability, learning environment, exam pressure, school pressure, family pressure, social pressure, economic pressure, life habit pressure, health pressure, development space pressure, development opportunity pressure, career pressure and employment pressure. Each question is scored on a 5-level scale (1= very low; 2= relatively low; 3= unclear; 4= relatively high; 5= very high), the higher the score, the higher the level of mental health in college.

There are two principles for selecting this topic. First, the correlation between each item in the questionnaire and the total score of the questionnaire is studied, and items with correlation coefficient less than 0.225 are deleted. Second, the correlation between each question and the total score of the factor is studied, and the items with correlation coefficient less than 0.385 are deleted. At the same time, if the questions within the same factor have high correlation and similar content, only one question is retained. The formal questionnaire consists of 36 items, including four dimensions: the cognitive degree of college mental health education to relieve the pressure of college students, the degree of adaptation of college mental health education methods or tools to relieve the pressure of college students, the degree of perfection of college mental health education system and the effectiveness of college mental health education practice. The Cronbach coefficients of the above four dimensions were 0.8281, 0.8986, 0.8028 and 0.8735, respectively, showing good internal consistency. All factors were correlated with the total score, higher than the correlation coefficients among all factors, indicating that the survey scale had a stable internal structure.

Second, statistical methods. Using SPSS26.0 software, counting data and measurement data were described by means of standard deviation and component ratio, respectively, and logistic regression analysis was used to explore the relevant influencing factors of doctor-patient relationship evaluation cognition. By $P < 0.05$ was considered statistically significant.

3.2 Survey Results

Logistic regression analysis of influencing factors of mental health education evaluation was carried out for the questionnaire^[6]. The total score of mental health education evaluation in colleges and universities is greater than or equal to 114 points for good, less than 114 points for bad. Taking the evaluation of mental health education in colleges and universities (good =1, bad =0) as the dependent variable, multivariate logistic regression analysis was carried out with each item of the questionnaire (learning motivation, learning content, learning adaptability, learning environment, exam pressure, school pressure, family pressure, social pressure, economic pressure, daily living habits, health status, development space, development opportunity, career choice pressure and employment pressure) as independent variables. The analysis results are shown in table 1.

Table 1. logistic regression analysis results of influencing factors of mental health education evaluation in colleges and

Independent variable	B	S.E	Wald	P	OR(95%C)
Learning motivation	0.305	0.023	178.164	0.000	1.359(1.973~1.644)
Learning content	0.398	0.198	4.122	0.042	1.495(1.087-1.902)
Learning adaptability	0.682	0.124	30.428	0.000	1.982(1.619~2.340)
Learning environment	0.181	0.072	6.499	0.012	1.198(0.899~1.491)
Exam stress	0.787	0.034	503.289	0.000	2.197(1.888-2.500)
School pressure	0.532	0.257	4.301	0.040	1.704(1.085~2.323)
Family stress	0.571	0.113	25.623	0.000	1.772(1.288~2.250)
Social pressure	0.387	0.193	4.021	0.044	1.473(1.160-1.780)
Economic pressure	0.801	0.036	460.508	0.000	2.212(1.899~2.523)
Daily living habits	0.238	0.101	5.553	0.017	1.269(1.032-1.504)
Health status	0.642	0.158	16.510	0.000	1.900(1.590-2.210)
Development space	0.321	0.122	6.923	0.009	1.379(1.140-1.618)
Development opportunity	0.443	0.116	14.336	0.000	1.557(1.228-1.880)
Career pressure	0.654	0.236	7.679	0.007	1.923(1.460-2.380)
Employment pressure	0.779	0.048	63.386	0.000	2.179(1.885-2.473)

As can be seen from Table 1, examination pressure, economic pressure and employment pressure are the main factors affecting the evaluation level of mental health education in colleges and universities; learning adaptability, school pressure, family pressure, health status and career selection pressure are the important factors affecting the evaluation level of mental health education in colleges and universities; other factors are the basic factors affecting the evaluation level of mental health education in colleges and universities. This provides a reference for the improvement measures of college students' mental health education in the following paper.

