

Organization. Even though this term is observed through three dimensions: physical, psychological and social well-being, there is an inability to reach consensus regarding its unique definition, and there exists a universal agreement that “well-being” includes at least: the presence of positive and the absence of negative emotions, life satisfaction, feeling of fulfillment and positive functioning. This clearly shows that the physical and social dimensions of health, in the end, comes down to psychological and spiritual dimension because the “physical” and “social” well-being are conditioned by emotional relationships (psychological dimension), satisfaction and feeling of fulfillment, the meaning of life (spiritual dimension) and positive functioning (cognitive-behavioral dimension). If we also take into account that the word “well-being” is given in the phrase “complete well-being”, then a logical question is asked: how is complete well-being possible when a person is faced with the inevitability of disease, injury, old age, dying and the uncertainty of existence after death—unavoidable questions, on which secularized medicine, does not have any answers even though it comes from such a universal and ambitious definition.

Aim: The aim of this paper is to illustrate the spiritual dimensions of this definition of health through the analysis of the term of “mental wellbeing”, which have their roots in modern secularized medicine need to compensate, to the certain extent to human, something that faith and religion has always given to him.

Methods: Historical, religious, psychiatric, sociological and psychological analysis of the term “psychological wellbeing”.

Results: It is shown: 1. that psychiatry as a medical discipline starting from such a definition of health, while confronting to the religious understanding of the mental life, in the secular, materialistic society took over heavy burden of the spiritual function of religion; 2. that such an impossible mission has been condemned to failure since the very beginning, since the spiritual dimension of human existence is neglected; and 3. that the renaissance of religion and religious influence on world events at the beginning of the 21st century, as well as and the post secular atmosphere, triggered the process of desecularization of psychiatry.

Conclusion: Knowing that, we can expect psychiatry to come out of rigid secular frames in the future and thus become more humanistic and closer to human without losing anything of its “scientific component” because the effects of spirituality, beliefs or religious practices on mental health can be scientifically investigated without crossing the boundaries between the natural and spiritual sciences.

Key words: Mental wellbeing, definition of health, spirituality, religiosity

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RESEARCH ON THE OPTIMIZATION OF COLLEGE STUDENTS’ MENTAL HEALTH EDUCATION AND PSYCHOLOGICAL COUNSELING PROGRAM

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Background: As an important group supporting social development and reform, college students are actually under great pressure, which is mainly from the aspects of study, life, emotion and employment. More and more college students drop out of school due to psychological problems, and even abnormal or malignant events such as suicide and murder are frequently exposed on the Internet. A series of problems caused by college students’ mental health problems have attracted the attention of social and educational scholars. Combined with the relevant research reports of many scholars, the psychological problems of college students can be divided into common psychological problems and unusual psychological problems. Common psychological problems can be understood as a kind of growth psychological problems. Generally, students with these psychological problems will have different degrees of psychological obstacles, which is also the main psychological problems of students. People with unusual psychological problems usually have relatively serious psychological disorders. With the gradual increase of students’ psychological problems, colleges and universities need to actively optimize and improve the mental health education program and psychological counseling program. Students’ psychological problems are closely related to their psychological adaptability and environmental changes. If students’ psychological problems are not intervened in time, it will produce psychological and behavioral deviations for students’ self-recognition, self-cognition, emotional control, and ultimately have an important impact on students’ sexual psychology, love, interpersonal communication, etc. At this stage, the problems of mental health education are as follows: the form of mental health education is monotonous, the pertinence of mental

health education is weak, and there is no clear goal of mental health education. Based on this, the improvement strategy of college mental health education combined with psychology is adopted. First, we should reasonably arrange the class hours of mental health education and carry out the classroom teaching mode. Second, carry out general mental health education to improve college students' self-assessment ability. Third, improve the professional level of mental health education teachers. Fourth, create an online mental health education platform to enhance the interaction of education. The psychological problems of students in the process of growth involve environmental changes and psychological adaptation, psychological problems caused by improper learning psychological adjustment, psychological and behavioral deviations caused by relatively unreasonable ability of emotional control, self-cognition and self-evaluation, as well as personality development and will quality training in interpersonal communication, love and sexual psychology.

Objective: Generally speaking, students have different degrees of psychological barriers, which is also the main psychological problem of students. People with unusual mental problems usually have relatively serious mental disorders. With the gradual increase of students' psychological problems, colleges and universities need to actively optimize and improve mental health education programs and psychological counseling programs. Although colleges and universities have carried out mental health education courses, the effect is not particularly significant due to the existence of some problems. In the new era, we should intervene students' mental health in time. This paper studies and analyzes the effect of college students' mental health education and psychological counseling program on the purpose of improvement and promotion of students' psychology, aiming to effectively guide students' personality and cultivate them to meet future hardships and tribulations with a positive attitude.

Subjects and methods: Based on the analysis of the mental health problems of college students, this study evaluates and analyzes the mental health status of students, and puts forward the optimization plan of mental health education and psychological counseling for college students. The program includes arranging the class hours of mental health education reasonably and carrying out the teaching mode of Moke class. Carrying out general mental health education to improve college students' self-assessment ability. Improving the professional level of mental health education teachers. Creating an online mental health education platform to improve the interaction of education. 186 students from two schools were selected as the research objects, and the effect of the program on students' mental health was evaluated by using the fruit fly optimization algorithm. The whole experimental cycle was as long as 3 months. After the experiment was successfully completed, the latest version of Epinfo data analysis software was used to analyze and count the data. The study will set up five indicators of enthusiasm, autonomy, consciousness, emotion and thinking to evaluate the effect. The total score of each indicator is 5 points. The higher the score, the more significant the corresponding positive effect is. In order to facilitate the statistics of the research results, the research evaluates the results with the mean \pm standard error.

