

Analysis and Application of Mental Health Education Strategies for College Students: A Positive Psychology Perspective

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Abstract: Positive psychology is capable of not only meeting the developing requirements of humans, but also establishing effective scientific virtues. Under the impact of positive psychology, colleges and universities have exerted certain positive effects and social values in conducting mental health education for college students, thereby optimizing the overall mode of mental health education and realizing its high efficacy and scientificization. This essay provides a comprehensive analysis of the significance of mental health education to the development of college students, adopts a positive psychology stance, and examines relevant research strategies in an effort to enhance the mental health of college students.

1 INTRODUCTION

The effective application of positive psychology in mental health education for college students has further reflected the course value and social function of mental health education. Given that the social awareness of positive psychology is insufficient and has not been linked with psychological performance to examine the mental states of college students, positive psychology does not adequately demonstrate its social values. In addition, some higher education institutions fail to incorporate the fundamental teaching resources when delivering mental health education, which negatively impacts the actual teaching outcomes [1]. Therefore, in the next phase of development, we need to substantially improve the quality and efficacy of mental health education for college students by utilizing positive psychology in an effective manner.

2 THE SIGNIFICANCE OF COLLEGE MENTAL HEALTH EDUCATION FROM THE POSITIVE PSYCHOLOGY PERSPECTIVE

Whilst carrying out mental health education, colleges and universities should strengthen the optimization and innovation of the teaching ideas, and further complete the teaching strategies of mental health through suitable mental health courses, so as to form a new teaching mode that fully reflects the systematic values of mental health education in colleges and universities and enables students to develop a holistic outlook on life and values. Contribute to the Improvement of College Students' Mental Health Through the appropriate use of positive psychology in college mental health education, it

is possible to help college students rectify their mental condition and maintain correct mental cognition, as well as improve their mental health. In the process of enhancing the mental health of college students, the improvements manifest mostly in the following aspects: First, it facilitates the psychological adjustment of college students. Students can base their positive psychology knowledge on their living performance, do targeted problem analysis, and then build the proper emotions and beliefs. Second, through learning positive psychology, the knowledge system of college students can be fulfilled, enabling students to create the right mental recognition and thereby enhancing their cognition and comprehension of mental health. Finally, along the path of learning positive psychology, college students can acquire the knowledge of psychology so that they can self-regulate their emotions, thus boosting their comprehensive ability and professionalism.

2.1 Contribute to the Construction of the Psychology Profession in Colleges and Universities

By acquiring psychological knowledge, students can improve their individual thinking patterns and understanding level of psychology [2]. First, mental health education under the influence of positive psychology can be undertaken scientifically. Its extensive knowledge content satisfies the requirements of course design, forms the practical value and social impact of psychology, and is of significant guidance value for the teaching of Psychology in colleges and universities. Second, the effective application of positive psychology can enrich the knowledge of psychology courses. Through the proper guidance of knowledge, the mental problems of teachers and students can be further resolved, thereby easing the psychological burdens of students and

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allowing for healthier psychological performance. Finally, in the application phase of positive psychology, college students are able to integrate the fundamental needs of mental education and then update their personal thoughts and psychological performance. In the construction stage of traditional psychology courses for higher education, the emphasis is placed on theoretical knowledge while the mastery of practical skills is disregarded; psychological knowledge has a relatively strong character of theory, whereas the practical value shall not be neglected. Therefore, learning positive psychology can not only improve the mental health of students, but also their social adaptability^[3].

2.2 Contribute to the Optimization of Psychological Teaching Approaches and Modes in Higher Education

Through innovation and application of conventional knowledge, the knowledge value of positive psychology can be further represented in the mental health education process, hence promoting the normalization and scientificization of mental health education in colleges and universities. First, numerous methods of instruction should be adopted. Positive psychology in practice further innovates the teaching modes of psychology; while in the innovation teaching modes, the teaching system of the course can be optimized through an appropriate positive psychology model, which achieves the theorization of the course, changes the traditional teaching methods of psychology teachers, and can make students focus on the analysis of the problem, so as to form a certain psychological teaching impact in the mental health education process. Second, it embodies the subjective values of mental health education by enabling students to evaluate problems from the perspective of teachers, thus accomplishing the teaching-learning interaction between teachers and students. The efficient application of positive psychology creates a more realistic learning environment and increases the effectiveness of student-teacher interactions^[4-5]. Lastly, the combination of positive psychology and mental health education can further improve students' mental health, which not only allows them to maintain an optimistic attitude but also enables the regulation of their emotions, resulting in a healthier mental state and greater compliance with mental health education requirements in colleges and universities.

