

Study on the Integration of Mental Health Education with Higher Vocational English Teaching

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Abstract: Integrating mental health education into English teaching is of great significance for promoting students' interest in learning, cultivating a sound personality and improving teaching effectiveness. Firstly, this paper elaborates the current predicament in higher vocational English teaching from the perspective of psychological education, and then analyzes the necessity and feasibility of the integration of English teaching and mental health education. Finally, in order to explore how to better infiltrate mental health education in English teaching, this paper tries to build the integration mode of English teaching and mental health education from four aspects: content, objective, activity and evaluation, and puts forward the corresponding integration strategies.

1. Introduction

The new education concept pays special attention to and pays attention to the happy learning and healthy growth of students. Mental health education is the starting point for implementing quality education and the destination of quality education. The standard of college students' mental health is to have a correct self-concept, be willing to learn work and life, maintain an optimistic and positive mental state, be good at maintaining good interpersonal relationships with classmates, teachers and relatives, and maintain a good state of mind.

However, in the practice of English teaching in higher vocational education, many students have English panic disorder due to poor basic grades and difficulty in learning and adapting, which lays hidden dangers for their mental health. In English teaching, teachers should establish the corresponding psychological quality goals based on the overall goal of quality education. Higher vocational colleges should aim to improve students' psychological quality, solve students' psychological obstacles in learning, and cultivate students' interest in learning English, through the integration of mental health education in English teaching.

2. The Dilemma in Higher Vocational English Teaching

2.1. Students Overburdened by Busy Schoolwork

After the students enter the university, the coursework is still busy. In order to graduate smoothly and find better employment, teachers and parents urge students to study hard at all times. Therefore, the psychological burden of students is getting heavier. In English learning, not only do students need to master grammar, they also need a lot of reading in and out of class. However, China's higher vocational colleges lack a language environment for learning English, and most students do not have the obvious advantage of learning language. For this part of the students, if the teacher fails to quote in time, their psychological burden will continue to increase. Over time, students become disgusted or even rebellious, leading to a decline in academic performance, and moreover, it is not conducive to students to establish a perfect personality. Therefore, how to solve these problems in the classroom and how to carry out mental health education correctly and effectively is an issue worth pondering.

2.2. Radical Purpose of English Learning

In order to stand out in English learning, students need to make a lot of efforts. In addition, parents often give students a lot of pressure in the intangible, hoping that students can study hard and have

more development in the future. This kind of aggressive learning purpose not only can't promote the examinees to study hard, but also causes them too much psychological pressure. In the English classroom, if teachers do not grasp the students' learning situation clearly enough, and urge students too frequently, it will often cause students too much pressure to adapt to the learning life of the University. Meanwhile, in higher vocational English class, students need to do a lot of exercises every day. Frequent reading and long listening will make them tired of learning. However, many teachers often fail to pay attention to students' learning state and ignore students' classroom feelings, which leads to students' loss of interest in English learning.

2.3. Lack of Frustration Education

Teachers tend to adopt encouraging methods to help students gain self-confidence in learning. However, blindly encouraging and supporting can't really help students to make progress. Only by letting them recognize themselves and accept their own shortcomings, can they make timely corrections and continuous progress. Students who have not received frustration education can easily surrender themselves when faced with failure, and even do things that they will regret. If the school can infiltrate the mental health education in the students' daily study and enhance the students' ability to resist suppression, it can effectively prevent the tragedy.

2.4. Weak Sense of Social Responsibility and Morality

Affected by the exam-oriented education ideology, parents and teachers are accustomed to transmitting the "learning most important" idea to students, which will send a wrong signal to students and make them think they have ignored mental health. In fact, before becoming an excellent student, they should first think about how to become a person with a good sense of social responsibility and morality. A good sense of social responsibility will help students to achieve more success in their future lives, and a stronger sense of morality will help students to recognize reality, to be a good and upright person.

