

Discussion on the Management System of Mental Health in Technical Schools

Fang Wang

Jiangxi Electric Vocational & Technical College, Nanchang, 330032, China

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Abstract: In recent years, with the acceleration of the construction of technical schools, technical schools have become an important part of the vocational education system. Technical colleges have increased their investment in teaching facilities and equipment and improved the level of teachers, and the overall skill level of students has been greatly improved. Some schools often neglect the management system of students' mental health education. This paper analyzes the mental health education system in technical colleges, and puts forward countermeasures to the existing mental health education system in technical colleges.

1. Analysis of the current situation of mental health education system in technical schools

1.1. The mental health of students in technical schools has been valued by the society

Adolescent mental health problems occur frequently, and more and more attention has been paid to them. The state and society require that the ideological and moral quality of teenagers be comprehensively improved, and the Guiding Outline of Mental Health Education for Students in Secondary Vocational Schools issued by the Ministry of Education, it is clearly pointed out that mental health education for students in secondary vocational schools is an important part of school moral education. In the 14th Five Year Plan for National Economic and Social Development of the People's Republic of China and the Outline of the Long term Goals for 2035, which was adopted by the National People's Congress in March 2021, it was clearly proposed to "strengthen the education and service of mental health for adolescents", which is the theoretical policy basis for the development of mental health education in schools in China in the new era.[1] It is imperative to strengthen and standardize the mental health education of secondary vocational school students.

With the educational reform in China, it is a national policy to limit the entrance rate of secondary school entrance examination. Some junior high school students go to vocational high schools to improve the cultural level of our labor force through vocational education and provide labor resources for the development of our economy. The scale of secondary vocational schools, including technical schools, will also continue to expand.

1.2. Basic situation of mental health management system in technical schools

1.2.1. Psychological status of technical college students

The current technical school students are a special and complex group. Their age span at the first age is relatively large, which is a transitional period of physical and mental development. Second, most of the students come from rural areas, among which there are many left behind children, who are raised from different generations, have weak sense of norms, and have many bad habits. Third, with the improvement of living standards, students' material living conditions can be met, and they have higher requirements for spiritual life.[2] The team conducted psychological tests on students in three technical schools, randomly checked 1000 test questionnaires, and effective questionnaires 979. The results are shown in the figure 1:

