

Research on the Difficulties and Countermeasures of the Implementation of Mental Health Education Curriculum Based on Group Counseling Technology

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Abstract

Implementing group psychological counseling technology to carry out mental health education classes can not only mobilize students to participate in completing learning tasks, but also help and guide vocational college students with the effect of peer education. It is an effective classroom model for carrying out student mental health education. However, in the implementation process, attention should be paid to improving the comprehensive quality of teachers, closely focusing on teaching objectives to carry out teaching design in order to avoid practical problems such as unclear curriculum objectives and activity content exceeding shared content.

Keywords

Group psychological counseling technology, Vocational college, Psychological health education course.

1. Introduction

1.1. Psychological Health Courses in Vocational Colleges and the Mental Characteristics of Contemporary Vocational College Students

As a mandatory public course for vocational college students, mental health education is the most important opportunity for college mental health education, and an important means to ensure and improve the mental health level and comprehensive psychological quality of vocational college students.

Psychological health education courses are not only about imparting knowledge and skills, but also about emotional communication between teachers and students. Therefore, the classroom teaching mode of mental health education needs to unify emotional education and cognitive education, achieve educational goals through emotions, pay attention to students' emotional needs, and cultivate students' emotional regulation ability. However, there are still four problems with the current mental health classroom for vocational college students: firstly, the teaching method is still mainly based on single indoctrination and lecture, lacking teacher-student physical and mental interaction, which weakens students' subjective initiative [1]; Secondly, the teaching content mainly focuses on popularizing knowledge of mental health, with less content involving students' physical and mental participation; Thirdly, the teacher centered teaching strategy neglects students' physical perception and fails to fully mobilize their bodily functions, resulting in weak experiential learning for students in classroom teaching; Fourthly, instructional design neglects students' internal psychological needs.

Vocational college students still belong to the late stage of adolescence. Due to poor academic performance for a long time, their personalities are more prone to sensitivity and inferiority,

lack good study habits and initiative in learning, and have insufficient self-control[2]. With the continuous convenience of smartphones and the popularization of university campus networks, it has become a common phenomenon for vocational college students to carry their phones to class [3]. A psychological health education classroom lacking interactivity, fun, and practicality will inevitably fail to arouse students' interest. Traditional lecture style psychological health classrooms will be despised by students. Therefore, phenomena such as students playing games and watching TV dramas throughout the class have emerged, seriously affecting classroom learning discipline. The reform of the psychological health education classroom model in vocational colleges is imperative.

1.2. Group psychological counseling and vocational college mental health education classroom

Group psychological counseling is a professional assistance knowledge, theory, and technique based on psychology. It promotes individuals to understand, explore, accept themselves, adjust and improve their relationships with others, and learn new attitudes and behaviors through interpersonal interaction within a group, in order to develop a well adapted process of helping others. Group psychological counseling is deeply loved by vocational college students [4]. Research shows that group psychological counseling can effectively enhance students' confidence, interpersonal skills, self harmony, and also effectively improve negative emotional distress such as depression, anxiety, and loneliness [5-6]. Common group psychological counseling techniques mainly include: start technique, interaction technique, process technique, end technique, and tracking technique.

Applying group psychological counseling techniques to classroom teaching of mental health education in vocational colleges, by creating scenarios, setting tasks, and encouraging group members to help students move around in class, they will have to put down their phones and fully immerse themselves in the classroom. Students can feel through participating in activities, be inspired by listening to classmates and comparing themselves, and grow through sharing. This group interactive experiential vocational mental health education course is the one that students enjoy, is useful for students, can prevent students from playing with their phones in class, and can help students truly grow.

2. Results

2.1. The achievements and effects of vocational college mental health education courses based on group psychological counseling

Due to its pleasant participation atmosphere, rich spiritual experience, and frequent interpersonal interactions, group psychological counseling has always been popular among teachers and students, and many scholars [7-9]. have also attempted and practiced it. The results show that the overall situation of the implementation is good, with the following specific manifestations: firstly, in terms of the degree of implementation, many teachers have realized the value of group psychological counseling technology and are willing to apply it to actual teaching; Secondly, many teachers have incorporated group counseling techniques into their teaching, using a combination of theory and activities to enrich their instructional design; Thirdly, in terms of student participation, courses that utilize group psychology techniques are more popular among students, and the overall interaction among student members is good; Fourthly, in terms of achieving results, students have a high satisfaction with group counseling, generally believing that it is helpful for personal growth and can provide new thinking on knowledge during activities. Teachers, on the other hand, indicate that students can actively think and achieve classroom teaching goals during group counseling activities.

