

Mental Health Education for Higher Vocational Students Based on Psychological Capital Theory

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Abstract: The purpose of this paper is to discuss the problems of mental health education for higher vocational students and its optimization countermeasures. Currently, mental health education for higher vocational students faces challenges such as the disconnection between educational content and demand, single and ineffective educational methods, and imperfect evaluation and feedback mechanisms. Aiming at these problems, this paper proposes optimization countermeasures such as constructing an educational content system with psychological capital as the core, innovating teaching methods to enhance students' participation, and perfecting the evaluation and feedback mechanism to realize dynamic adjustment. Through the implementation of these countermeasures, the effect and quality of mental health education for higher vocational students can be effectively improved, and the comprehensive development of their psychological quality and comprehensive ability can be promoted.

1. Introduction

With the rapid development of higher vocational education, higher vocational students, as an important force in the future society, are increasingly concerned about their mental health. However, there are still many problems in the practice of mental health education for higher vocational students, such as the mismatch between educational content and students' actual needs, single teaching method, and incomplete evaluation and feedback mechanism, which seriously restrict the effect of education. Therefore, the purpose of this paper is to analyze the problems of mental health education for higher vocational students and put forward corresponding optimization countermeasures, in order to provide reference for improving the quality of mental health education for higher vocational students.

2. Characteristics of Psychological Capital of Higher Vocational Students

2.1 The uniqueness of self-efficacy

The uniqueness of self-efficacy is especially prominent when discussing the characteristics of psychological capital of higher vocational students. As a specific group, higher vocational students are in the critical transition stage from campus to society, and their self-efficacy is not only related

to academic achievement, but also profoundly affects the choice and development of future career paths^[1]. Students at this stage often have more urgent cognitive needs for self-competence, they are eager to verify their own value through practice, and at the same time, they are also building a more solid foundation of self-efficacy through continuous exploration and self-adjustment. Compared with students in other stages of education, the uniqueness of higher vocational students' self-efficacy is reflected in their stronger goal orientation and practicability. They are more concerned about whether the skills they have learned can be directly applied to their future workplaces, and this realistic orientation makes them more inclined to start from the perspective of “what I can do” rather than “what I can't do” when they are facing the challenges, and show higher willingness to act and Execution power.

In addition, through participating in practical activities such as internships, training, and skill competitions, higher vocational students continue to accumulate successful experiences, which further strengthen their self-efficacy and form a virtuous cycle. However, it is worth noting that higher vocational students also face many challenges in the process of constructing their sense of self-efficacy, such as the uneven skill levels and the fierce competition in the job market. Therefore, in mental health education, special attention should be paid to guiding students to correctly recognize themselves and reasonably set goals, as well as providing diversified practice platforms and opportunities for students to grow up in practice, so as to cultivate both self-confidence and resilience of psychological capital, and to lay a solid foundation for their future careers ^[2].

2.2 Embodiment of hope and resilience

The embodiment of hope and resilience is an important and indispensable part in analyzing the characteristics of the psychological capital of higher vocational students. As a group of young people who are about to enter society and assume professional responsibilities, higher vocational students face a future full of uncertainty and challenges, in which hope and resilience become their internal motivation to resist pressure and keep moving forward [3]. Hope, as one of the core elements of psychological capital, is manifested in higher vocational students as holding positive expectations and optimistic attitudes towards the future. They believe that through unremitting efforts, they can overcome current difficulties and realize their personal goals and career visions. This sense of hope not only motivates them to keep a positive mindset, but also prompts them to explore the unknown and seek breakthroughs.

