

Analysis on Mental Health Education Strategy of Higher Vocational College Students Based on Information Technology

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Abstract. In the information age, the development of big data, cloud computing and other technologies and their penetration in the field of education provide convenience for teaching work, but also have a certain impact on students' mental health. With the rapid development of Internet information technology, In the Internet age, the network environment has a profound impact on college students. Although students can obtain learning resources from the Internet and engage in thought-sparking with others, information that is both good and bad can also have a negative impact on students' mental health. The students have relatively strong self-awareness, weak discriminating ability, and lack of social experience, so network information may change the spiritual inner world of students. For those students with poor self-control ability, the Internet will greatly affect their mental health and make students develop wrong values. These students have radical utilitarian values, vulgar moral choices, and excessive interpersonal communication. To this end, Research on Mental Health Education of College Students Based on Information Technology is very important, teachers must strengthen the mental health education for college students in the Internet age, do a good job of online mental health education, guide students to form correct values and lifestyles, and carry out targeted educational activities to prevent and alleviate students' psychological problems. Based on this, this article will discuss some views on how to do a good job of mental health education for college students on the basis of analyzing the current state of mental health of college students in vocational colleges and the status quo of mental health education in schools.

Keywords: *information technology; Internet Age; Higher Vocational Colleges; College Students' Mental Health Education; Strategy*

I. MENTAL HEALTH OF COLLEGE STUDENTS IN VOCATIONAL COLLEGES

At present, the students of higher vocational colleges are all born after year 2000. For these college students who were born in the 21st century, the social environment they live in and their living environment have undergone tremendous changes. They live in more free times. Especially after the development of computer networks, the life style has undergone earth-shaking changes. As long as the Internet can be used to achieve communication between people and obtain massive resources on the Internet. Therefore, the characters of these college students are often more lively, confident, and unrestrained. Their values and ways of thinking are quite different from those born in other eras. However, the Internet is a double-edged sword. While providing convenience and abundant resources, it

also has a negative impact on the mental health of college students in higher vocational colleges. The information on the Internet is uneven, and the psychology of the post-00s vocational college students is not mature enough, lacking social experience, and weak discriminating ability. They may be deceived by the information on the Internet or even fall into the virtual world. Secondly, although these college students are self-confident, they also show arrogance. Their self-centered thinking is more serious. This is related to their good life and stable social environment since childhood. Both family and society have given them more attention, they have developed the habit of being self-centered, emphasizing the realization of self-worth and expressing self-awareness, and they rarely have empathy and gratitude. In addition, because they have been in contact with more things since childhood, they will be relatively mature and have more ideas, which makes these students' self-awareness more serious and leads to deviations in their behavior. In the context of rapid information technology development, In the Internet age, college students can access the Internet anytime and anywhere. The amount of information, knowledge, and vision they have is unmatched by other young people, but it also makes them particularly sensitive to changes in the external media environment. As the only child, they became more lonely and indulged in the online world. Coupled with the limitations of the life unit, they knew fewer people in the real world, which made this sense of loneliness stronger. Finally, the pressure of social competition in the new era is very high. These students may have grown up in a competitive environment since childhood, and their sense of competition has taken root in their hearts, so that they have a stronger desire to compete. This will not only affect the personality of the students, but if these students lack effective psychological education, they may not be able to come out for a long time when they encounter setbacks. If things go on like this, these students may experience depression. This is not conducive to their mental health development.

II. THE CURRENT SITUATION OF MENTAL HEALTH EDUCATION IN HIGHER VOCATIONAL COLLEGES IN THE NETWORK AGE

The overall level of mental health education in higher vocational colleges in China is not very optimistic, mainly because of the separation of theoretical education and practical teaching. However, practical education is often restricted by conditions and cannot be carried out effectively. Formalism is more obvious. On the one hand, theoretical education is not attractive enough for students, on the other hand, it cannot help

students solve practical problems and cannot improve students' self-regulation and self-improvement abilities. Secondly, in the process of developing campus culture, the subjective status of students is not prominent, it is unable to give full play to students' innovative consciousness, and it is unable to enable students to improve their ideological awareness in various public welfare activities and cultural activities. Third, schools are restricted by their own conditions. Some colleges and universities have limited educational funds, and they invest little in the construction of mental health education courses. This limits the innovative development of the mental health education model, coupled with the lack of various hardware and software facilities and resources in the school, which makes the education method single misunderstanding and cannot achieve the goal of mental health education. In addition, With the rapid development of computer information technology, in the Internet age, the massive amount of information on the Internet is very attractive to students. Students can obtain the resources they want to learn from the Internet but lack the ability to identify. However, schools do not pay much attention to online mental health education, and there is not much emotional communication between teachers and students, which will affect the effective implementation of education. From the analysis of the relevant data of the mental health status survey of college students at present, many students seldom take the initiative to seek the help of teachers when they feel depressed, anxious and painful, most of them release pressure by confiding to their friends, and some even like to isolate themselves from the outside world.

