

COURSE DESIGN AND TEACHING THEORY OF MENTAL HEALTH EDUCATION IN COLLEGES AND UNIVERSITIES

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Background: Mental health education is based on the law of students' physiological and psychological development, using psychological education methods to cultivate students' good psychological quality and promote the overall quality of students. Mental health education is an important part of quality education. It is an important link to carry out "Action Plan for Education Revitalization in 21st Century" and "Trans-Century Quality Education Project". At the same time, effective mental health education for students is also an inevitable requirement of modern education and a common urgent task faced by school educators. The theoretical knowledge of college students' psychological growth covers the main topics in their development, such as study, self, pressure, emotion, interpersonal relationship, love, career, leisure and entertainment. Most areas held different levels of mental health education classes of the Grand Prix, developed a variety of mental health education materials, and so on. However, as far as the general situation of our country is concerned, theoretical research lags behind practice, resulting in various biases, such as academic tendency, curricular tendency, formalist tendency and idealistic tendency. The problems listed above point to at least two major problems that need to be addressed in the current mental health education curriculum: First, the theoretical issues of mental health education curriculum, such as the status and function of mental health education curriculum in school mental health education, the relationship between mental health education curriculum and school new curriculum reform, the theoretical basis of mental health education curriculum (including curriculum theory, psychology, sociology), etc. Second, the design and implementation of mental health education curriculum strategies. For teachers in primary schools, of course, more concerned about the latter, but the theoretical understanding is also of great importance, it provides a clear guide to practice.

In order to improve the level and quality of college students' mental health, cultivate the builders of socialist cause who develop in an all-round and harmonious way, and face the increasing psychological problems of college students and the severe reality that college students' mental quality needs to be improved urgently, educators have carried out exploration on the ways and methods of college students' mental health education for many years. Course teaching is widely considered to be one of the effective ways to improve the mental health of college students because of its strong system, wide coverage and positive guidance. Some universities, including some higher vocational colleges, have offered public elective courses or compulsory courses or lectures on psychological health education. But there are still many problems in the course design of mental health education, such as the orientation, the nature, the content, the mode, the evaluation and the management of the course. Students are the main body of curriculum teaching. The aim of curriculum teaching is to promote students' development and growth. Both education and teaching should follow the principles of "student-oriented", "all-for students", "from students" and "to students". It is regrettable that in the past the curriculum for the needs of students to understand enough.

Objective: Mental health education is a kind of education, which aims at training the students to form good mental quality, adjusting mental state, developing mental potential, perfecting personality development and keeping mental health. Based on the theory of positive psychology, we should pay attention to the cultivation of students' psychological self-help ability, understand the knowledge of psychological health, help students to find positive psychological strength, guide students to look at the questions, problems, conflicts and contradictions in life and study from a positive and positive angle, face the social adaptation optimistically, try our best to excavate their own psychological potentials, actively mold good psychological quality, and promote individual personality to achieve the goal of personal growth. Therefore, the psychological health education curriculum in colleges and universities has special educating function.

Subjects and methods: Mental health education can not only improve the psychological quality of students, but also promote the comprehensive development of students, and enhance the effectiveness of ideological and political education. Based on the questionnaire, the practicability of course design and teaching theory of mental health education in colleges and universities was analyzed.

Study design: Stratified cluster random sampling method was used to investigate 500 college students. Randomly selected 10 universities, each grade randomly selected 20 students, a total of 25 classes of students to carry out a questionnaire survey, a total of 500, 481 recovered, the number of effective 472. Among them, 9 questionnaires with less than 50% shall be deemed as unqualified questionnaires.

Methods of statistical analysis: Using Excel to count the importance of course design and teaching theory of mental health education in colleges and universities.

Results: The course of mental health education in colleges and universities is very important. By popularizing and opening the course of mental health education, students' comprehensive ability can be developed in an all-round way.

In this survey, the influence value of specific factors is 0-4, which means irrelevant, 1 means slight influence, 2 means general influence, 3 means obvious influence, and 4 means very important. In order to reduce the great error caused by individual subjectivity in the evaluation, the evaluation value of 500 college students shall be rounded off and the result shall be determined by means of rounding off the average. The specific statistical table is shown in Table 1.

Table 1. Importance of course design and teaching theory in mental health education in colleges and universities

Factor	Volition	Exertion property	Persistence
Freshman student	4	3	3
Sophomore student	4	3	4
A junior student	3	4	3
Senior year student	3	4	4

Conclusions: The basic idea of curriculum design of mental health education for college students, the working mode of group activities and the basic content of group working process and program. It is of great developmental significance for college students to enhance their consciousness of mental health, prevent mental problems, and improve their confidence, overcome obstacles, tap potentials and realize themselves by learning mental health skills and methods. Therefore, it is important to study the curriculum design and theory of mental health education in colleges and universities.

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DUAL SIGNIFICANCE OF SOUTHWEST DEVELOPMENT AND ASEAN HIGHER EDUCATION EXCHANGE AND COOPERATION IN THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: Educational psychology is the study of human learning, the effect of educational intervention, the psychology of teaching, and the social psychology organized by schools. The focus of educational psychology is the application of psychological theories or research to education. As a bridge science between psychology and pedagogy, educational psychology studies psychological phenomena, laws and their interaction between students and teachers in the process of learning and teaching. Since its birth, educational psychology has paid close attention to mental health problems. At the beginning of the 20th century, Thorndike focused on the mental health problems of special children, including the mental and moral defects of special children, and emphasized the objective and accurate measurement. The southwest of China mainly includes Guangxi, Yunnan, Guizhou, Tibet and other provinces and municipalities. The southwest of China has a vast area and a large population. However, the conditions for opening up to the outside world are not good compared with the coastal areas, and most of the neighboring countries in Southeast Asia are relatively backward and isolated developing countries. Therefore, the economic development of the southwestern region of China is relatively slow, and the southwestern region of China has gradually become an area neglected by the opening-up policy. In order to improve this phenomenon, the application of educational psychology to the development of higher education exchanges and cooperation with ASEAN and the establishment of higher education exchanges and cooperation between ASEAN countries and southwest China will help promote the process of opening up of southwest China.

Objective: The first FTA established by China is the FTA with ASEAN. In this environment, the exchanges and cooperation between universities in southwest China and ASEAN countries have their own unique features. In order to train international talents with certain abilities in Southwest China, promote the development of education industry in Southwest China, and improve the overall strength, the psychology theory and research institute should be applied in education, so as to make the levels and ways of running schools become more and more diversified, and the scale of running schools expands continuously, and the resources allocation and the overall structure of Sino-foreign cooperation and exchange in higher education