3 PROBLEMS IN THE MENTAL HEALTH EDUCATION OF COLLEGE STUDENTS FROM THE POSITIVE PSYCHOLOGY PERSPECTIVE

3.1 Relatively Conservative Concepts of Mental Health Education for College Students

Mental health education in colleges and universities focuses more on the value of mental teaching through the effective application of positive psychology, this reveals

the intellectualization and theorization of mental health education in colleges and universities; consequently, teachers should innovate the teaching concept and methods to improve the quality and effectiveness comprehensively of mental health education via appropriate teaching paths^[6]. First, when conducting educational activities, some college instructors focus solely on theoretical knowledge acquisition and overlook practical values. Second, traditional teaching practices are still prevalent among some educators, which hinders the use of positive psychology. Likewise, their teaching vision is relatively limited, failing to further demonstrate the teaching material of positive psychology and so weakening the teaching process. Lastly, the teaching strategies adopted by some university psychology instructors are relatively conservative, which do not take the students' needs into account, nor do they integrate the corresponding teaching concepts, making the entire teaching form relatively monotonous and unable to engage the students.

3.2 Inadequate Construction of Teaching Staff for College Students' Mental Health Education

At the stage of mental health education in colleges and universities, it is necessary to strengthen the construction of teaching staff. Teachers must guide students so that they can thoroughly comprehend the methods and strategies for emotional improvement. First, some college and university psychology instructors lack an accurate view of positive psychology. Their ability is yet to be qualified, which hampers the effectiveness of psychological courses. Second, some teachers communicate with students without combining students' requirements, thus failing to identify their emotional issues, which hinders the learning of psychological knowledge. Lastly, the management of mental health education teaching staff in certain colleges and universities is insufficiently scientific, and the professionalism of these psychology instructors should be enhanced. Under the new positive psychology viewpoint, colleges and universities should enhance the teaching staff's training and formulate effective management based on students' mental health.

3.3 Incomplete Construction of Mental Health Education Centers for College Students

At the stage of mental health education for college students, the setting and application of psychology courses should be combined with the knowledge of positive psychology, and psychological counseling activities should be conducted in a targeted manner, in conjunction with the physical status of students, so as to provide appropriate psychological guidance for students' daily academic life. In practice, however, the building orientation of courses remains insufficiently clear. First, some colleges and universities do not have full-time mental health teachers, and the number of teachers is relatively small, causing the staff to bear a relatively large workload that affects the enthusiasm of the teaching

and does not reflect the values and functions of mental health education in colleges and universities. Second, some colleges and universities lack intervention and support for students in their mental health education programs. Though they do organize the learning of mental health, due to the poor knowledge of students' difficulties, they cannot form effective problem-solving strategies, therefore failing to meet the learning expectations of students' mental health. Finally, some colleges and universities should integrate teaching resources and improve the teaching quality in order to further strengthen the development and utilization of teaching resources through suitable positive guidance.

4 STRATEGIES FOR COLLEGE STUDENTS' MENTAL HEALTH EDUCATION FROM THE POSITIVE PSYCHOLOGY PERSPECTIVE

Students' mental health can be significantly enhanced by the application of positive psychology in the context of mental health education. In order to further improve the environment and condition of mental health education, the teaching staff should be enlarged, the mental concepts of teachers and students should be fully transformed, and all teaching resources and equipment should be upgraded.

