The Construction of Dual Classroom Teaching Mode of College Students' Mental Health Education Online and Offline

Xu Fen

Yunnan Vocational College of Land and Resources, Yuxi, Yunnan, China

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Abstract: Today, with the Highly Developed Information Technology, the Width and Depth of "College Students' Mental Health Education" Course Based on Modern Information Technology Need to Be Explored, and the Combination of Online and Offline Courses Needs to Be Strengthened. This Paper Investigates the Application of Information Technology in the Teaching of "College Students' Mental Health Education" and the Effective Application of Network in Students' Ubiquitous Learning, and Analyzes the Problems Existing in the Combination of Online and Offline Teaching of "College Students' Mental Health Education". Using "Internet +" to Build a New Model of Classroom Interactive Teaching and Autonomous Learning, the Paper Puts Forward the Path to Realize Effective Online and Offline Docking: to Enhance and Enhance the Teachers' Awareness and Ability to Strengthen the High Integration of Traditional Classroom Teaching and Information Technology; to Build a Platform for Communication between Teachers and Students, to Extend Classroom Teaching; to Optimize Network Learning Resources, to Attract Students to Take the Initiative Carry out Online Learning.

1. Introduction

The Cultivation of Rational and Peaceful Healthy Mentality is an Important Part of College Education. However, in Recent Years, Psychological Problems of College Students Have Become Prominent, Such as Interpersonal Tension in Dormitories, Increasing Pressure on Employment and Study, and Self Injury Caused by Lovelorn. in 2016, General Secretary Xi Jinping Stressed At the National Conference on Ideological and Political Work in Colleges and Universities That Cultivating a Healthy and Balanced Mentality is an Important Aspect of Educating People in Colleges and Universities. It is One of the Effective Ways to Promote the Development of College Students' Mental Health to Set Up the Course of "College Students' Mental Health Education"[1]. It is of Great Practical Significance to Strengthen the Research of Curriculum Teaching, Effectively Improve the Effect of Classroom Teaching, and Give Full Play to the Role of Classroom Teaching of "College Students' Mental Health Education" in the Main Channel of College Students' Mental Health Education. in the Past Ten Years, Chinese Scholars Have Carried out Extensive Research on College Students' Mental Health Education, and the Research on This Course Has Also Increased Year by Year. the Content Mainly Involves Course Objectives, Course Content, Classroom Teaching Methods, Teaching Mode, Course Evaluation System, Etc. with the Application and Development of Mobile Internet and Information Technology in the Field of Education, Scholars Have Turned the Research Focus of Mental Health Education Curriculum Reform to the Network, and Carried out Research on the Application of Mooc, Flipped Classroom, Micro Class, Mobile App and Network Platform in the Course Teaching. But Relatively Speaking, There Are More Researches on Traditional Classroom Teaching, Less Researches on the Implementation of "Internet +" Course Teaching of "College Students' Mental Health Education", Less Researches on the Online and Offline Combination of Classroom Teaching Relying on Network Resources, and the Organic Combination of Extracurricular Online Learning and Classroom Learning. According to the 42nd Statistical Report on the Development of Internet in China Released by China Internet Network Information Center, as of June 2018, the Number of Online Education Users in China Reached 172 Million, an Increase of 16.68 Million Compared with the End of 2017, with a Growth Rate of 10.70%. the Integration of Online and Offline Education is the Development Trend of

Future Education[2]. Facing the New Generation of Learners Growing Up in the Information Technology Environment, College Teachers Need to Adapt to the Trend of Digital Era and Digital Revolution, Change Their Ideas, and Highly Integrate the Traditional Classroom Teaching Mode with Information Technology. to Explore the New Teaching Mode of "Internet +" Course, Including the Interactive Teaching Mode in the Classroom, the New Mode of Students' Network Extensive Extracurricular Autonomous Learning, and to Realize the Effective Connection of "College Students' Mental Health Education" Classroom Teaching and Extracurricular Network Learning, That is, Online and Offline Teaching, Will Be the Inevitable Requirement to Improve the Teaching Quality of This Course, as Well as the Teachers of This Course a Required Course[3]. Based on the Investigation and Analysis of the Application of Modern Educational Technology, Especially Information Technology in the Current "Mental Health Education for College Students" Course, and the Effective Application of Network in the Extensive Learning of Students, the Author's Research Group Digests and Absorbs the Advanced Classroom Teaching Theory, Network Learning Platform Construction and Practical Experience of Colleges and Universities At Home and Abroad, and Puts Forward the Curriculum Network Methods and Paths of Effective Connection between Online Learning and Classroom Learning Are Explored from Two Aspects of Theory and Practice to Enhance the Scientificity and Effectiveness of Curriculum Teaching, and to Enhance the Attraction and Appeal of Curriculum.