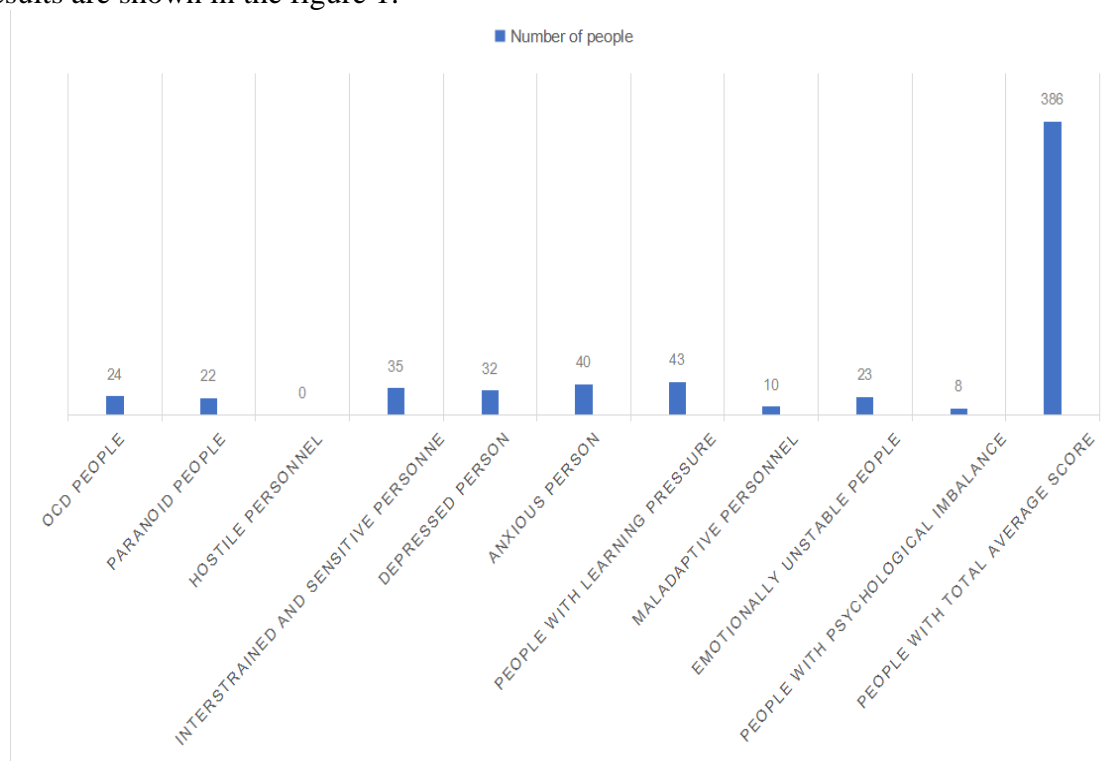


Figure 1: Questionnaire materials: Mental Health Scale for Chinese Middle School Students

As shown in the figure, compulsive symptoms account for 2.40% of the total number of selected persons; The paranoid persons account for 2.20% of the total number of selected persons; The number of hostile personnel accounted for 3.40% of the total number of selected personnel; 3.40% of the selected persons have tense and sensitive interpersonal relationships; The persons with depression accounted for 3.20% of the total number of selected persons; The persons with anxiety accounted for 4.00% of the total number of selected persons; The persons with learning pressure account for 4.40% of the total number of selected persons; 1.00% of the total number of selected personnel have maladjustment; The persons with emotional instability accounted for 2.20% of the total number of selected persons; Those with psychological imbalance accounted for 0.80% of the total number of selected personnel; 386 persons had abnormal average scores, accounting for 3.86% of the total number of selected persons;

The students in technical schools generally show the following psychological characteristics:

First of all, adolescent children are at the beginning of self-identity, so generally speaking, their self-evaluation is relatively low, and they often feel confused, leading to negative effects such as low

self-esteem and low self-esteem. However, the students in technical schools failed to take the exam in high school, and they had great learning anxiety. Their sense of frustration in learning made them full of inferiority. Another characteristic of their youth was rich imagination, yearning for the future, unwilling to lag behind, and their self-esteem developed significantly. Self-esteem and inferiority exist together.

Secondly, the whole society is paying more and more attention to education, and parents are also paying more and more attention to children's academic performance. Under the influence of the general environment, children will have a poor academic performance and will be inferior to others. The overwhelming pressure often makes the students of technical schools show weariness, lack interest in learning, abandon themselves, lose confidence, and lack the will to overcome difficulties.

Thirdly, there are many students with unhealthy psychology. The author found that the technical school students have more unhealthy psychology due to the lack of their caregivers in the upbringing process, such as strong vanity, ambiguity of right and wrong, immature love psychology, etc., resulting in behavioral problems, such as conformity psychology, lax discipline, and addiction to the Internet.

1.2.2. Mental health education is ignored

The purpose of teaching in the technical school is employment oriented, and the school is to cultivate skilled talents. All the investment is focused on skill education, and the emphasis on mental health is not enough, which leads to the difficulty in forming the mental health management system.

In terms of the allocation of mental health professional teachers, the teaching staff is weak. Many technical schools have no professional psychological teachers. Some school psychological courses exist in name only, while some school psychological health courses are part-time moral teachers. The professional level needs to be improved, and the popularization of mental health teaching and mental health knowledge cannot achieve the desired effect.

The hardware facilities of the psychological counseling room are not perfect, the establishment of the psychological counseling room is not standardized, professional psychological measurement tools are scarce, and the opening hours of the psychological counseling room are limited. The quality of teaching materials for mental health education needs to be improved.