Results: Table 1 refers to the impact of college students' mental health education and psychological counseling programs on students' mental health. It can be seen from Table 1 that the proposed optimization scheme has a significant effect on the five psychological indicators of students. The average value of the five psychological indicators is about 3.5 points, and the standard error is about 1.5 points. This is mainly because mental health education can greatly improve students' mental health problems. At the same time the effect of different measures is not statistically significant ($P > 0.05$). The mitigation effect of strategy 3 on different psychological indicators is lower than that of the other two indicators.

Table 1. The influence of college students' mental health education and psychological counseling program on students' mental health

Index	Measures 1	Measures 2	Measures 3
Positive	3.43 \pm 1.23	3.60 \pm 1.35	3.84 \pm 1.13
Autonomy	3.51 \pm 1.35	3.63 \pm 1.59	3.63 \pm 1.25
Consciousness	3.41 \pm 1.47	3.61 \pm 1.59	3.86 \pm 1.68
Emotion	3.46 \pm 1.59	3.50 \pm 1.63	3.68 \pm 1.63
Thinking	3.37 \pm 1.71	3.57 \pm 1.83	3.76 \pm 1.61

Conclusions: Colleges and universities need to take psychological education as general education, so that students can understand the psychological knowledge in an easy and general way. Students evaluate and judge their psychological state through their own health knowledge. College students' mental health education and psychological counseling programs have a significant role in promoting students' five psychological indicators, and the effect of different measures can be seen as no difference.

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A PSYCHOLOGICAL PERSPECTIVE ON THE IMPACT OF PHYSICAL EDUCATION ON STUDENTS’ PSYCHOLOGICAL DISORDERS IN HIGHER EDUCATION

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Background: As an important group in national construction, students’ overall development planning and mental health have an important impact. However, due to the limitations of their own cognitive level and the difficulty of psychological adjustment, it is difficult for students to rely on themselves to relieve their negative emotions and solve their psychological problems. Therefore, they often need to rely on the positive intervention of external environmental conditions to alleviate their psychological problems. However, due to the avoidance of psychological problems, college students mostly focus on their own psychological digestion when facing the changes and pressures of the surrounding environment, and parents are difficult to detect such subtle psychological changes. Therefore, psychologically sensitive students are vulnerable to influence and interference, making impulsive behaviors, causing psychological barriers and related psychological problems and negative emotions. At the same time, depression, fear, obsessive-compulsive anxiety, hypochondriacs, neurasthenia and other common negative emotions will also make them show a certain psychopathological state. Psychological disorder refers to various abnormal psychological processes and behavior patterns of individuals due to physiological, psychological or social reasons, resulting in actions that are difficult to conform to social norms. The most common symptoms of patients with psychological disorders are anxiety, fear and social anxiety. The different degrees of their etiology make the behavioral mechanisms they show different, mainly due to the lack of self-confidence and security of anxiety patients. The individual’s psychological barriers will make them have a large deviation in their thinking mode, and to a certain extent, they will be transformed into group psychological barriers. Research shows that sports can improve individual emotional state, enhance cognitive function, improve personality characteristics, eliminate psychological barriers and other aspects to achieve good results. Therefore, it is necessary to explore the alleviating effect of college physical education on students’ psychological barriers in order to achieve positive intervention on their psychological health.

Objective: The study uses a psychological perspective to explore the mechanisms of the impact of university physical education on students with psychological disorders, i.e. to help teachers develop multiple intervention strategies for students with psychological disorders when teaching physical education, i.e. to actively intervene in multiple aspects of students’ psychological characteristics, such as cognitive goals, skill goals and affective goals, knowledge and skill goals, process and method goals, affective attitude and values goals mental health goals, social adjustment goals, etc. The aim is to achieve positive interventions in all aspects of physical education, to reduce negative emotions and to improve the psychological condition of students on the basis of a good grasp of their psychological rules.

Subjects and methods: In traditional physical education designs, teachers focus more on physical fitness and other physical health goals, while neglecting the mental health and social adjustment of students, leaving students’ perceptions of physical education only superficial. The study used students suffering from psychological disorders in a university as research subjects, and firstly collected basic information on their psychological conditions before the test experiment began, and then invited them to participate in the physical education experiment. The study was randomly divided into a psychological intervention group and a teaching routine group. Both groups adopted the same teaching activities, except that the teachers in the psychological intervention group designed their teaching and set their teaching objectives on the basis of learning psychological theories and grasping the causes and manifestations of students’ psychological disorders, while the teaching routine group conducted the experiment under normal teaching activities. The experimental period was three weeks, and the improvement of the psychological disorders of the university students under different physical education teaching designs was compared and analysed with the help of the Eysenck Questionnaire (EPQ) during the experiment, and the relevant data were tallied using Excel software and SPSS20.0 software.

Results: Before and after teaching, EPQ was used to evaluate the improvement of students’ learning