4 Strengthen the Importance of Mental Health Education

The fundamental goal of mental health education in colleges and universities is to guide students to master professional knowledge of mental health and self-adjustment methods of psychological problems, effectively improve students' psychological quality and professional quality, and lay a solid foundation for students' healthy growth and development of physical and mental health. Colleges and universities are the main positions for cultivating application-oriented technical talents for the country and society. The mental health status of college students has a far-reaching impact on the future development of individuals, and is also related to the comprehensive quality of social workers. It is crucial to do a good job in mental health education of college students. At present, the implementation of quality education reform in higher vocational colleges in order to achieve the fundamental goal of moral education, we must increase the intensity of mental health education, combined with the psychological characteristics and mental health problems of higher vocational students, take targeted content and methods of mental health education, in order to cultivate students' correct ideological values, improve their psychological bearing capacity and anti-pressure ability, and pave the way for students to integrate into the society. At the same time, through carrying out mental health education, it can guide college students to understand the social development situation more clearly, maintain a positive and optimistic attitude in the face of setbacks and difficulties, cope with all kinds of challenges and difficulties with their own knowledge and skills, cultivate students' positive and healthy mental state,^[7] so that students are good at handling interpersonal relations and can timely self-psychological adjustment. To avoid the complex and changeable external environment, the adverse impact on the mental health of college students. It can be seen that under the background of the implementation of the fundamental task of establishing morality and cultivating people in colleges and universities, doing a good job in the mental health education of college students can not only improve the physical and mental health level of students, but also enhance the effect of ideological and political education, and provide impetus for the growth and development of college students.

5 Measures to Improve College Students' Mental Health Education

5.1 Clear Value Guidance in Thought

Ideas determine the way out, ideas determine the direction. The issue of "whether the mental health education in colleges and universities adheres to the value guidance" has been debated in the academic circles. The mental health work of college students is very important for the growth of students, which has become the consensus of the education circle and the whole society, and the mental health education work has become an important part of higher education.^[8] order to achieve psychological education, it is fundamentally necessary to raise awareness in thought and make it clear that mental

health education should adhere to the value guidance. On the one hand, we should adhere to the unity of "cultivating heart" and "cultivating morality", train students to correctly handle the relationship between themselves and themselves, others, nature and society, and adapt to the development and needs of society. On the other hand, China is a socialist country under the leadership of the Communist Party of China, which determines that our education must take the training of socialist builders and successors as the fundamental task. Mental health education should also be introduced consciously and proactively Guide students to establish the great ideal of communism and the common ideal of socialism with Chinese characteristics, and strive to move toward the ultimate goal. Studies have shown that Marxist belief has a positive effect on mental health, ^[9]college students' spiritual belief has a certain predictive effect on mental toughness.^[10]It can be seen that actively guiding students to set up lofty ideals and fill the spiritual world is not only the requirement of the ultimate goal of mental health education, but also helps to improve the level of mental health.

5.2 Theoretically Promote Localization

Theory is the precursor to practice. Although the western psychological theory has rich achievements, only the theory that is rooted in local culture, suitable for the psychological characteristics of Chinese college students, and adapted to the unique social system and cultural characteristics of China can promote the reality of psychological education more effectively. Theory localization should put an end to "eating foreign", the situation of adapting the western psychological theory will appear; It is also necessary to put an end to "not eating in China", swallow the local Chinese thought and culture, and completely negate the western mental health education theory is obviously unscientific. The process of promoting the localization of theories is to learn from western theories, adhere to Chinese culture, and carry out creative transformation and innovative development of Chinese traditional excellent culture. For example, integrating traditional culture such as "holy inside and king outside" into college mental health education not only cultivates students' self-striving personality, but also enriches students' spiritual world and solves problems such as spiritual lack and psychological emptiness. Confucian coping methods are integrated into college mental health education to improve students' ability to cope with personal hardships and setbacks, and resolve psychological conflicts and emotional troubles. The ideas of "to stand up for oneself is to stand up for others, and to reach for oneself is to become a master" are integrated into the mental health education of colleges and universities, so as to promote the unity of personal value and social value, and let college students switch their attention from "ego" to "ego".

5.3 Form Synergy in The Team

First, it is necessary to focus on enriching the strength of full-time psychological teachers and improving their education awareness and ability. By optimizing the talent introduction mechanism or the flow mechanism of qualified excellent students or part-

time teachers, the full-time team can be adequately equipped to strengthen the number of full-time psychology teachers, and strengthen the education consciousness and ability of full-time psychology teachers, such as forming a consensus on the value of psychological education, and further improving the moral level and moral awareness of full-time psychology teachers. In the existing various types of training to increase professional ethics, political pursuit, value guidance and other aspects of the content, so that "educating the heart" and "educating the moral" ability go hand in hand. Second, we should enhance the psychological education consciousness and ability of all teachers. As a component of higher education, mental health education is not an "alternative" in the field of education, nor is it a means to achieve other educational purposes, nor is it a ghost wandering outside the "value" of education,^[11] also needs to point to the fundamental task of "building moral education". All teachers should enhance the consciousness of psychological education, consciously assume the responsibility of participating in the healthy growth of students, and consciously and pertinently guide education in teaching, management and service. The third is to strengthen coordination and form a joint force. Strengthen top-level design and decision-making implementation, create a harmonious and vigorous campus culture, pay attention to the construction of teachers' ethics, and build a three-in-one psychological education pattern. Institutions of mental health education in colleges and universities should recognize the close connection between psychological education and the other nine educational institutions, check and balance each other, and pay attention to the coordination and cooperation with various departments and social forces on campus.