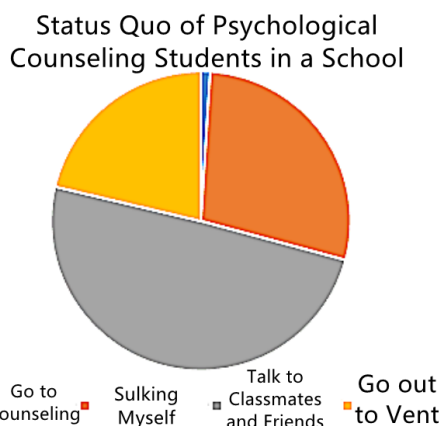


Figure 1. Investigation on Psychological Counseling of College Students

III. THE PRINCIPLES OF MENTAL HEALTH EDUCATION IN HIGHER VOCATIONAL COLLEGES IN THE NETWORK AGE

A. Principle of Subjectivity

First of all, higher vocational colleges must start from the perspective of students when carrying out mental health education, and carry out educational design and teaching implementation with students as the main body. Teachers must be able to clearly understand the mental health of today's students and understand their personality characteristics. Only when teachers make scientific and reasonable teaching plans based on respect for objective reality, can they ensure the effectiveness of teaching. Besides, only respecting the actual

situation of students can play a role in mobilizing students' learning initiative. Teachers should give students full respect, understanding and trust, and cultivate students' self-education, self-management and self-improvement abilities in a gradual manner. In addition, teachers also need to understand the confusion that students encounter in life and study, and encourage them to actively face real problems. Afterwards, teachers can actively guide students to face up to their mental health. And through correct understanding of themselves can enhance students' self-regulation and self-control ability, they can actively face setbacks and adapt to changes in the environment. For those students who already have mental disorders or even suffer from mental illnesses, teachers need to be patient, take the initiative to cooperate with students' time, and take the initiative to ask about their situation. Teachers should chat and communicate with students with a normal heart, and gradually students will have trust in teachers, so they are willing to actively cooperate with teachers to do psychological counseling and psychological counseling. Through self-regulation and teachers' guidance, students have improved their mental health and their ability to develop themselves.

B. Developmental Principle

The ultimate goal of mental health education in higher vocational colleges is to enhance students' awareness and attention to mental health, help them get out of negative emotions, and enhance their self-regulation and self-improvement abilities, so that their psychological quality is continuously enhanced. This is a long-term systematic project, which requires the joint efforts of teachers, counselors, students, and parents. For this reason, schools need to follow developmental principles when implementing educational work. That is to analyze the factors that affect the development of students' mental health, and then study the future development trend of mental health education in vocational colleges. In this way, students can further promote the mental health development of all students through innovative educational methods on the basis of their existing psychological development levels, instead of just consulting and treating individual students. Furthermore, we should form a mental health education development model for all teachers and students in the school that focuses on the development of preventive education and supplements the psychological diagnosis and treatment of problem students.

C. Suitability Principle

Different colleges and different students, because they grew up in different environments, personalities, and cognitive levels, they have different levels of acceptance of mental health education. If we want to further promote the development of college students' mental health, we need to pay attention to the different characteristics of students, and adopt different education methods in accordance with the different needs of different students. As long as it does not violate the basic principles of mental health education and the ultimate goal, we can carry out flexible education.

D. Principle of Integrity

The health of college students in vocational colleges includes factors such as physical health, mental health, and network mental health. Schools should combine these factors

when carrying out mental health education, adhere to the principle of integrity, and incorporate online mental health education into the entire education system. Schools should strengthen the standardized management of the network and establish a campus network security system to implement supervision and control of various information on the Internet. In this way, untrue information harmful to the physical and mental health of college students can be filtered out in time. A good grasp of the quality of campus network information is conducive to improving the mental health of college students and enabling them to devote themselves to more meaningful things.

IV. ANALYSIS OF STRATEGIES FOR PSYCHOLOGICAL HEALTH EDUCATION IN HIGHER VOCATIONAL COLLEGES IN THE NETWORK AGE

A. Network Mental Health Education System and Network Platform Construction

Development of Internet-based Information Technology, we can use computer network technology to build a mental health education system and network platform. The education system should be suitable for the students of today's higher vocational colleges. For one thing, mental health tests can be carried out on the system to understand the current status and characteristics of the students' mental health development in a timely manner. For another, one-to-one private psychological counseling can be conducted to help students solve their confusion in life and study in time. At the same time, schools should do a good job in the construction of mental health files, scientifically evaluate students' online psychology, and grasp the trajectory of students' psychological changes as an

important basis for mental health education in higher vocational colleges. Otherwise, schools can also promote mental health education knowledge by holding online mental health lectures, online psychological forum construction, etc., to enhance students' self-protection awareness and improve self-control ability of online behavior.