2. The Current Situation of the Combination of Classroom Teaching and Online and Offline Learning of "College Students' Mental Health Education"

College Students' Mental Health Education "is a Course Which Has Not Been Opened for a Long Time, But Involves a Wide Range of Students[4]. the School of the Author Attaches Great Importance to It, Actively Carries out Teaching Research, Develops Network Teaching Resources, and Encourages Teachers to Use Modern Education Technology to Carry out Teaching. Relying on the 4a Network Platform of the School, the Course Network Platform Has Been Better Developed and Used. However, in the Teaching Practice, It is Found That There Are Still Some Areas to Be Improved. for Example, the Breadth and Depth of Classroom Teaching Based on Modern Educational Information Technology Need to Be Explored, and How to Extend the Extracurricular Teaching Based on Network Needs to Be Further Promoted. in Order to Further Understand the Online and Offline Combination of Classroom Teaching and Online Learning in the Course of "College Students' Mental Health Education", the Research Group Conducted a Questionnaire Survey and Interview on the Application of Modern Education Technology (Mainly Information Technology) to Teaching and the Effective Application of Network to Learning of Students in Two Classes of 2016 This Paper Analyzes the Problems Existing in Teachers' Teaching and Students' Learning and Their Causes. a Total of 106 Questionnaires Were Issued and 106 Valid Ones Were Collected. According to the Investigation, the Following Problems Exist in the Course of "Mental Health Education for College Students", in Which Teachers Apply Modern Educational Technology to Carry out Teaching and Students Carry out Online Learning.

2.1 The Initiative and Enthusiasm of Students' Autonomous Learning with the Help of Internet Platform and Other Media Need to Be Improved

With the rapid development of knowledge digitization, the channels for students to acquire knowledge are more diversified[5]. The traditional classroom teaching is challenged. The knowledge transfer mode of teacher-student interaction and classroom network interaction has become a trend. The role of teachers needs to be changed from knowledge imparter, course teaching organizer to learning partner of students. However, there are still some teachers of "College Students' mental health education" who adopt the "indoctrination" teaching mode in the teaching process. The combination of online learning and classroom teaching is not high, and students can not effectively learn mental health knowledge by using the media such as network platform. From the results of the survey, for "will you use the Internet to study related psychological courses?" Only 1.88% of the students answered "often", 62.27% answered "occasionally", and 35.85%

answered "never". On the one hand, some teachers did not build a network learning platform for students, or did not give guidance and guidance to students' network learning, or did not include "online learning" in the curriculum assessment plan, and there was no clear requirement for students' online learning, and some network platforms themselves lacked the function of "online monitoring record", which could help students to learn online On the other hand, the students are lack of enthusiasm in online self-learning, lack of awareness of effective self-learning through Internet platform and other media, lack of self-discipline, and have not formed the habit of online learning[5]. The research group selected two survey classes, one of which has little requirements for students' online learning, and does not provide a corresponding online learning platform, while the other has provided students with the 4A network platform learning path of "College Students' mental health education" and the website link of online excellent courses, and students in two classes use online learning This shows the difference.

Table 1 Types of Mental Health Evaluation of College Students

Types of Self-evaluation of Positive Quality of Higher Vocational College Students		
Six Dimensions of Positive Psychological Quality	Wisdom and Knowledge	Cognitive Power
	courage	The Power of Emotion
	Human nature (emotion)	Interpersonal power
	fair	The power of citizenship
	control	Avoid extreme forces
	Transcend	The Power of Spiritual Belief

2.2 The Pertinence and Effectiveness of Teachers' Application of Network Resources and Network Platform in Teaching Need to Be Strengthened

At present, although the majority of teachers can basically use information technology in teaching, but most of them are still simple applications, do not give full play to the role and influence of information technology, and do not fundamentally change the cramming classroom teaching mode. The main reason is that the information literacy of teachers is not high enough, the development and utilization of digital resources is not strong, and the level of information-based teaching innovation is not enough. From the interview and investigation of the research group, the following three aspects mainly affect the effective use of the network teaching resources of "College Students' mental health education" and the full play of the auxiliary teaching function of the network platform. First, some teachers are not suitable for the new curriculum reform, slow to change the traditional teaching concepts and methods, and do not take the initiative or even refuse to use network resources such as network platform in the curriculum teaching. Second, some teachers haven't really transformed curriculum resources into high-quality teaching resources and learning resources, so classroom teaching can't effectively use network resources[6]. Third, the school's requirements for teachers to use information technology to carry out teaching are still in a loose stage. The main means is to encourage teachers to build online courses, and teachers have no rigid requirements for students to carry out online learning[7]. It can be seen that the current "mental health education for college students" course teachers' self construction is facing an urgent task: change the concept, improve the ability of teachers' own application of modern information technology, take the initiative to apply network technology in the course teaching practice, and make full use of network technology and network resources in classroom teaching and extracurricular learning of students to achieve effective teaching.

