

Received: February 11, 2018

Revision received: October 13, 2018

Accepted: October 20, 2018

Copyright © 2018 ESTP

www.estp.com.tr

DOI 10.12738/estp.2018.6.236 • December 2018 • 18(6) • 3321-3328

Research Article

Research and Practice Based on the Psychological Education of College Students

Hua Chen¹

Northeast Petroleum University

Abstract

Psychological education is one of the important contents of quality education for college students. Currently, there are many problems in the practice research of psychological education. For example, the understanding of psychological education needs to be further improved; the professionalism of psychological education teachers needs to be strengthened; the psychological education mechanism is not sound enough; and too much emphasis is placed on the psychological test results. Therefore, this paper proposes to raise awareness, emphasize the developmental goals of psychological education in the implementation of the psychological education for college students; we should also provide guarantees and equip professional psychological teachers; the practical and diversified countermeasures should be reflected in the form of psychological education for college students.

Keywords

College Students • Psychological Education • Practice • Research

¹Correspondence to: Hua Chen, Northeast Petroleum University, Daqing 163318, China. Email: sunny7974@163.com

Regarding the psychological education of college students, the Central Committee of the Communist Party of China has clearly stated in the "Several Opinions of the Central Committee of the Communist Party of China to Further Strengthen and Improve Moral Education in Schools" that psychological health education and guidance should be carried out for students of different age groups through various forms to improve the psychological quality of students. It can help students build a sound personality, especially in the cultivation of students' ability to suffer setbacks and adapt to the environment (Yoo *et al.*, 2018). It can be seen that the psychological education work of college students has been emphasized. For college students, they are a special group of society, whose age is mainly between 18 to 22 years old. They are in the youth of life and is experiencing a maturing period (Sheikh *et al.*, 2018). The prominent characteristics of college students in this period are the rapid development of psychology, which is also the period that is most likely to generate psychological contradictions and psychological conflicts. With the rapid development of social economy, it has also brought pressure to college students from all aspects of society and family, which has aggravated the psychological contradictions and conflicts of college students (Mandemakers *et al.*, 2010). The research on the psychological problems of college students has gradually attracted the attention of many scholars and some research results have been produced. Studies have shown that the common psychological problems of college students in the current stage are mainly concentrated in adaptive capacity to environment, interpersonal relationship, lack of learning motivation, love affairs and employment (McCabe *et al.*, 2015), as shown in Figure 1. If these problems are not addressed and resolved, it will inevitably have a negative impact on the healthy development of college students. Therefore, it is very important and necessary to carry out psychological education for college students. Based on the elaboration of the importance of the psychological education for college students, this paper analyzes the basic forms of psychological education for college students in China and the problems existing in the research of the psychological education practice for college students. On this basis, this paper puts forward the countermeasures to carry out the research on the psychological education practice for college students so as to enrich the relevant research results of the psychological education for college students and provide valuable reference for the psychological education for college students, thus forming good psychological quality of college students.

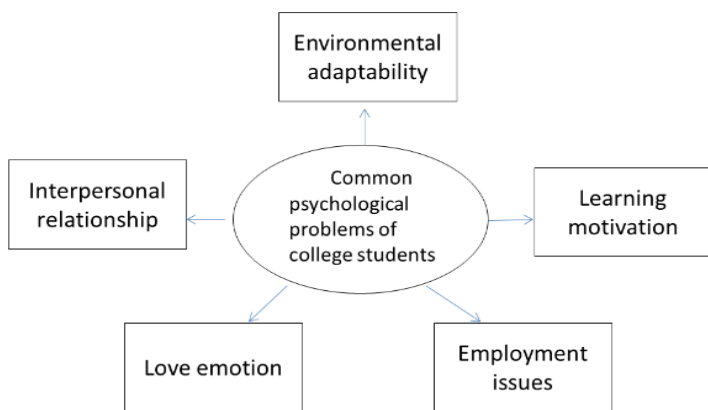


Figure 1. Common psychological problems of college students.