4.1 Reshape the Notions of Mental Health Education for College Students

When providing mental health education, colleges and universities should combine relevant knowledge of positive psychology, innovate teaching concepts and strategies, and effectively integrate mental health courses with specialized courses. First, teachers should blend positive psychology and mental health education into their instructional strategies. Under the guidance of the overall objectives, allocating the instructional content scientifically, and then improving the overall teaching mechanism in order to fulfill the fundamental objective of mental health education. Second, teachers teaching mental health should alter their traditional approaches to instruction. Colleges and universities can conduct relevant knowledge lectures and organize a variety of communication activities in order to enhance students' awareness and knowledge of positive psychology. Finally, college psychology instructors should modify their teaching strategies depending on students' learning performance and teaching knowledge of mental health so as to further increase students' knowledge mastery and mental health.

4.2 Optimize the Construction of Teaching Staff for College Students' Mental Health Education

Amid conducting mental health education work, colleges and universities should combine the knowledge requirements of positive psychology with the ability development of teaching staff, and improve the level of

mental health education through the cultivation of teachers' professional ability in order to meet the basic needs of mental health education. First, a more comprehensive training mechanism should be established in order to build a team of mental health instructors. After receiving the proper knowledge training, teachers should completely comprehend the teaching concept of mental health and then increase the quality of mental health education in colleges and universities, thereby resolving mental health issues thoroughly. Second, colleges and universities should build a more productive communication system. They can organize course teachers to hold seminars, concentrate on fresh teaching concepts and information, and innovate teaching tactics and methods through proper cooperation and communication. Lastly, the administration of instructors of mental health should be reinforced. Psychological counseling for college students should be managed by professional teachers; therefore, we must guide relevant teachers to learn positive psychology and improve their mental health teaching ability, so as to create more standardized counseling platforms that meet the students' mental health education requirements.

4.3 Complete the Construction of Mental Health Education Centers for College Students

To carry out mental health counseling work, colleges and universities should include the knowledge of positive psychology to improve and reform the counseling system in order to achieve a high level of efficacy and the scientificization of mental health education. First, for mental health counseling work, the building of professional staff should be bolstered by increasing the teaching staff in order to further enhance the integration of teaching resources and create a significant value of talent application [7-8]. Second, in mental health education, the psychological intervention of pupils should be emphasized. Through the overall division of regional functions, we should fully meet the demands of students in different regions based on the relevant knowledge of positive psychology, so as to develop effective solution strategies and plans for the corresponding mental health education activities, thereby enhancing the applicability of positive psychology. Lastly, in the process of applying positive psychology, we should integrate the teaching resources of mental health education by combining the overall direction of teaching with the difficulties and demands of counseling. Through various types of mental health education activities, to enrich the teaching conditions of mental health in order to further serve the mental health education needs of students.

4.4 Enhance the Coordination between Mental Health Education and Other Forms of Specialized Education

Colleges and universities should combine knowledge of positive psychology with the targeted delivery of psychological instruction, which requires teachers to pay

close attention to the mental state of students and strengthen the application of positive psychology based on the student's mental performance^[9-10]. First, colleges and universities can take advantage of library resources by integrating positive psychology with library reading activities to enhance the application and comprehension of mental health counseling and improve the mental health of students in an all-round way. Second, colleges and universities can promote positive psychology through association activities. Members of the association might hold multiple forms of knowledge lectures, and the opinions of students' learning should be collected throughout the design of the activities in order to better comprehend their learning issues. In the meantime, teachers participating in these practice activities should formulate effective evaluations and opinions, aided by some activity supervision, in order to further increase the quality of association activities. Lastly, professors and instructors of various specialized courses should increase their application and understanding of psychology, ensuring that students maintain a positive learning attitude and promoting students' autonomy and science in learning while imparting pertinent knowledge.

5 CONCLUSION

To sum up, the application of positive psychology to mental health education in colleges and universities can yield substantial teaching values and social impact. Based on the knowledge performance of positive psychology, teachers should increase the integration with professional knowledge effectively, thereby providing some value in knowledge guidance. In the actual teaching phase, the use of positive psychology can round out students' perspectives on life and the world, foster psychological wellness, and lay the groundwork for their future academic life.

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