2.2. The problems and challenges of vocational college mental health education courses based on group psychological counseling

Although group psychological counseling technology for mental health is highly favored by teachers and students, it still faces many problems and challenges in the implementation process:

2.2.1. High requirements for teachers' professional competence

The psychological health education course based on group psychological technology requires a strong familiarity with both group psychological counseling techniques and psychological health courses in order to better select group psychological counseling techniques that are suitable for teaching objectives in the process of conducting psychological health classroom teaching. From the selection of group activities to the application of on-site techniques, teachers need to be very familiar with all the processes of group psychological counseling activities, able to adapt to any questions that students may have during the activities, and be able to actively respond and guide them. This requires teachers to have rich experience and profound psychological knowledge.

2.2.2. The scheduling of group psychological activities in the course is unreasonable, and the teaching objectives are not clear

Due to the need to take into account each participating student in group psychological counseling techniques, it is often difficult to accurately grasp the duration of activities, resulting in situations where the activity time is too long, the sharing time is insufficient, or the warm-up activity is too long and the main activity time is not enough. Some teachers focus on form during the implementation process, only guiding students to do activities for the sake of doing them, ignoring the goals of mental health education. Most group psychological counseling techniques in psychology classes mainly include four stages: "warm-up, team building, main activity, and sharing at the end". But often there is a lack of important elements for sharing, or very little time for sharing. Some teachers arrange the entire class according to the classic group counseling design, and the uniform group counseling does not have targeted improvement for students' abilities, resulting in many teaching objectives not being reflected in the group counseling process [10]. This leads to some students feeling that entertainment is more important than learning after finishing a psychological health education course that includes group counseling activities, making group counseling a mere formality.

2.2.3. Lack of standardized evaluation mechanism

Although group psychological counseling technology based mental health education courses are widely recognized, in practical operation, it can be found that even for the same activity content, different teachers have different focuses. Some teachers focus on students' activity experience in games [11], while others focus on the thinking and discussion section after the activity is completed. The gains of students in the same activity also vary, the effectiveness of the activity is difficult to quantify, and the overall evaluation of the effect is difficult to unify.

3. Conclusion

In summary, applying group psychological counseling techniques to vocational college mental health education classrooms can not only increase teacher-student interaction and create a relaxed and pleasant classroom atmosphere, but also create emotional flow and student mutual aid behavior. It is an effective way to improve the efficiency of mental health classrooms and cultivate students' positive psychological qualities. The following are specific strategies for enhancing the vitality of mental health education courses based on group psychological counseling technology:

3.1. Improve the professionalism of the teaching staff

The psychological health education course based on group psychological counseling technology is a comprehensive curriculum model that integrates knowledge imparting, psychological experience, behavior training, and mutual assistance and sharing. Its teaching objectives, content, and technical use require higher abilities from teachers. The psychological health education course based on group psychological counseling technology requires a lot of practical experience to be proficient in real operation. Vocational colleges should enrich the knowledge of group psychological counseling techniques for teachers, organize teachers to participate in teaching observation activities, and actively encourage experienced teachers to train novice teachers to form professional course teams.

3.2. Carry out classroom teaching closely around teaching objectives

In the teaching process, we should select group psychological activities and implement group psychological counseling technology closely around the teaching objectives, not to be exhaustive. We should integrate the teaching objectives into a main activity, mobilize everyone's participation and thinking, so as to form a group effect, give play to the role of group psychological technology in counseling, enable students to touch and grow in cognition, emotion and behavior, and achieve the teaching purpose of mental health courses.

3.3. Adopt diversified group counseling and evaluation methods

Due to the application of group psychological techniques, students' participation is stronger and their behavior is more dynamic. Therefore, in terms of effectiveness evaluation, teachers should pay attention to adopting diversified evaluation methods. Through comprehensive evaluation, necessary corrections and improvements should be made in a timely manner for some activities with poor results. Dynamic evaluation can also allow teachers to dynamically adjust the group psychological counseling skills selected based on the students' situation. Comprehensive and diverse evaluation methods include the entire process of classroom implementation (pre class, in class, and post class), with evaluation targets including the teaching staff and students in class. Evaluation methods can use behavioral quantification, standardized psychological tests, self-designed survey questionnaires, subjective reporting methods, observation methods, etc.

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