5.4 Optimize the Supply of Content

First, we should optimize the content supply of classroom teaching. Through classroom teaching not only popularize mental health knowledge, let college students understand mental health problems, master psychological adjustment methods, but also let mental health education class and other ideological and political education class

For example, in the chapter on interpersonal adaptation, learning interpersonal skills is an important means to improve interpersonal skills, and the attitude towards people is an important basis for interpersonal communication. The socialist core values such as honesty and kindness to people are important norms for interpersonal interaction. Second, the content supply of psychological counseling should be optimized. For example, in the context of group psychological counseling, group members are required to trust each other, support each other, follow the principle of group agreement and confidentiality, which itself has the value elements of sincerity, good, positive, people-oriented, itself contains clear value guidance, so we must grasp the intrinsic value of group psychological counseling, Cultivate students' sense of responsibility, sense of gratitude and spirit of cooperation through implicit guidance. Thirdly, we should optimize the content supply of psychological education activities. Mental health education activities should avoid the problem of homogeneity with the student activities carried out by the Communist Youth League or students' self-organization, and avoid problems such as "joining in the fun" and formalization. Psychological education ac-

tivities should increase the positive emotional experience. Mental health education activities can make students experience the meaning of life existence, experience the irreversibility and uniqueness of life in the emotional situation activities, and promote students to deeply understand and reflect on the meaning and value of life. It can also be through psychological melodrama, theme activities, etc., so that students can fully feel the emotional experience brought by the activity in the practice, obtain the corresponding sentiment in the experience, and unconsciously internalize the values carried by the activity itself.

5.5 Relying on Information Technology in Form

Relying on information technology to improve the mental health education system of college students can expand the coverage of education, improve the flexibility and convenience of education, so that more students can benefit from the support and guidance of mental health education. First of all, colleges and universities can develop online mental health education platforms to provide students with rich mental health education resources and tools through online platforms, including online courses, self-help learning materials, psychological tests and assessment tools. Thus, students can be provided with learning and support anytime and anywhere to enhance their cognition and understanding of mental health. Second, develop and promote apps specifically for college students' mental health. Associated apps can provide personalized counseling and support, such as emotional management tools, relaxation training, mental health logs, and more. Through mobile apps, students can easily access psychological support and guidance to promote students' mental health growth. So that students can have channels for environment and release when they are under psychological pressure. Finally, to build a personalized psychological service function module, teachers can use big data and artificial intelligence technology to track and analyze students' learning situation, understand students' learning needs and psychological states, and provide targeted help. For example, teachers can understand that students' thoughts fluctuate greatly through data analysis, so as to push psychological counseling articles and online counseling services in a targeted way, so that students can obtain professional psychological counseling and help in time when they encounter psychological problems.

6 Conclusion

Under the background of the new era, the mental health problems of college students are becoming increasingly serious, which has brought unprecedented pressure and challenge to the mental health education in colleges and universities. As an important part of the quality improvement project of ideological and political work in colleges and universities, mental health education not only strengthens the recognition of the value of mental health education in college students, reflects the value concept of mental health education in colleges and universities, but also reconstructs the value connotation of mental health education in colleges and universities. In the face of the obstacles

of the current mental health education, such as the overtaking of instrumental rationality, the transplantation of western theories and the lack of synergistic effect, this paper puts forward some strategies, such as clarifying the ideological value orientation, promoting the localization of theories, forming team force and optimizing the content supply, to better achieve the goal of mental health education in colleges and universities.

Colleges and universities should further strengthen the attention to college students' mental health education, innovate the education mode and method, and improve the pertinence and effectiveness of education. At the same time, we should actively build a three-in-one mental health education system of school, family and society, form a comprehensive and multi-level mental health education network, and jointly promote the improvement of college students' mental health quality. In addition, the communication and cooperation with international mental health education should be strengthened, and advanced educational concepts and methods should be used for reference to promote the continuous development of mental health education in Chinese universities. Through these efforts, it is believed that it can effectively improve the mental health level of college students, and provide a solid guarantee for cultivating socialist builders and successors with all-round development of morality, intelligence, physique, beauty and labor.

7 Epilogue

With the increasing attention of the country to the development of higher education, it has become an important topic to solve the problem of college students' mental health and improve their psychological quality. For a long time, colleges and universities have not paid attention to mental health education, and the related investment is relatively short, so that there are still many problems in mental health education, which is difficult to meet the needs of education goals. In this context, colleges and universities need to improve the degree of attention to mental health education, combined with the psychological characteristics of college students, the status quo of mental health education, the development of scientific and reasonable mental health education programs and plans, targeted counseling of college students' psychological problems, give play to the due value of mental health education, cultivate students' positive and optimistic psychological state, the courage to face the setbacks and difficulties in future study and life. To realize the comprehensive development of physical and mental health.

Conflicts of Interest

The authors declares that there is no conflict of interest regarding the publication of this article.

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