2.3 Online Learning Channels of Courses Need to Be Explored, and Online Platform Resources Need to Be Optimized

According to the standards and requirements for the construction of curriculum platform resources of the Ministry of education, the network teaching platform must provide corresponding basic resources, expanding resources, characteristic resources and practical resources to meet the requirements of resource opening and student sharing. Although the author's school has established a learning network platform for the course of "mental health education for college students", there are some problems such as insufficient construction of network resources, low openness, poor

personalization and low renewal rate. According to the interview and investigation, among the 30 students who use the 4A network platform of the school, for the question "main purpose of using the 4A network platform of the school at ordinary times", all the students chose to "finish the homework", 83.30% of the students chose to "watch the video materials", 40.00% of the students chose to "watch the PPT", 13 30% of the students chose to "communicate with teachers"[8]. The students interviewed pointed out that the content of the resources of the network platform is not easy enough and close to life. The way that the platform provides for students to use should be more novel, and more applications that can arouse students' interest in mental health need to be developed. Students think that the network learning channel is single, the platform resources are not rich enough, the content is boring, and the practical connection is not enough. In addition, the learning consciousness of students is generally poor, which results in the situation that students do not like online learning, and use the network platform for learning is narrow and low frequency.

3. The Path of Organic Combination of Online and Offline Teaching

3.1 Strengthen the Improvement of Information Literacy of Teaching Teachers' Team and Build the Basis of Network Teaching

At present, the teaching staff of "mental health education for college students" in Colleges and universities, including the author's University, are mainly part-time teachers, supplemented by full-time teachers, that is, most of the teachers are counselors, or party workers and administrative personnel who grow up from counselors[9]. However, the teaching staff is not stable, and the mobility of staff is greater than other courses. In addition, some teachers undertake party affairs and administrative work, and their own work is heavy, so it is difficult to carry out further education and training for them, and the opportunities for teachers to participate in courses related training and go out to study and study are relatively small. Therefore, this special situation should be fully considered by the Department of the curriculum, relying on modern education technology, and building the teaching staff in the form of a team. As far as the author's school is concerned, "College Students' mental health education" belongs to the Department of students. Two full-time psychological tutors are in charge of curriculum construction, and other teaching teachers are basically part-time teachers. Facing the practical problems of less full-time teachers and more part-time teachers' mobility, on the one hand, the school selects teachers to participate in the special training of College Students' mental health education, encourages teachers to participate in the qualification examination of psychological consultants, and improves the quality of teachers; on the other hand, considering that the content of the course is closely related to college students' learning, life, social activities and age level, the course is taught Teachers not only need to have professional knowledge of mental health education, but also need to understand the growth and development of college students at present. Teaching must be closely linked to reality. Schools carry out the construction of teachers' team in the form of team, and comprehensively improve the professional level of each teaching class's teachers' team and the ability to use information technology to carry out teaching. First, the school trains all teachers in their ability to teach with modern information technology; sets up a micro course production team, where two full-time teachers are responsible for the construction of micro courses and upload them to the "easy class" platform for teachers to observe and students to learn. Teachers learn from each other through micro courses to improve their teaching skills. Second, young instructors and older teachers combine their advantages of accepting new things in time and using modern educational technology with their advantages of rich experience in teaching and life experience. The old teachers mainly design classroom teaching content and online learning content, while the young teachers are mainly responsible for online courses Build and guide students to use 4A network platform and "easy class" learning platform. As a result, the information-based teaching ability of the "College Students' mental health education" course teachers' team and the level of using modern education technology to carry out online teaching have been improved. Teachers can actively adapt to the information technology and other new technological changes, and actively build an interactive teaching mode of "Internet +", so as to

realize online and offline organic learning of the course and classroom learning Combine to lay the foundation.

4. Conclusion

This paper analyzes the existing problems and their causes through the investigation of the classroom teaching of "College Students' mental health education" based on network resources, online and offline combination of teaching, as well as the organic combination of extracurricular network learning and classroom learning. Based on the theory of network ubiquitous learning and effectiveness oriented education, aiming at the construction of "Internet +" classroom interactive teaching mode and "Internet +" new mode of network ubiquitous autonomous learning, this paper puts forward an effective way to promote the organic combination of online and offline teaching of "College Students' mental health education": improving the information literacy of teaching team and promoting the teachers' League The team effectively uses modern educational technology to carry out teaching and changes the "indoctrination" teaching mode to the "interactive" teaching mode; builds a network platform for the exchange between teachers and students of the course, creates a network ubiquitous independent learning environment, and effectively extends classroom teaching; builds a network-based learning resource, optimizes the network platform resource of the course, and guides students from "passive learning" to class The transformation of "active learning" that combines classroom and after class online learning.

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