3. The Necessity and Feasibility of Integrating Mental Health Education in English Class

3.1. Necessity

At present, the difficulties encountered by students in higher vocational colleges in English learning are mainly affected by non-intelligent factors, such as interest, motivation, will, self-confidence, ideals, beliefs and values, etc. In the new curriculum standards promulgated by the Education Bureau, it is clearly pointed out that emotional attitude mainly refers to related factors such as interest, motivation, self-confidence, will, and cooperative spirit that affect students' learning process and learning effect, as well as the motherland awareness and international vision gradually formed in the learning process. In terms of mental health education, the main content of positive emotional attitudes also includes interest, motivation, confidence, will, etc., which is consistent with the content of emotional attitude values in the new curriculum teaching goals.

Firstly, mental health education provides a guarantee for the conduction of English teaching. In the learning process, students not only have brain thinking activities, but also have the influence and role of non-intelligent factors. The learning effect of students depends to a great extent on the control of non-intelligent factors. Non-intelligent factors do not directly participate in the cognitive process, but play a role in guiding, strengthening, orienting and promoting the cognitive process. For Chinese students, English is not their mother tongue but a new language, so it requires students to keep a good attitude towards all aspects of English learning. Meanwhile, they need to keep their interest in learning, concentrate on learning and thinking, and be able to find solutions to problems when they encounter difficulties, and learn to communicate with classmates and teachers, so as to feel the fun in English learning.

Secondly, English teaching provides a platform for the implementation of mental health education. Mental health education is the concentrated embodiment of quality education. In most cases, psychological education is embedded in various teaching links, but it is not implemented by teaching

without foundation, nor by preaching and indoctrination, but must rely on certain media carriers. The implementation of mental health education needs reasonable and rich materials and contents as the carrier. The materials and resources in English textbooks are very rich. The teaching content includes local culture and foreign culture, but also involves many different fields of knowledge, such as history, politics, science and technology, economy, art, sports, etc., which is a diversified integration. Through the specific analysis and grasp of the content of English textbooks, English teachers could find out the most relevant materials that can reflect and reflect the infiltration of mental health education, so as to provide a very favorable starting point for the infiltration of mental health education. Through the infiltration of mental health education in the teaching process and the combination of different teaching organizations, students can learn scientific and cultural knowledge and sense the influence of psychological quality education.

3.2. Feasibility

Compared with special training such as psychological counseling room and special psychological counseling class, ordinary classroom education is the most important, direct and basic activity form. Therefore, infiltrating and popularizing mental health education in general teaching should be an important breakthrough for schools and teachers to promote the construction of mental health of college students. Teachers can take the education of each subject as the main carrier, the classroom as the main educational situation, and give full play to the psychological education function of each subject teaching on the premise of mobilizing the participation of all teachers and students in the school. It is the most important and basic way to improve students' psychological quality, solve their psychological problems and promote their mental health to carry out universal education of mental health in the context of subject teaching.

English course itself has the characteristics of extensive subjects, and most of the contents in the teaching materials pay great attention to training students to think and practice interdisciplinary, which has a strong extension. To let students have interest in other subjects, such as nature, physics, culture and other topics while learning English, can not only help students learn language knowledge, but also expand their knowledge and improve their own cultural literacy.

4. Integration Mode of English Teaching and Mental Health Education

The goal of exploration of the integration mode of English teaching and mental health education is to establish the education concept of "human development oriented", and cultivate the sound psychological quality of students imperceptibly, to naturally develop the comprehensive language application ability of students, and then to promote the improvement of classroom teaching effect and students' comprehensive quality. Through the integration of mental health education, teachers aim to cultivate students' positive emotional attitude, develop students' ability of analysis, practice and creation, and finally improve students' English learning performance.

In this paper, we try to build the integration mode of English teaching and mental health education from four aspects: content, objective, activity and evaluation, as shown in Figure 1.