Resilience, on the other hand, is the strong adaptability and resilience of higher vocational students in the face of setbacks and adversity. They can learn from the experience of failure, quickly adjust their mentality, re-plan the path, and meet new challenges with a more resilient attitude. This resilience is not only reflected in their personal psychological level, but also permeates their learning and work, enabling them to maintain stable performance in a complex and changing environment. Therefore, the cultivation of hope and resilience should be highly emphasized in the mental health education of higher vocational students. By providing necessary psychological support, carrying out frustration education, and reinforcing adversity coping skills training, we can help students establish a positive sense of hope and enhance their resilience and adaptability in the face of difficulties [4]. This will help higher vocational students better adapt to the needs of social development and realize the dual enhancement of personal value and social contribution.

2.3 Combination of optimism and emotional intelligence

When analyzing the characteristics of the psychological capital of higher vocational students, the combination of optimism and emotional intelligence is particularly important. Higher vocational students are at an important stage of life development, facing multiple challenges such as academic

pressure, career planning and interpersonal relationships, and the construction of their psychological capital has a far-reaching impact on their personal growth and future development. Optimism, as a positive psychological quality, is manifested in higher vocational students as positive evaluation of the present situation and optimistic expectation of the future. They tend to face the difficulties and challenges in life with a positive attitude, believing that they can overcome the difficulties and realize self-transcendence through their efforts. This optimistic attitude not only helps to enhance personal mental toughness, but also stimulates internal motivation and promotes the realization of personal potential. Meanwhile, emotional intelligence, as another important aspect of the psychological capital of higher vocational students, plays a key role in their emotional management, interpersonal communication and problem solving abilities.

Higher vocational students generally have strong emotional perception and expression ability, and are able to keenly perceive their own and others' emotional changes and make appropriate responses accordingly. They are good at using emotional intelligence to regulate their own emotions and maintain psychological balance, and also show good empathy and communication skills in interpersonal interactions [5]. This use of emotional intelligence enables higher vocational students to remain calm and rational in the face of complex and changing situations, so that they can make more informed decisions. Therefore, the combination of optimism and emotional intelligence occupies an important position in the psychological capital of higher vocational students. They promote each other and complement each other, and together they constitute the psychological traits of higher vocational students who are positive and brave to face challenges. In the practice of mental health education, we should pay attention to cultivating the optimism and emotional intelligence of higher vocational students, and through guiding them to correctly recognize themselves, manage their emotions, and establish positive interpersonal relationships, etc., we can comprehensively improve their level of psychological capital, and lay a solid foundation for their future career development and success in life.

3. Problems in mental health education of higher vocational students

3.1 Disconnect between education content and needs

When looking at the field of mental health education for higher vocational students, a problem that cannot be ignored is the serious disconnect between the educational content and the actual needs of students. At present, many higher vocational colleges and universities often use the traditional framework of mental health education courses, focusing on the teaching of theoretical knowledge and the identification of psychological problems, while ignoring the specificity and diversity of higher vocational student groups. This “one-size-fits-all” teaching mode is difficult to accurately meet the individualized psychological development needs of students, resulting in a significant reduction in the educational effect. Specifically, senior vocational students are in the period of career preparation, they are not only concerned about the maintenance of personal mental health, but also eager to obtain psychological support and guidance closely related to career development. However, the existing mental health education content often fails to adequately incorporate topics closely related to higher vocational students, such as career planning, workplace adaptation, and stress management, so that students lack the necessary psychological preparation and coping strategies when facing future career challenges.

In addition, with the rapid development of the society, the psychological problems faced by higher vocational students are becoming more and more complicated and diverse, such as Internet addiction, social anxiety, employment pressure and other new psychological problems are gradually coming to the fore. However, the current mental health education system is lagging behind in terms of content updating and expansion, which makes it difficult to respond to the new needs and

challenges of students in a timely manner. Therefore, in order to solve the problem of disconnection between education content and demand, higher vocational colleges and universities should review and optimize the mental health education system. On the one hand, market research and demand analysis should be strengthened to understand the psychological characteristics and changes in the needs of higher vocational students; on the other hand, the innovation and reform of education content should be actively promoted to introduce more psychological education elements related to career development, and at the same time to strengthen the attention and research on the new types of psychological problems of students, so as to ensure the timeliness and pertinence of mental health education.

