

School Mental Health Education Mode Self-Examination and Positive Psychological Orientation

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Abstract: In the process of school mental health education, adopting positive psychological orientation to build education mode is conducive to stimulating students' internal positive quality. This paper first introduces the current situation of school mental health education, and then reflects on the mental health education under the traditional negative psychological orientation mode. Finally, some innovative strategies of mental health education based on positive psychological orientation are put forward in order to provide reference for related teaching activities.

1. Introduction

In the process of school mental health education reform, the negative psychology orientation or positive psychology orientation has caused wide controversy in the academic circles and the educational circles. The traditional negative psychology takes the downward mental health education to have the obvious flaw, the student receives the mental health education process, easy to produce “exists the psychological question” the self-suggestion, therefore subjective attitude is more resistant. Based on the reflection of the traditional education mode, we should grasp the innovation direction of mental health education.

2. The Present Situation of the School's Mental Health Education

School mental health education is mainly carried out in the form of classroom education, psychological counseling and counseling, diagnosis and treatment of mental illness, and has formed a three-level education model, which aims to detect students' psychological problems in advance, and promote students' mental health growth through effective intervention measures. But in the process of educational practice, due to the limitation of school resources, due to the insufficient allocation of professional psychological counselors, psychological counseling, counseling and the diagnosis and treatment of mental illness, the classroom education is generally regarded as the main position of school mental health education. In addition, mental health education is not paid much attention, the course schedule is less. which led to the lack of comprehensive development of mental health education. On the other hand, in view of the purpose of the traditional school mental health education, in the process of finding out problems, moderate intervention, psychological diagnosis and treatment, from the beginning, the default is that students have psychological problems, which has obvious negative psychological orientation characteristics. This leads to the students' cognitive bias of mental health education, and thinks that only psychological problems need to receive mental health education. In the usual education and teaching activities, the participation of students is relatively low, so it is difficult to ensure the effect of mental health education[1].

3. Reflection on the Mental Health Education Model of Traditional Negative Psychology Orientation

3.1 There is an Offset in the Goal of Education

In the process of mental health education under the traditional negative psychology orientation, the goal of psychological education is easy to shift. The ultimate goal of mental health education in

schools is to guide students' mental health growth, but under the above three levels of education mode, it is easy to help students solve psychological problems and treat mental diseases as the main goal. This leads to two extreme phenomena, one is to deliberately excavate the psychological problems of students, and magnify them, and then take corresponding intervention, treatment measures. Second, for students who do not have psychological problems, the importance of mental health education is ignored. Both of these situations will have a certain negative impact, It is difficult to meet the actual needs of students' mental health growth [2].

3.2 No Student Initiative

In that orientation of the traditional negative psychology, the school carry out the mental health education mainly to take the student as the management object, carry out the related work according to the established education plan, and ask the students to reach a certain level of psychological evaluation. In this teaching mode, the students' passivity is strong and the main role is difficult to play. For example, in the course of the classroom mental health education, the teacher mainly adopts the method of pouring and conveying to carry out the teaching, and the individual difference of the students is ignored, and the expected educational effect is difficult to achieve.

3.3 The Form of Education is Relatively Single

At present, in the development of mental health education in schools, the way of education is relatively single. Mainly through classroom teaching channels to complete the teaching task of basic theory knowledge, and then through the psychological evaluation activities to understand the mental health level of students, and take corresponding treatment measures for the students with problems. Because the process of education and teaching is relatively boring, it is easy to arouse the aversion of students. Moreover, students do not have a deep understanding of the relevant psychological theory, so it is difficult to really master the method of self-psychological adjustment [3].

3.4 Insufficient Allocation of Educational Resources

Under the traditional school mental health education mode, there is also the problem of insufficient allocation of educational resources. Most of the mental health education resources are invested in the solution of students' psychological problems, and it is difficult to ensure the effective development of mental health education in addition to the limitations of venues, personnel and so on. In addition, the infiltration of mental health education in the teaching of other subjects is insufficient, which aggravates the work burden of professional mental health counselors. Under the influence of these problems, the effect of mental health education in schools is not optimistic at present.