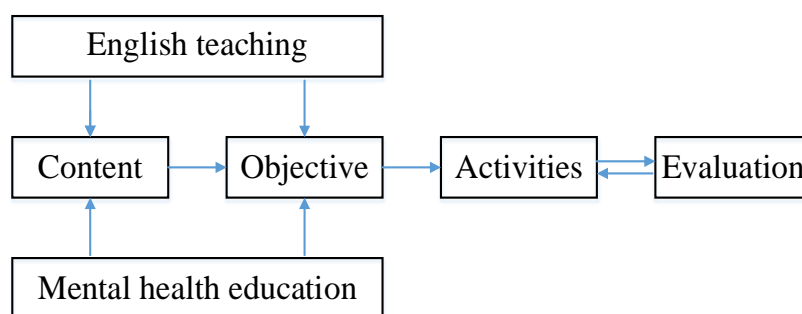


Figure 1. Integration mode of English teaching and mental health education

4.1. Content.

In the traditional teaching method, teaching manager often takes whether the teaching progress can be completed step by step as the standard to evaluate the success of classroom teaching. This topic follows the educational concept of "human development oriented". Therefore, in the selection of teaching content, we must fully consider the needs of students' cognition, emotion and other psychological aspects, and organically combine the teaching content and mental health education. Only when the students feel that the content taught by teachers is consistent with their needs and physical and mental development, can these teaching contents be internalized most easily.

The needs of most vocational college students are emotional communication between teachers and students, mastering effective learning strategies, especially communication strategies. On basis of this, we have designed the content of English teaching and mental health education in higher vocational colleges, as shown in Table 1.

Table 1. Content design of English teaching and mental health education

English teaching content	Basic knowledge	Words, phrases and glossary of College English volumes 1, 2 and 3	
		Morphology	Word formation, noun, pronoun, article, adjective, adverb, preposition, conjunction, verb, tense, voice, etc.
	Syntax	Subject, predicate, object, attribute, adverbial, complement, statement, parataxis, compound sentence, etc	
	Basic skills	Listening, speaking, reading and writing skills	
Mental health education content	Cultivate interest, stimulate learning motivation, build self-confidence, temper will, master learning strategies; cultivate abilities of analysis, creation, practice, cooperation, exploration, etc.		

Through classroom teaching activities, teachers could try to find the combination of content and emotion, content and learning strategy training, so that students can express their true feelings in the language they learn, naturally form effective learning strategies, and improve their independent learning ability.

4.2. Objective

The ultimate objective of modern education is to cultivate all-round talents with comprehensive quality. Therefore, according to the teaching content, this paper sets the teaching objectives from two aspects of language ability and psychological quality to reflect its comprehensiveness and comprehensiveness, as shown in Table 2.

Table 2. Objectives of English teaching and mental health education

Language skill	To enable students to acquire language knowledge, mainly including: pronunciation, vocabulary, morphology, syntax, function and topic, etc.
	To cultivate and develop students' comprehensive ability of language use, mainly including listening, speaking, reading and writing.
Psychological quality	Cognitive ability: develop students' ability of analysis, creation and practice; form effective learning strategies; learn correct attribution.
	Emotional attitude: correct learning attitude; cultivate learning interest; stimulate learning motivation; build self-confidence; be willing to cooperate with others; exercise the will to overcome difficulties; enhance the awareness of the motherland, and expand international vision.
	Personality development: focus on the cultivation of students' independent and innovative spirit.

The goal of language ability and psychological quality is complementary. In the process of English teaching, the cultivation of students' psychological quality is an integral part, and the improvement of students' psychological quality is also conducive to the overall improvement of their language ability.

Teachers should let students set their own learning goals according to the teaching content. For example, if the teaching content is compound tense, teachers can let students write down what they know and want to know about the tense. In fact, this is to meet the psychological needs of students, greatly improve their participation in teaching, so that students can get a sense of learning. After class, the teacher can also ask the students to write down what they have learned and what they don't understand. The purpose of this approach is to provide students with the opportunity to reflect on what they have learned, so that students can understand their learning situation in time.

4.3. Activities

Communication is the essence of English teaching, which is realized through teaching activities. Not only the teacher's leading role and the student's main body are displayed through activities, but also the input and output of language information are realized through them.