B. Improve Teachers' Mental Health Education Level

College students in this era have a strong self-awareness. They often do not like to communicate with teachers and parents who are not of the same generation. Hence, teachers also encounter many difficulties in developing psychological education. If teachers are limited in their own level, are not good at using the Internet to communicate with students, do not understand the changes in the characteristics of today's students, and do not update their educational concepts in time, they may not be able to play the role of mental health guidance. For this reason, it is necessary for schools to make teachers receive continuous professional training. For one thing, teachers should improve their own psychological quality. For another, teachers should regularly learn new mental health education literature, constantly update their knowledge, and learn to use new educational methods. Teachers can also learn new professional knowledge and skills through online communication and mental health education experts, so as to expand the depth and breadth of mental health education and make mental health education in place. In actual education work, only conscious and capable teachers can detect the psychological crisis of students as early as possible. Once the teacher finds that the student has a psychological abnormality, he should take psychological crisis intervention measures in time and make a file for future reference.



Figure 2. General Process of Psychological Crisis Intervention

C. Strengthen the Construction of Campus Culture and Promote the Combination of Campus Culture and Network Culture

With a good campus culture, students and teachers have increased their awareness of self-education, self-discipline and self-improvement. Moreover, by participating in rich campus cultural activities, students can be separated from their dependence on the Internet, and through active campus scientific and technological activities, students can actively participate in the construction of online culture and encourage them to participate in various online cultural activities. Meanwhile, for some students who are addicted to the online world in order to escape reality, the school can organize a variety of campus cultural activities to make students bravely face real life and improve their social adaptability. The combination of campus culture and network culture can make students treat the virtual world and the real world correctly. Students can promptly adjust themselves, encourage themselves, and improve themselves when they are confused or encounter difficulties.

D. Experiential Teaching Guidance

For the teaching work of higher vocational colleges, the mental health education of college students is a very important part, which is related to the future development of college students. When developing mental health education in higher vocational colleges, it should be closely integrated with the characteristics of today's students to innovate teaching models and methods, so that students are interested in order to give full play to the value of mental health education. First of all, teachers should learn more about students' learning, life, and emotional conditions, and pay attention to their changes in order to discover and solve problems in time. In addition, teachers need to adopt experiential teaching methods in daily teaching. That is to encourage students to participate in more middle-level practical activities, integrate into the group to stimulate their thinking through experience and feelings, and gain insights about life and future life from experience. Experiential teaching activities are strong and students have a high degree of participation. It uses fun activities to achieve the purpose of entertaining and entertaining. It can enable students to gain a

sense of psychological identity and help them adjust their mentality and actively face the challenges in life difficult. In the Internet age, teachers can divide modules into several projects to encourage students to actively participate in learning through modular and project-based methods. Students can visit the virtual platform according to the project requirements, and conduct experiential learning. Virtual practical projects and network modules can inject new vitality into the development of mental health education.

E. *Pay Attention to the Cultivation of Students' Emotional Ability*

Based on the rapid development of information technology, although most vocational colleges are paying more and more attention to the role of mental health education, their educational effects are uneven. In addition, knowledge transfer is passive, and students are not very active, and it is difficult to gain emotional resonance. As a result, schools must focus on the cultivation of students' emotional abilities, and enable students to actively express their views and concepts through emotional communication. This is helpful for teachers to find out the problems existing in students' values and ways of thinking in time and communicate and solve them. At present, schools require teachers to use social media to communicate with students on the basis of basic course teaching. This can make students feel that they have the psychological support of the teacher, and it is easier to accept the teacher's ideas and concepts.

V. CONCLUSION

To sum up, with the rapid development of Internet technology and its wide application in higher vocational

education, schools should make full use of the advantages of the Internet to fully tap the resources on the Internet when carrying out mental health education for college students, and build an innovate Internet education platform for mental health education models and methods. In the meantime, schools should pay attention to the construction of campus culture and the development of practical activities, and strengthen the emotional interaction with students. Schools should cultivate students' emotional abilities so that they can take the initiative to find teachers to solve problems when they encounter problems. In this way, teachers can not only solve the students' difficulties in daily life and study, help students get out of negative emotions, but also help students cultivate correct values and sense of social responsibility and promote their all-round development.

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