4. The Innovation Countermeasure of Mental Health Education Model Based on Positive Psychology Orientation.

4.1 A Profound Understanding of the Connotation of Positive Psychology

Positive psychology is an important branch in the field of psychology. Since the end of the last century, it has been paid more and more attention and caused deep reflection on the orientation of traditional negative psychology. Positive psychology research focuses on people's positive psychological quality, healthy and happy experience and individual harmonious development. Martin Seligman, the proponent of positive psychology, explained its essential characteristics, emphasized the inherent positive qualities of human beings, and fully released the positive potential of human beings by giving full play to the intervention role of the outside world. Therefore, the positive psychological orientation is completely different from the traditional negative psychological orientation, if the traditional negative psychological orientation is taken under the traditional negative psychological orientation. Mental health education activities are defined as giving the goal positive psychological quality, then positive psychology is the positive psychological quality to stimulate the goal. These are two completely different concepts. In the process of constructing the school mental health education model based on positive psychology

orientation, we should pay attention to the positive qualities of the students themselves, and adopt appropriate methods to guide the students to discover their own positive qualities and release them fully. In order to change the traditional way of mental health education to find problems and correct problems. This is of great significance to the innovation of mental health education in schools, and can change the deviation of students' understanding of mental health education, so that students can actively accept mental health education.

4.2 Fully Mobilize the Students' Learning Initiative

Under the orientation of positive psychology, the school should give full play to the main role of students in carrying out students' mental health education, so that on the basis of feeling their own internal positive qualities, they should be willing to show them and gradually magnify them, so as to have more positive effects on the people around them. From the point of view of students' individual characteristics, students are in adolescence, which generally has the love, enthusiasm and positive quality of being kind to others. In the process of growing up, they have the courage to face challenges, are curious about everything, and like to experience success and honor through their own efforts. In order to carry out mental health education under the orientation of positive psychology, we should fully grasp it. The common characteristics of good students, take an effective way of education and guidance, so that they recognize the value of their own positive quality, and carry it forward. At the same time, in the process of carrying out mental health education, it is also necessary for students to experience more sense of happiness subjectively, to change the way of education based on preaching, so that students can always maintain optimistic mood in the process of learning, so as to release their positive potential. In addition, teachers also need to pay more attention to the individual differences of students, according to different personality characteristics of students, adopt differentiated teaching methods, so that the content of mental health education can be easily accepted by students. In this case, the student union will take the initiative to participate In the process of mental health learning, so as to improve the effect of mental health education in schools.

4.3 Enrich the Way of Mental Health Education

Positive psychology emphasizes the intervention role of the outside world in individual subjective experience, and for school mental health education, teachers should give full play to their guidance and auxiliary role. For example, teachers are enthusiastic and full in teaching work, communicate with students in an equal manner, do not hesitate to praise students for their progressive performance, and students are more willing to receive mental health education. In addition to the guiding role of teachers, the positive and negative emotions among students will also be transmitted to each other, so teachers should pay attention to creating a harmonious learning atmosphere and give full play to the positive influence between students. Taking this as the starting point, in the process of carrying out mental health education, the teacher should enrich the teaching method and arouse the students' interest in learning. For example, through the creation of a three-dimensional scene, the content of positive psychology is permeated in the form of animation video and the like, so that the traditional mode of feeding and conveying is changed, and the right education effect can be obtained. In the course of one-to-one psychological tutoring, the teacher can play an interactive game with the students through the use of the language of humor and humor, deepen the understanding of the psychological state of the students, and be good at finding their potential positive qualities and leading the students to show them well. Even in the course of the diagnosis and treatment of mental illness, the teacher needs to avoid the problem of mental illness, and guide the students to master the correct heart. The regulation method makes it possible to get out of the psychological misconception with its own strength and get healthy growth.

4.4 Optimize the Allocation of Mental Health Education Resources

Finally, in order to ensure the smooth development of the school mental health education, the mental health education resources should be optimized as soon as possible. From the positive psychology, every teacher, student and parent are the mental health education resources, and

through the interaction between the individual, the problem of the shortage of the school mental health education resources can be effectively solved. Moreover, the mental health education should be permeated into the course of each discipline, and discuss the topic of mental health from different subject angle of view, and help the students to establish an all-round understanding of the theoretical knowledge about mental health. On the other hand, the school needs to increase the investment in mental health education, and improve the hardware conditions quickly. For example, through the transformation of the psychological counseling room, create a comfortable and relaxed environment, increase the facilities that can help students relax, and ensure the smooth development of psychological counseling and counseling process. In addition, we should pay attention to the construction of campus culture, create a harmonious growth environment for students, rely on the imperceptible influence of the environment, help students to establish a correct outlook on life, values, and grasp the direction of psychological growth. In this case, the effect of mental health education in schools can be optimized in an all-round way.

5. Conclusion

In summary, using positive psychological orientation instead of negative psychological orientation of transmission is beneficial to release the positive quality of students themselves, stimulate their mental health learning motivation, and actively participate in various forms of educational and teaching activities. Therefore, in the process of reshaping the school mental health education model, we should adhere to the positive psychological orientation, actively innovate the educational methods and methods, allocate educational resources reasonably, and ensure the effective development of mental health education.

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