3.2 Single and ineffective education methods

When discussing the problems of mental health education for higher vocational students, the problem of single ineffective education method is particularly prominent. At present, many higher vocational colleges and universities in the process of mental health education, often overly dependent on the traditional lecture teaching methods, lack of innovation and interactivity, difficult to stimulate students' learning interest and enthusiasm. This single ineffective educational method not only limits the effective transmission of mental health knowledge, but also hinders the overall development of students' psychological quality. Specifically, didactic teaching often focuses on one-way instillation by the teacher, ignoring the students' subjective position and sense of participation in the learning process. Students passively accept knowledge and lack the opportunity to actively think and explore, resulting in mental health education becoming a kind of “duck” indoctrination process. In addition, this teaching method also lacks pertinence and personalization, and it is difficult to meet the diversified needs of different students, further weakening the educational effect.

In order to overcome the problem of single ineffective educational methods, higher vocational colleges and universities should actively explore and practice diversified mental health education models. For example, interactive teaching methods such as group discussion, case study, role play, etc. can be introduced to encourage students to actively participate and think on their own initiative; at the same time, Internet+ technology can also be utilized to carry out online mental health education activities to break the limitation of time and space and provide students with a more convenient and efficient way of learning. In addition, it should also focus on the application of personalized education strategies to provide customized psychological guidance and support for different students' psychological characteristics and needs. Through the implementation of these measures, the effect and quality of mental health education for higher vocational students can be effectively improved.

3.3 Imperfect Assessment and Feedback Mechanism

When reviewing the mental health education system for higher vocational students, the imperfection of the evaluation and feedback mechanism has become a problem that needs to be solved urgently. At present, many higher vocational colleges and universities lack a scientific and systematic evaluation system to comprehensively and objectively measure the effect of education in the implementation of mental health education, and fail to establish a timely and effective feedback mechanism to guide the continuous improvement of education practice. The imperfection of the assessment mechanism is mainly reflected in the singularity and one-sidedness of the assessment indicators. Many higher vocational colleges and universities only assess students' mental health through simple questionnaires or psychological tests, neglecting the dynamic monitoring and comprehensive assessment of students' mental quality development process. This kind of

assessment is difficult to fully reflect the real changes and growth of students in mental health education, and cannot provide strong support for the accurate judgment of the educational effect.

The complexity of the problem is further exacerbated by the inadequacy of the feedback mechanism. Due to the lack of effective feedback channels and mechanisms, it is difficult to get timely responses and solutions to the problems and confusions encountered by students in the process of mental health education, and it is difficult for teachers to flexibly adjust and optimize their educational strategies and methods according to the actual needs and feedback of students. This kind of information asymmetry and poor communication not only affects the effect of education, but also reduces students' satisfaction and participation in mental health education. Therefore, in order to improve the evaluation and feedback mechanism of higher vocational students' mental health education, higher vocational institutions should establish a scientific and comprehensive evaluation index system, covering multiple dimensions and levels of students' mental quality, and at the same time, use a combination of various evaluation methods to carry out comprehensive evaluation.

4. Countermeasures to optimize the mental health education of higher vocational students

4.1 Building an educational content system centered on psychological capital

The challenge of educating students' physical and mental health in higher vocational colleges and universities lies in the establishment of an education system centered on psychological capital. Psychological capital, i.e. positive psychological qualities and abilities in individual growth, is crucial to improving students' psychological quality and promoting their overall development. The system should focus on core elements such as self-efficacy, expectation, cheerfulness and extensibility, which are not only the cornerstones of psychological capital, but also the key to students' physical and mental health and career development.

