

# *Application of Experiential Teaching and Learning Thoughts in College Students' Psychological Health Education Courses*

Li Xiaoyue

*Sichuan TOP IT Vocational Institute, Sichuan, China, 611743*

**Keywords:** Experience Experiential Learning Mental Health Education Course

**Abstract:** With the increasingly prominent psychological problems of college students, the mental health education of college students in China has gradually attracted the attention of all walks of life. Excellent college students must not only have excellent knowledge and cultural literacy, but also have a higher level of psychological quality and self-development. At present, colleges and universities have opened a wide range of psychological health education courses for college students. This course has also become the main carrier for mental health education in colleges and universities. Therefore, how to change the existing teaching mode and improve the effectiveness of college students' mental health education courses has become an important issue to be solved urgently.

## **1. Summary of the connotation of experiential teaching**

### **1.1. The meaning of experiential learning**

Experiential learning recognizes things through practice and enables students to fully participate in the learning process through experience, so that students truly become the protagonists of the classroom. In experiential learning, students become the main body, activities become carriers, students learn the knowledge through their own feelings and then go back to practice. Teachers not only carry out teaching activities through lectures, but also follow the students' own cognitive characteristics and laws to inspire students to perceive and comprehend knowledge and through practice confirmation, students become truly free and independent and they are united in love. Practice the innovative "complete person." The main method of distinguishing between experiential and traditional acceptance learning is to observe whether students actively participate in, appreciate and apply knowledge to practice. If you can inspire students' interest and motivation through experience, encourage students to be diligent in thinking, brave in practice and maintain their interest in learning to actively participate in practice, they can maximize the initiative and experience of students. Effectively improve the learning effect and make up for the lack of traditional teaching methods<sup>[1]</sup>.

### **1.2. The theoretical basis of experiential learning**

The theoretical basis of experiential learning is mainly Rogers' non-directed theory and Piaget's

constructivist learning theory. Non-instructive theory holds that teaching is not centered on teachers and textbooks, but on students. Teachers are not the instructors of the learning process, but the providers and facilitators of the learning process. Constructivist learning theory holds that students are the main body of learning and the active constructor of knowledge meaning; teachers in constructivist theory are the helpers and guides for students to actively construct knowledge; to make students realize the meaning of what they have learned The best way to construct is to let students experience and feel in the real world of the real world, instead of just listening to the teacher's explanation of this experience<sup>[2]</sup>.

### 1.3. Applicability of experiential learning in mental health curriculum

Mental health education is different from other knowledge subjects. It is a comprehensive course integrating knowledge, experience and training. Constructing experiential college students' mental health education curriculum is a new exploration of college mental health education. The experiential mental health education course is based on the characteristics of college students, designing suitable situations, guiding students' experience, perception, practice and application of mental health knowledge, psychological activities and psychological adjustment skills to improve the psychological quality and self-growth ability of college students. Promote the all-round development of college students. The penetration rate of university mental health education courses is shown in Figure 1.