2. Establishment of mental health education system in technical colleges

The general goal of mental health education is to improve the psychological quality of all students, cultivate their positive, optimistic, healthy and upward psychological quality, improve students' personality, and promote the harmonious and sustainable development of students' body and mind, as well as build a comprehensive mental health education system through the author's team in combination with the actual characteristics of technical schools. As shown in Figure 2:

Take basic educational measures, popularize psychological knowledge in mental health courses, give play to the professional role of psychological counseling centers, extend the scope of the mental health system to families, and build a harmonious atmosphere that permeates all aspects of the school.

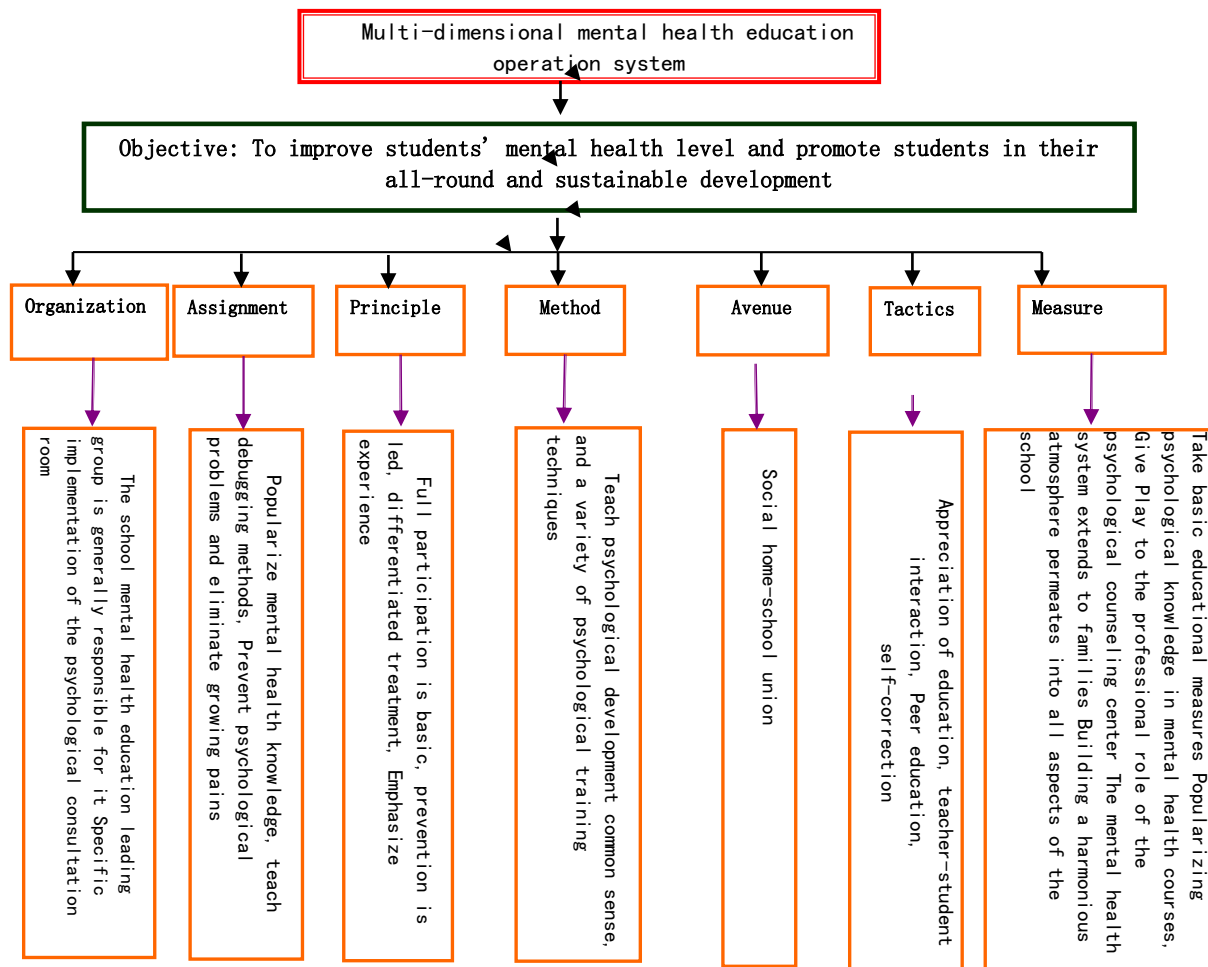


Figure 2: Comprehensive construction of a mental health education system diagram

2.1. Establishing a reasonable organization system

First, we should establish the school leadership responsibility system. According to the school's own situation, the school leadership team is in overall charge. The school psychological counseling center is the basic organizational form and organization. As shown in Figure 3:

The head of the school's mental health education is the headmaster, who is responsible for the goal setting, fund approval, and leading the work of the psychological counseling center. The president's office will regularly listen to the work report of the psychological counseling center.