In the integration mode of English classroom teaching, if teachers want to ensure that every student can participate in and be happy to participate in activities, they should pay attention to the following four elements of activities when designing and organizing English classroom activities:

(1) Interaction

Traditional classroom teaching activities often adopt the form of one-way straight-line communication, which only allow part of students to participate in and communicate. In order to avoid the above situation, teachers should face all students, take students as the center, and let students play the leading role. Therefore, when designing classroom teaching activities, teachers should adopt a multi-dimensional interactive activity organization form. The real interaction is always multidimensional, that is, from teachers to students, from students to teachers, from students to students, from individuals to groups, from groups to individuals, from individuals to individuals, from groups to groups, etc. In multi-dimensional interactive activities, teachers and students are equal participants, senders, receivers and processors of information. On the one hand, teachers are important sources of information, providing students with the information they need at any time; on the other hand, although teachers surpass students in overall level, they can play an important role in teaching and learning through communication between teachers and students.

(2) Dynamization

In the activity, the roles of teachers and students are dynamic. The integrated teaching activities can be divided into four stages: starting, developing, deepening and summary. In these four stages, the roles and functions of teachers and students are shown in Table 3.

Table 3. The interactive role of teachers and students in integration teaching activities

	Teachers	Students
Starting stage	Designers of activities	Designers of activities
Developing stage	Organizers, counselors	Main participants of the activities
Deepening stage	Learning promoters, induce students' desire to participate in learning,	Problem finders, actively analyze, practice and create
Summary stage	Evaluators and viewers, evaluate students' activities and encourage their continuous development	Presenters and reporters of the activities

(3) Cooperation

There are two meanings of cooperation here: one is to fill in the information gap between teachers and students in the process of information transmission; the other is to share resources between teachers and students, students and students when dealing with information. When designing classroom activities, teachers should consider establishing a certain information gap to reflect the authenticity of cooperation and sharing. The implementation of cooperation and sharing mainly lies in the organizational form of activities.

The main forms of classroom activities include: individual activities, matching activities, group activities and class activities. Individual activities are carried out in the form of independent individuals, so it is difficult to achieve cooperation and sharing; the participants of matching activities are limited and lack of sufficient shared resources; group activities can reasonably solve the contradiction between participation rate and resources. It can be seen that group activities are the best form of activities to ensure the implementation of cooperation and sharing. In the activity, everyone must provide everyone with the information they know, listen to the information provided by others carefully, elaborate their own views, and finally make solutions or decisions. In these near real communication activities, the language materials stored in students' minds, such as sentence structure, grammar rules and expression methods, will be activated.

(4) Monitoring

Proper handling of monitoring methods is the guarantee of smooth progress of activities. Teachers should choose appropriate ways and positions, pay close attention to the progress of classroom activities, so as to give guidance or adjust the content, organization and time of activities in time. But during the activities, teachers should try to let students freely play and create, rather than interfere with students' activities.

4.4. Evaluation

Qualitative evaluation records the performance of students in the classroom learning process, including their achievements, emotions development, attitudes, and strategies reflected. Its purpose is to motivate students to learn, and help students to effectively regulate their own learning process, enable students to gain a sense of accomplishment, and cultivate self-learning, cooperative spirit and innovative consciousness. In the evaluation, teachers should pay attention to the students' ability to collect information and perform material processing in completing comprehensive language tasks, as well as the ability to systematically display the results of tasks. Teachers should pay attention to the positive encouragement and motivation of evaluation, communicate with students in different forms according to the evaluation results, fully affirm the progress of students, and encourage students to reflect and improve themselves. In addition, teachers should adjust teaching plans and methods in time according to the feedback information of evaluation.

5. Conclusion

The integration of English teaching and mental health education has a positive impact on the vocational college students' English learning emotional attitude, classroom behavior performance, development analysis, practice and creative ability, forming effective English learning strategies and improving English learning achievement. It is closely related to the orderly classroom teaching management, the enhancement of students' subjective awareness and the improvement of students' learning ability.

This paper first elaborates the current predicament in higher vocational English teaching from the perspective of psychological education, and then analyzes the necessity and feasibility of the integration of English teaching and mental health education. Finally, in order to explore how to better infiltrate mental health education in English teaching, this paper tries to build the integration mode of English teaching and mental health education from four aspects: content, objective, activity and evaluation, and puts forward the corresponding integration strategies.

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