Research on the necessity of psychological education for college students

The implementation of psychological education for college students is conducive to improving the psychological traits and psychological quality of college students

The importance of psychological health has been more and more valued by people. A person's health refers not only to physical health, but also to psychological health. In terms of the importance of the psychological health of college students in their youth age, a psychologist once pointed out that for college students in the early stage of youth, their most precious psychological achievement is to discover their inner world and form a good psychological quality (Aitysheva *et al.*, 2014). Psychological education can help college students form good psychological quality, which is very important for the growth and development of college students [6] (Charlton *et al.*, 2007). In particular, good psychological quality can guide college students to improve their self-awareness and adaptability. Therefore, against the background of the reform of quality education in colleges and universities, it is necessary to fully recognize the importance of psychological education and put psychological education in an important position.

The implementation of psychological education for college students is conducive to the formation of a sound personality for college students

A person's personality plays a decisive role in the future development (Walsh *et al.*, 2010). Youth is a crucial period of personality formation. A sound personality will play an important role in the university life. The cultivation of personality is inseparable from psychological education. Therefore, in order enable college students to shape a wholesome personality, it is necessary to implement psychological health education.

The implementation of psychological education for college students is conducive to the psychological health of college students and reducing psychological illness

According to survey data in recent years, the number of college students with psychological illness or psychological problems has increased year by year. In a survey of 126,000 college students in 125 universities across the country, 20% of college students have different levels of psychological illness (Chiru *et al.*, 2012), see Table 2-1 for details. At the same time, college students who drop out of school due to psychological illness accounted for 55% of the total number of dropouts and there are more and more cases of suicide caused by psychological illness. Therefore, it is necessary to attach great importance to the psychological education and psychological intervention of college students. Through timely psychological education and psychological counselling, the psychological problems of college students can be treated timely to avoid some adverse events.

Table 1 Psychological health status of college students.

Table 1
Psychological Health Status of College Students

Number of colleges	Total number of students	Proportion of students with psychological problems
125	12.6 million	20%

Status quo of the practice research on college students' psychological education

Basic form of college students' psychological education

Compared with foreign countries, the psychological education for college students in China started relatively late and it has been only 20 years since the beginning. Therefore, this is continuous exploration and development process. At present, it is concluded that the psychological education for college students in colleges and universities is mainly concentrated in the following forms:

The first is to carry out psychological counselling for college students. As one of the main ways of psychological education for college students, psychological counselling can help college students with psychological problems and psychological confusion to analyze the problems and provide effective methods and ways to resolve psychological problems (Miech *et al.*, 2007). With the strengthening of college students' understanding about psychological education and the emphasis on psychological problems, more and more students with psychological problems have taken the initiative to seek help from the psychological counselling center in schools (Swartz *et al.*, 2018).

The second is to open psychological health education curriculum for college students. The opening of psychological health education curriculum is an effective way to help college students understand the psychological knowledge systematically. In many colleges and universities, psychological health education courses are gradually incorporated into the curriculum system of students. Some schools have listed the psychological health education as compulsory courses for college students or elective courses for college students.

The third is to create a psychological health file. In order to fully grasp and understand the psychological situation of college students and to find out the potential psychological problems of college students in a timely and rapid manner, the establishment of psychological files for college students is a good choice. Usually, a psychological file will be create for every college student from the beginning of the entrance, containing the results of the psychological health test of college students and the investigation of psychological crisis in each semester, which helps to have a personalized understanding of the psychological state of each student. In particular, through this dynamic, procedural management, students with potential serious psychological problems can be promptly discovered and intervened, thus avoiding the occurrence of adverse consequences.

Problems in the practice research of college students' psychological education

The understanding of psychological education needs to be further improved. At present, many colleges and universities have set up psychological counselling centers in students' affairs office to carry out psychological

health education and some colleges and universities have also offered psychological education courses. However, in the implementation process, the psychological education is not well understood. For example, the psychological curriculum is limited to the imparting of relevant psychological theoretical knowledge and lacks certain practicality. At the same time, in terms of resource investment, the practicality of the psychological curriculum is weaker than the investment in the psychological counselling center. For psychological education, it mainly relies on psychological counselling. It is believed that psychological health education is simply to discover and treat students with psychological problems. As is known to all, the number of students who seek psychological counselling is a small, only those who have psychological problems. In addition to the function of psychological counselling and resolving psychological problems, it is more important for psychological education to implement psychological quality education for all students so as to cultivate the psychological adjustment ability of all students and improve the psychological quality of students. Because the fundamental goal of the implementation of psychological education is to cultivate and develop the psychological quality of students. The target of education is for all college students, not just a few students with psychological problems or psychological illness. Therefore, there should be diversified forms of psychological education in colleges and universities, such as psychological education courses and psychological education activities and other forms and the fundamental orientation is to actively cultivate students' psychological adjustment and coping ability.