Second, we should establish a psychological counseling center, improve various systems, the parent committee, and keep in touch with some students' parents, so as to form a psychological counseling center as the core of the school's mental health management system, be responsible for the school's mental health work, and build a five level management platform: the first level is the leading group of the college's mental health education. The second level is the person in charge of the school counseling center, the third level is the psychological counselor of each specialty, the fourth level is the head teacher, the fifth level is the class psychological committee member, and the sixth level is the dormitory information officer. We should work together to establish a team of psychological teachers composed of at least one professional psychological consultant, establish a student psychological association, and be responsible for establishing a psychological activity group.

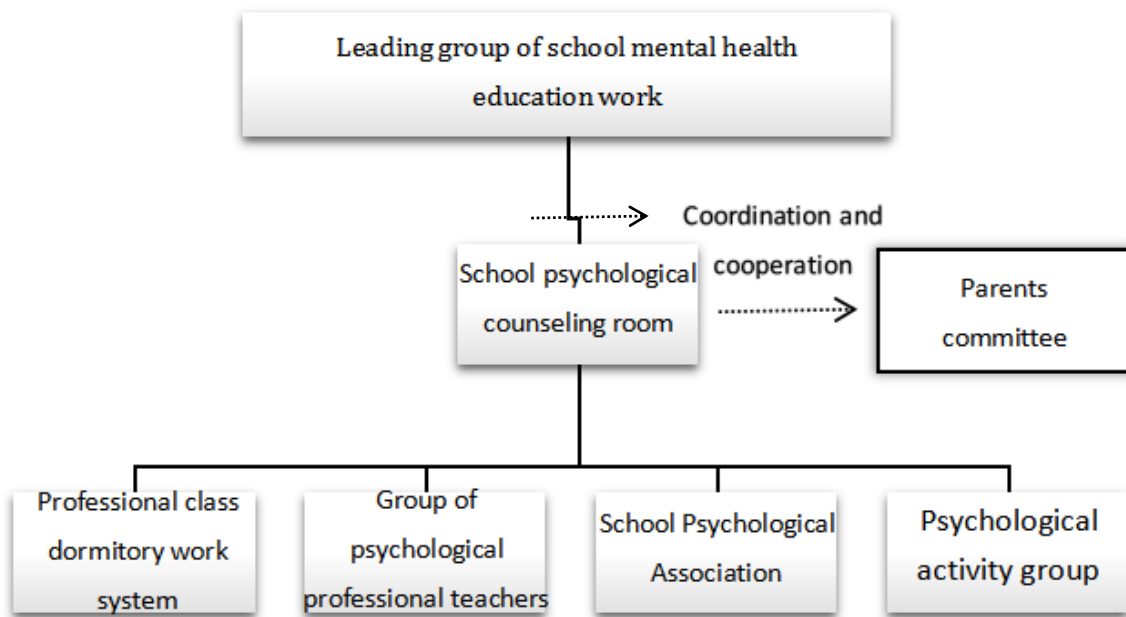


Figure 3: Work form of school mental health education

2.2. Following the principles of students' psychological development and technical school's psychological health

We should follow the law of development psychology to ensure the physical and mental development of students and the pertinence and effectiveness of education. We should also adhere to the principle of full participation as the basic, prevention as the leading and differential treatment as the basic.

