

## THE CONSTRUCTION OF MENTAL HEALTH EDUCATION MODEL IN COLLEGES AND UNIVERSITIES UNDER THE CONCEPT OF POSITIVE PSYCHOLOGY

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**Background:** Positive psychology is a discipline that studies the psychological strengths and virtues of ordinary people and helps individuals and groups to improve their sense of satisfaction and well-being through these positive things. The difference between positive psychology and other theories of mind is that most of the theoretical research objects are the negative and negative parts of the mind, they learn about various psychological problems and seek solutions, while positive psychology pays more attention to those positive aspects of the human mind. The qualities, emotions, and constructive power of the group, while positive psychology in groups also emphasizes positive factors such as social responsibility, altruism, and tolerance. The research of positive psychology has three main foundations, namely positive psychological quality, positive emotion and positive social relationship. Positive psychological quality refers to the psychological characteristics that bring happiness and security to oneself. Studies have shown that these characteristics can effectively reduce negative emotional problems. Positive emotions include joy, serenity, love, etc. Studies have shown that such positive emotions help individuals develop overall attention and thinking skills. Positive social relationship means that an individual's social circle should be friendly and positive, and such a social circle can bring a great sense of security and happiness to the individual. Positive psychology has been applied in various fields, and there are a lot of experiments to prove its effectiveness.

In the study and life of college students, in order to ensure the health, safety and all-round development of students, educators not only need to pay attention to their academic performance, but also to their mental health. The mental health education in colleges and universities in my country has gone through more than 20 years, but with the changes of the times, the current college students' thinking and value orientation have changed greatly compared with the past, and their ability and channels to obtain information are also different from the past. In the field of psychology, new research and theories are constantly emerging, so the construction of mental health models in colleges and universities also needs innovation. As a discipline that studies positive psychology, positive psychology has the potential to be applied to the construction of mental health education models in colleges and universities.

**Objective:** Under the guidance of positive psychology theory, a mental health education model in colleges and universities is designed, and experiments are conducted to explore whether the model has a significant positive impact on students' mental health level.

**Subjects and methods:** Find 190 college students with similar baseline data in a university, and divide them into two groups according to the principle of equal numbers. One group receives college mental health education combined with positive psychology. This group serves as the experimental group, and the other group receives traditional psychology. Health education, as a control group. The mental health teaching lasted for 3 months, and psychological tests were conducted on students before the start, during the teaching process and after the end, and a comparative study was carried out. The psychometric scales used in this study were the Symptom Checklist 90 (SCL-90), the Generalized Anxiety Disorder-7 (GAD-7), and the Patient Health Questionnaire-9 (PHQ-9).

**Results:** Table 1 shows the changes in the depression level scores of the two groups before and after the experiment. It can be seen that the change in the experimental group is significantly higher than that in the control group, and there is no statistically significant difference between the two groups in the depression level before the start of the experiment ( $P > 0.05$ ), and the difference in depression level between the two groups after the test showed significant ( $P < 0.05$ ).

**Table 1.** Changes in depression level of two groups of subjects

Item / groups	Before the education	After the education
Control group	8.93	7.29
Experimental group	8.63	5.75
<i>P</i>	0.627	<0.005

**Conclusions:** Mental health education in colleges and universities is an important part of the all-round development of college students, and mental health is also an important dimension to evaluate the level of individual health. Nowadays, the thinking mode, value orientation and the problems of the times faced by college students are different from those in the past, so their psychological mode is also different from the past, and the mental health education mode of colleges and universities also needs to be constructed to keep pace with the times. The study introduced the concept of positive psychology, combined with the

corresponding theory to construct a mental health education model in colleges and universities, and conducted a comparative experiment with the traditional model. The results show that the new education model can better deal with the psychological problems of college students. The college students performed better than the control group on both depression and anxiety levels.

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## ANALYSIS OF THE INFLUENCE OF INTEGRATING EDUCATIONAL PSYCHOLOGY INTO THE MANAGEMENT TEACHING OF ADULT HIGHER EDUCATION ON STUDENTS' LEARNING ENTHUSIASM

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**Background:** Educational psychology is an interdisciplinary subject of pedagogy and psychology. Its main research objects are students, teachers and the learning process, while the research problems are the psychological phenomena and problems of students and teachers in the learning process, as well as the mutual relationship between objects and problems. Correlation and regularity. The study of educational psychology on students' learning motivation, emotional factors, cognitive structure and other psychological activities is of great significance to the improvement and development of teaching activities. So far, educational psychology has done a lot of research in the field of teaching activities. Some studies have shown that curriculum design based on educational psychology can effectively improve students' autonomous learning ability and efficiency, and also have a positive effect on students' psychological state. At the applied level, educational psychology can be applied to design curricula, improve teaching methods, promote motivation, and help students face the difficulties and challenges they face as they grow, with a special focus on students with special educational needs. In addition, in fact, the teaching process and the identities of students and teachers exist not only in schools, but also in all walks of life in society. Therefore, the theory of educational psychology can also be widely used in various industries and fields.

Adult higher education is a form of higher education for working adults. It belongs to the category of continuing education and is an important part of my country's lifelong learning system. When incumbents need education and training to improve their skill level or comprehensive quality, they need to participate in adult higher education. In recent years, due to the development of technology and industry, many incumbents need new skills to adapt to the transformation and upgrading of the industry, so the demand for adult higher education has also increased. Due to the fact that they have participated in social work and are under greater pressure in life, the psychological characteristics and psychological problems of adult higher education students are different from those of minor students that cannot be ignored. Therefore, the educational psychology of this group is questions need to be studied individually. For the problem of low student enthusiasm in adult higher education, improving management teaching is a feasible solution, so the research is based on educational psychology theory to explore this.

**Objective:** To study whether adult higher education management teaching integrated with educational psychology theory can have a greater positive impact on the enthusiasm of its students.

**Subjects and methods:** A total of 224 serving persons with adult higher education needs were recruited as the subjects of this experiment, and they were divided into two groups of 112 persons each, called the experimental group and the control group. The two groups were given adult higher education respectively. The experimental group was given management teaching incorporating educational psychology theories in the teaching process, and the control group was given ordinary management teaching. The teaching period lasted for two months. Before the start of teaching, every month after the start and after the end, the members of the experimental group and the control group were evaluated for their learning enthusiasm and learning effect, and the results were compared and analyzed. The measurement tools and standards used in this study are mainly the student Learning Burnout Scale (LBUS) modified for adult education and the scores of the professional knowledge test.

**Results:** The LBUS scores of the two groups of students before and after learning are shown in Figure 1. It can be seen that after the start of teaching, the level of learning burnout in the experimental group increased slowly, that is, the learning enthusiasm decreased slowly, while the control group showed a large increase, which means that the learning enthusiasm declines rapidly. There were significant differences in the level of learning burnout between the two groups in the first and second months after the start of teaching ( $P < 0.05$ ).