Innovative course content and teaching methods should guide students to deeply understand the concept and value of psychological capital and its significance to personal growth, aiming to stimulate their inner potential and enhance their self-knowledge and self-management ability. At the same time, it is necessary to closely tie in with the actual needs of students' course learning and career planning, so as to make the education more targeted and practical. For example, psychological capital cultivation activities are designed for different specialties, or psychological capital elements are integrated into career guidance to help students effectively cope with employment challenges. The establishment of an education system centered on psychological capital is an effective strategy to enhance the physical and mental health education of students in higher vocational colleges and universities. Through the implementation of this system, the psychological quality and comprehensive ability of students can be significantly enhanced, laying a solid foundation for their future career development and promoting comprehensive growth and development.

4.2 Innovative Teaching Methods to Enhance Students' Participation

In order to further optimize the psychological education of students in higher vocational colleges and universities, the independent innovation of teaching methods to strengthen students' sense of participation has become an indispensable strategy. Traditional didactic teaching methods are often difficult to arouse students' interests, resulting in students' passive acceptance of professional knowledge and lack of deep participation. Therefore, it is very important to explore and implement diversified teaching methods. First of all, interactive teaching countermeasures should be introduced, such as group discussions, role-playing games, classic cases, etc. Such activities can

motivate students to actively carry out and think positively to enhance the learning experience. According to group cooperative learning, students can discuss mental health issues in depth, share their personal views, and then advance the understanding and application of psychological knowledge in communication.

Secondly, the use of modern technology, such as online learning platforms, virtual reality, etc., to inject new vitality into psychological education. This approach and method can break the boundaries of time and space, giving richer and more lifelike educational resources, making the learning process more efficient and convenient. At the same time, through the simulation of teaching situations, students can also experience the psychological state test in the virtual machine, improve the ability to solve the problem, and enhance the effectiveness of learning and fun. In addition, the use of practical classroom teaching should be strengthened, so that students can grow and develop in practice and experience by carrying out mental health theme activities, psychological drama performances, and psychological state expansion training. Such activities can not only enhance the students' sense of participation, but also cultivate their teamwork spirit, communication skills and problem-solving abilities, and promote the all-round development of their personal psychological quality.

4.3 Improve the assessment and feedback mechanism to realize dynamic adjustment

In deepening the mental health education of students in higher vocational colleges and universities, a sound assessment and feedback mechanism is the key to optimizing the teaching effect. Currently, the lack of assessment and feedback has made it difficult for the teaching content and methods to meet the individual needs of students, thus affecting the effectiveness of education. Therefore, it is crucial to build a scientific and comprehensive assessment management system that integrates quantitative and qualitative methods, covers self-efficacy, expectation, cheerfulness, extensibility and other psychological capital dimensions, and implements multi-level and dynamic assessment to capture students' psychological nuances.

At the same time, it is also important to establish an effective feedback mechanism to ensure that the assessment results are communicated to educators and students in a timely manner. Educators can adjust their teaching strategies accordingly, while students can identify their psychological strengths and weaknesses and take targeted measures. The feedback mechanism should encourage students to participate in the assessment, put forward valuable opinions, and promote two-way communication between teachers and students. In conclusion, a sound assessment and feedback mechanism to realize the dynamic management of the education process is the way to improve the quality of mental health education in higher vocational colleges and universities. Through scientific assessment and immediate feedback, we can ensure that the teaching content and methods are accurate and efficient, and provide students with personalized, high-quality mental health services to help their overall development.

5. Conclusion

In summary, in view of the problems of mental health education for higher vocational students, the optimization countermeasures such as constructing the education content system with psychological capital as the core, innovating teaching methods to enhance students' participation, and improving the evaluation and feedback mechanism to realize dynamic adjustment can effectively improve the effect and quality of education. The implementation of these measures not only helps to meet the diverse psychological needs of students and promote the comprehensive development of their psychological quality, but also lays a solid foundation for the future career development of higher vocational students. Therefore, higher vocational colleges and universities

should attach great importance to the work of mental health education, and constantly explore and practice more scientific and effective education modes and methods, so as to contribute to the cultivation of high-quality skilled talents who are physically and mentally healthy and fully developed.

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