2.3. Improving the content and methods of mental health according to the goal of mental education

The content of students' mental health system is mainly divided into three levels:

First, according to the psychological characteristics of students in technical schools, the curriculum of mental health education is included in the school curriculum system. According to the Guiding Outline of Mental Health Education for Students in Secondary Vocational Schools, the teaching hours are generally not less than 10 class hours per semester.

Second, do a good job of students' psychological screening, establish psychological files for a small number of students with psychological and behavioral problems, provide one-to-one counseling and assistance to professionals, and timely refer individual students with psychological diseases and serious psychological disorders to professional diagnosis and treatment departments.

Third, we should develop students' psychological potential. Educational psychology believes that every student has potential, which exists in a hidden way. We should grasp the conditions provided by students who are different from each other in technical schools, stimulate students' intellectual potential, emotional potential, and will potential and personal potential, and teach students to maintain good interpersonal relationships, so as to have stable and optimistic emotions, sound personality, and a correct outlook on life, and finally achieve all-round development.

2.4. Maintain the mental health education system in multiple ways

The Healthy China Action - Action Plan for Children and Adolescents' Mental Health (2019-2022) proposes to build a mental health service model that is conducive to the mental health of young people, including a society, schools and families.

2.5. Strategy system of mental health education

According to the psychological development knowledge structure of the students in the technical school, the principle of positive psychology is applied to attach importance to the advantages of students, the interaction between teachers and students, the role of friends, and self-correction.

2.6. Specific educational measures to build a mental health system

School mental health education is a systematic project, implementing all-round and multi-dimensional teaching measures:

(1) To incorporate the mental health curriculum into the school curriculum system, we should select or compile teaching materials suitable for the students of technical schools according to the actual situation of the school students, and impart mental health knowledge, psychological adjustment methods, psychological training techniques, etc. in teaching, to ensure that every student can fully and timely receive training in mental health education and effectively guide students to overcome physical and mental problems.

(2) We should make full use of the function of the school's psychological counseling center, carry out psychological screening for freshmen every year, and establish students' psychological files, so that students who encounter difficulties can get help from one-to-one professional psychological counseling, and set up various forms of psychological assistance, such as online counseling, hotlines, and mailboxes, to improve the level of mental health. We should regularly hold psychological lectures, group support and various mental health activities, such as the 525 psychological activity day every year.

(3) Extending the scope of school mental health system, family education has a very important impact on children's personality development and mental health. Family education is an important part of the big education system, and the role of the family in the mental health system of the technical school is very important. The team found that special families (left behind families, divorced families, and families with domestic violence) have a negative impact on children's psychology. The school establishes a parent committee to popularize mental health knowledge training activities for parents. The school, parents and students communicate in a timely manner to provide family psychological support for students with psychological deviation. More importantly, they correct incorrect family education methods in a timely manner.

(4) Building a good campus atmosphere and creating a harmonious and relaxed living and learning environment are the basis and premise of school mental health education. The construction of the first campus atmosphere is in a very important position in the psychological environment. The school should strive to create a system and culture conducive to the healthy development of students, but also pay attention to the construction of the physical environment of the school campus. The physical environment of the school can enable teachers and students to obtain a rich sense of stimulation at the same time, physical and mental relaxation, peace and pleasure. The second is to pay attention to the publicity of psychological education and psychological counseling. The mental health education work is imperceptibly integrated into the campus culture. The third is to strengthen school moral education. First of all, it is necessary to strengthen the mental health of school teachers and managers, create a good school group atmosphere, and form good interpersonal relationships. The school

respects teachers and students' personality, so that teachers and students have a sense of belonging, create a good campus, and make the campus a spiritual home for teachers and students to exchange ideas, feelings, and life.

3. Conclusion

“Ten years of trees, a hundred years of people”. The mental health education system of technical schools is a long-term and systematic project of development, and the mental health work of technical schools has a long way to go.

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