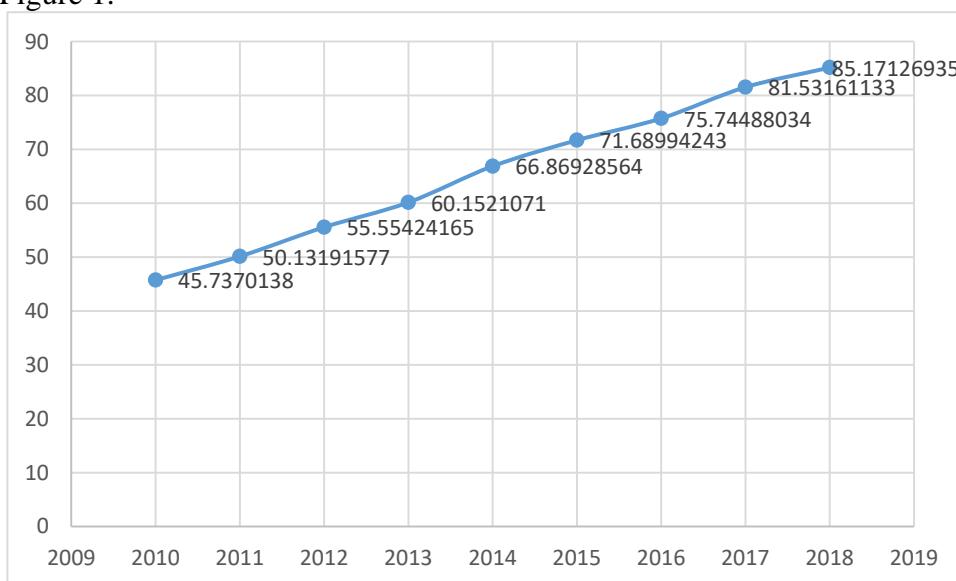


Figure 1 Penetration rate of university mental health education courses

From the content of learning, the psychological health education curriculum of college students involves psychological topics closely related to the life of college students. If the traditional teaching method is used to teach and instill the theory into the students, it is difficult for students to better associate the abstract theory with the actual life. However, through experiential teaching methods, combined with actual cases or situational simulations related to students' rest, students will be better involved in the psychological phenomena or psychological problems involved in the textbooks and concrete abstract theories<sup>[3]</sup>.

From the perspective of learning objectives, the goal of the mental health class is to improve students' psychological quality, further develop students' potential, learn to understand themselves, regulate themselves and adapt to the environment and thus promote the healthy development of students' personality. In experiential teaching, the teacher sets up a variety of interactive and

interesting links, so that students can better participate in the classroom and generate empathy with the students to resonate with the students. At the same time, this form is also the first time for students to be in the situation mentioned in the course of teaching, to turn knowledge into practice in time and to promote students' self-growth and self-education<sup>[4]</sup>.

## **2. Status quo of implementation of experiential teaching in college students' mental health education curriculum**

### **2.1. The influence of traditional teaching on teachers' teaching methods**

The traditional teaching methods and teaching concepts are more deeply rooted in the hearts of the people. In the process of exploring the teaching mode of college students' mental health education, the instructors are prone to appear, paying more attention to the completion of teaching process and teaching tasks, while ignoring the phenomenon of individual psychological feelings of students. The uniform teaching content and link settings cannot meet the individual needs of the student group and the mental health education curriculum should not be used effectively.

### **2.2. The impact of traditional teaching on students' way of thinking**

More students tend to compare traditional forms of group collaboration and believe that this form is most effective in assisting knowledge absorption. This shows that the influence of traditional teaching forms on students has been deeply rooted in people's minds. It is still necessary for students to gradually accept experiential teaching forms. Psychology teachers are also required to objectively face the actual teaching environment and promote them step by step among the student groups.

### **2.3. The enthusiasm of student participation is not high**

Many students need sufficient pre-class preparation to be able to express themselves in front of people. Some students do not recognize courses and their enthusiasm is naturally not high. The experiential teaching of college students' mental health education course is divided into three parts: warm-up, experience and sharing. Regardless of the link, there may be cases where students are less motivated to participate in the activity. For example, in the ice-breaking activities, passive participation, experience links perfunctory, sharing only a small number of cadres to participate in the situation abound.

## **3. Suggestions on the implementation of experiential teaching in college students' mental health education curriculum**

### **3.1. Broaden your thinking and ensure that the concept of teaching is fundamentally changed**

To promote the experiential teaching of college students' mental health education curriculum, we must first change the concept. Teachers should change the concept of light theory and light knowledge and focus on the needs of college students, return to the life of college students and focus on the effective goals of the curriculum. Under the premise of optimizing theoretical teaching, strengthen the experience teaching link and reasonably increase the experience teaching class and actively promote the experience teaching reform<sup>[5]</sup>.