The professionalism of the psychological education teachers needs to be strengthened. At present, the proportion of psychology majors among all psychological education teachers in colleges and universities in China is relatively low and the degree of specialization of psychological education teachers needs to be strengthened. At the same time, from the perspective of the construction of the teaching staff, the number of full-time psychological education teachers is low. In some universities, psychological education teachers may be part-time. The psychological education teachers may be ideological and political education teachers or teachers engaged in student work. For part-time teachers engaged in psychological education, they have not received systematic study of theoretical knowledge of psychology and related psychological education training, so they are lacking in psychological education knowledge and psychological counselling skills. In colleges and universities in the United States, each university will be equipped with no less than six or seven full-time psychologists. Thus, it can be seen that the number of teachers engaged in psychological education in Chinese universities is small and their professionalism needs to be strengthened.

The psychological education mechanism is still not sound enough. At present, the implementation of psychological education in many colleges and universities in China is based on the form of psychological counselling. Only a small number of colleges and universities may set up separate psychological education counselling centers for college students. The psychological counselling center in some schools is affiliated with students' affairs office; some schools have established psychological counselling centers in the Youth League Committee; some schools have institute of psychology, which consists of psychological education counselling centers; the psychological counselling center in a small number of schools is affiliated with the ideological and political education center. It can be seen that the setting in various colleges and universities is different. The unsound psychological education mechanism will inevitably lead to management chaos. Insufficient construction of hardware setting, inadequate funding and difficulty in establishing system guarantee are bound to have a direct impact on the full implementation of psychological education.

Too much emphasis is placed on the results of psychological tests. Some colleges and universities will conduct the psychological crisis investigation of students at the beginning of each semester. The main investigation method is to conduct psychological tests, but there is no scientific analysis of the results of psychological tests. Some colleges and universities have only focused on investigating psychological problems, but there are relatively few studies on how to cope with and resolve the psychological problems and psychological contradictions of college students.

Countermeasures of the practice research of college students' psychological education

Raising awareness and emphasizing the developmental goals of psychological education

Colleges and universities should clarify the importance of the psychological education for college students and at the same time, they should fully realize that the clear goal of the psychological health education for college students is to help college students develop good psychological quality, especially for their development, which has been highly recognized by the majority of psychological education workers. The research on college students' psychological health education from the perspective of development can be more forward-looking. Most of the problems encountered by college students in daily life and study are developmental psychological problems. Therefore, we should also stand in the perspective of development when studying these issues, not relying solely on psychological diagnosis and treatment to solve those problems. The simple psychological counselling to solve psychological problems is far from satisfying the requirements of psychological development of all college students. Especially against the current social context, the society needs talents with excellent psychological quality. Therefore, the psychological education for college students should emphasize the developmental goal.

Providing guarantee and equipped with professional psychological teachers

The reason why psychological education emphasizes developmental goals is to help college students develop good psychological quality. At the same time, the psychological education must follow the principle of facing all students. The psychological education is not only aimed at a few people with problems, but also popularizes psychological education to every college student. Therefore, in order to achieve this goal, colleges and universities must first provide the necessary conditions to ensure the construction of professional teams of psychological education workers, equipped with full-time psychological education workers, improve the professional level of psychological education and provide necessary conditional support for realizing the developmental goals of psychological education. Only with large number of professional teachers can we achieve the popularization of psychological education for all students.