### 3.2. Deepen the connotation and enhance the level of experiential teaching

For the group of instructors who are initially exposed to experiential teaching, in the process of experiencing the experiential teaching of the mental health education course of college students, it is necessary to deepen the understanding of the connotation of experiential teaching, which is an important basis for effectively promoting experiential teaching. Therefore, this requires that the mental health education curriculum of college students should continuously improve their professionalism and professionalism and have corresponding knowledge backgrounds such as psychology and education. Moreover, in the daily actual teaching process, the actual experience is continuously summed up and through the interaction and contact with the students, the enthusiasm of the students to participate in the experiential course is mobilized, so that the students can express their feelings more realistically. The mental health education effectiveness calculation formula is shown in formula 1.  $e_j$  is educational effectiveness of everyone,  $m$  is sensitive coefficient.

$$g_i = \frac{1 - e_j}{m - E}, E = \sum_{j=1}^m e_j, 0 \leq g_j \leq 1, \sum_{j=1}^m g_j = 1 \quad (1)$$

### 3.3. Strengthen innovation and enhance teaching effectiveness in innovation

After experiential teaching, the mental health status of students in terms of self-confidence, interpersonal communication and emotional control was significantly improved compared with that before the experiment, while the control group students were not significantly different from before the experiment. This shows that compared with the traditional psychological lectures, experiential teaching is relatively more effective in optimizing the psychological quality of college students and improving their mental health. The traditional psychological special lecture mode focuses on the education of mental health knowledge, but the fundamental purpose of college students' mental health education is not to master the relevant knowledge of mental health, but to improve the overall psychological quality of college students. Experiential teaching mode creates situations through melodrama, games, activities, etc., which stimulates students' experience, enables students to construct mental health knowledge through their own experiences and experiences, experience and enlighten the meaning behind knowledge and form excellent through experience and practice. Mental quality. In contrast, experiential teaching is more in line with the requirements of mental health education courses to improve psychological quality.

## 4. Conclusion

Experiential teaching is effective and it is inseparable from the characteristics of experiential teaching, the rationality of teaching design and the positive classroom atmosphere. First of all, experiential teaching emphasizes experience in the activity and growth in the experience. The rich and colorful activities and the experience and experience sharing among the members enrich the psychological experience of the members and on the other hand, provide exchanges for each participant. Experience and mutual learning opportunities make them have a clearer understanding of things, people and themselves and promote self-reflection, self-understanding and self-growth. Experiential teaching focuses on the creation of scenarios. Real or simulated social scenarios can help members learn and practice effective behavior patterns and extend their experience to everyday life outside the classroom. Second, the rationality of the design of teaching programs is an important prerequisite for experiential teaching. Our program is developed through the joint discussion of all the teachers in the teaching and research section. While paying attention to the fun,

it also highlights the pertinence and practicality, so that it can better promote the change of students. Third, the positive classroom atmosphere is an important condition for member change. In this kind of sincere, warm and acceptable classroom atmosphere, students can fully engage themselves, maximize their self-discipline, release negative emotions and grow in an atmosphere of mutual acceptance. In short, interactive teaching can help students with positive problems, enhance self-confidence, develop their potential, grow up and forge a solid heart.

## References

- [1] Kai Hockerts. *The Effect of Experiential Social Entrepreneurship Education on Intention Formation in Students*[J]. *Journal of Social Entrepreneurship*,2018,9(3).
- [2] Kim D. Tanzer,Matthew R. Dintzner. *The IPE performance report: A tool for preceptor development* [J]. *Currents in Pharmacy Teaching and Learning*,2018.
- [3] Kira B. Harris,Delilah McCarty,Jennifer A. Wilson,Kimberly Lovin Nealy,Rashi Waghel,Megan Coleman,Dawn Battise,Cassie Boland. *The use of a disease state simulation assignment increased students' empathy and comfort with diabetes nutrition counseling*[J]. *Currents in Pharmacy Teaching and Learning*,2018.
- [4] Charles Spence. *Multisensory Experiential Wine Marketing*[J]. *Food Quality and Preference*, 2018.
- [5] Dy-Boarman Eliza A,Nisly Sarah A,Costello Tracy J. *It's no debate, debates are great.*[J]. *Currents in pharmacy teaching & learning*, 2018,10(1).