Practical and diversified forms of psychological education for college students

In addition to the above-mentioned forms of psychological education for college students, we should actively explore ways to enrich the forms of psychological education of college students. The first is to make full use of the network advantage. The popularity of network has provided us with great convenience for life and study and students can solve their psychological problems in a timely manner through online psychological counselling; in addition, the publicity of psychological health education can be achieved through the network. For example, some schools also use the network to establish psychological health gardens and some schools or departments have also set up WeChat official accounts of psychological health establish to enhance the publicity and education of the related knowledge of psychological health. The second is to implement rich psychological education practice activities. In addition to psychological education courses, psychological teachers should enhance the practical experience, such as psychological group counselling and implementing targeted group counselling combined with the prominent psychological problems presented by college students such as employment, love affairs, interpersonal relationships, etc. The third is to hold lectures on psychological health education regularly. Psychological health education lectures are more interesting and open compared with psychological counselling, so they are very popular among students. Through lectures, teachers can explain complex and difficult-to-understand psychological phenomena or psychological problems in plain language and continuously help students learn to enhance self-regulating ability.

Conclusion

The psychological education of college students is of great significance for them to develop good psychological quality, form a sound personality and good self-regulating ability. This paper expounds the importance of psychological education, analyzes the problems in the psychological education. For example, the understanding of psychological education needs to be further improved; the professionalism of psychological education teachers needs to be strengthened; the psychological education mechanism is not sound enough; and too much emphasis is placed on the psychological test results. Therefore, this paper proposes to raise awareness, emphasize the developmental goals of psychological education, provide guarantees and equip professional psychological teachers in the implementation of the psychological education for college student. The form of psychological education for college students should reflect the practical and diversified strategy so as to promote the practice research of psychological education for college students to a deeper extent.

References

- Aitysheva, A., & Jumageldinov, A. (2014). The use of the methods of psychological consultation in the education process. *Procedia - Social and Behavioral Sciences*, 114, 749-753. <http://dx.doi.org/10.1016/j.sbspro.2013.12.779>

- Charlton, B. G. (2007). Psychological neoteny and higher education: associations with delayed parenthood. *Medical Hypotheses*, 69(2), 237-240. <http://dx.doi.org/10.1016/j.mehy.2007.03.005>
- Chiru, C., Tachiciu, L., & Ciuchete, S. G. (2012). Psychological factors, behavioural variables and acquired competencies in entrepreneurship education. *Procedia - Social and Behavioral Sciences*, 46(Complete), 4010-4015. <http://dx.doi.org/10.1016/j.sbspro.2012.06.188>
- Mandemakers, J. J., & Monden, C. W. S. (2010). Does education buffer the impact of disability on psychological distress. *Social Science & Medicine*, 71(2), 288-297. <http://dx.doi.org/10.1016/j.socscimed.2010.04.004>
- Mccabe, M. P., Ebacioni, K. J., Simmons, R., Mcdonald, E., & Melton, L. (2015). Unmet education, psychological and peer support needs of people with multiple sclerosis. *Journal of Psychosomatic Research*, 78(1), 82-87. <http://dx.doi.org/10.1016/j.jpsychores.2014.05.010>
- Miech, R., Power, C., & Eaton, W. W. (2007). Disparities in psychological distress across education and sex: A longitudinal analysis of their persistence within a cohort over 19 years. *Annals of Epidemiology*, 17(4), 0-295. <http://dx.doi.org/10.1016/j.annepidem.2006.07.015>
- Sheikh, M. A. (2018). Childhood disadvantage, education, and psychological distress in adulthood: A three-wave population-based study. *Journal of Affective Disorders*, 229, 206. <http://dx.doi.org/10.1016/j.jad.2017.12.051>
- Swartz, J. R., Knodt, A. R., Radtke, S. R., & Hariri, A. R. (2018). Post-secondary maternal education buffers against neural risk for psychological vulnerability to future life stress. *Neuropsychologia*, 109, 134-139. <http://dx.doi.org/10.1016/j.neuropsychologia.2017.12.019>
- Walsh, J. M., Feeney, C., Hussey, J., & Donnellan, C. (2010). Sources of stress and psychological morbidity among undergraduate physiotherapy students. *Physiotherapy*, 96(3), 206-212. <http://dx.doi.org/10.1016/j.physio.2010.01.005>
- Yoo, C. W., Sanders, G. L., & Cerveney, R. P. (2018). Exploring the influence of flow and psychological ownership on security education, training and awareness effectiveness and security compliance. *Decision Support Systems*, 108, 107-118. <http://dx.doi.org/10.1016/j.dss.2018.02.009>