Exploring Strategies for College Students' Mental Health Education in the Context of New Media

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Abstract: Implementing mental health education for college students is an important aspect of achieving the educational goal of fostering virtue and cultivating people in universities in the new era. It has great significance for enhancing universities' humanistic care and improving college students' self-awareness. Under the new media perspective, the mental health education of college students can achieve online classes and popularization, which can significantly improve the quality and level of mental health education. However, it is worth noting that there are still issues in the current mental health education for college students, such as insufficient attention from students, insufficient frequency of effective interaction between teachers and students, and inadequate construction of mental health teachers. In the context of new media, university teachers need to center on new media technology to establish a scientifically sound mental health education system. They should comprehensively utilize the advantages of network technology to enhance the effectiveness of mental health education, thereby laying a solid foundation for the mental health and robust growth of college students.

Keywords: new media, universities, college students' mental health education

1. Introduction

The rapid development of new media technology has provided a new way of thinking for mental health education for college students in China and has posed new challenges to the traditional teaching management model in schools. As a new teaching tool, the extensive application of Internet thinking in psychological teaching requires the correct guidance of educators to fully exploit the positive impact of the Internet on mainstream thinking and to solve the current difficulties in psychological teaching. At the same time, new media technology also provides theoretical and technical support for the healthy development of college students' positive psychological qualities and well-rounded character.

2. Analysis of College Students' Psychological Characteristics in the Context of New Media

2.1 The Intertwining of Virtual and Real Psychology in the Online World

Generally speaking, the online world refers to an objective existence where people use new media technology and simulated reality environments for experiencing and interacting. The virtual world and the real world have significant differences, but the virtual world is not completely empty, as it is intricately connected with people's real world. Therefore, psychological activities in the context of new media have a certain basis and response in reality. People can satisfy their fantasies based on reality and beyond reality in the virtual world. For college students, they have a strong curiosity and desire to learn about new media technology and the virtual world. The development of new media platforms represented by WeChat and TikTok has to some extent satisfied college students' curiosity about virtual technology, and in severe cases, it may lead to addiction for some students. As a result, universities must strengthen guidance for students, helping them to understand the virtual nature of the online world and to view the relationship between the virtual and real world dialectically.

2.2 Coexistence of Openness and Privacy Psychology in Online Media

In the context of new media, college students have a strong desire for self-expression, hoping to present their best and most beautiful side on internet platforms. This phenomenon is mainly manifested in many students sharing their life status, emotional state, and travel experiences on platforms such as Moments and Weibo. College students have a certain degree of openness in this psychological aspect, which reflects their use of new media as a way to record their lives. However, conversely, college students also have a strong sense of privacy, where they may have aspects they don't want to display publicly during self-sharing or anonymously publish some insights on new media platforms. This shows the contradictory

psychology of college students being more closed in real life but more open on new media platforms. When conducting mental health education for college students, universities must pay attention to the coexistence of openness and privacy psychology and develop targeted guidance measures based on the actual situation of college students.

3. Current Status and Issues of College Students' Mental Health Education in the Perspective of New Media

3.1 Insufficient attention to mental health courses affects students' development of positive mental health

At present, many colleges and universities have increased their emphasis on mental health education and have offered corresponding mental health courses based on their existing resources. This has provided a certain degree of guarantee for the improvement of college students' mental health. However, under the perspective of new media, many colleges and universities' mental health education courses, especially online courses, have gradually exposed some shortcomings. Specifically, although mental health education is part of the compulsory public courses in the current higher education system, many schools have not established a strict assessment system for this educational process. Some colleges and universities offer mental health education to freshmen, but they have not implemented a blended online and offline teaching model. Many students only study mental health courses independently. The lack of understanding of mental health education and insufficient enthusiasm and initiative in the learning process make it difficult for freshmen to develop a good learning awareness and attitude. They are also unable to adopt scientific and efficient teaching methods for mental health education, resulting in the majority of college students being unable to master correct mental health assessment and regulation methods. This leads to cognitive barriers to mental health education and even some students remaining in sub-healthy mental states for a long time, which is extremely detrimental to the physical and mental growth of college students.

3.2 Lack of interaction between teachers and students leads to weak targeting in mental health education

Compared to other courses, mental health education has a stronger integration of theory and practice. Teachers need to be aware that teaching mental health courses is not simply about imparting knowledge to students but helping them master mental health assessment and regulation skills through practice. This will ultimately achieve the effects of psychological guidance and therapy. It is essential to point out that teachers must pay attention to the targeted nature of teaching in the process of mental health education. Teaching content should also reach the students' inner selves, engage in sufficient communication and interaction with students, and allow them to experience a sense of achievement and satisfaction in the course. This actually reflects the principle of the unity of commonality and individuality in mental health education. That is, when conducting mental health education, college teachers must guide and assist students who encounter certain psychological difficulties, helping them out of their predicament through one-on-one counseling and interaction. Although teachers can use new media platforms to communicate and interact with students under the new media perspective, this approach lacks affinity and personalization to some extent, making it difficult to fundamentally understand and address students' difficulties. In addition, some college students, due to privacy concerns, rarely share their psychological issues with others during classroom discussions, which also hinders effective interaction between teachers and students and the manifestation of targeted mental health education. Therefore, addressing the issue of teacher-student interaction in mental health education from a new media perspective has become a significant challenge for many college teachers.

3.3 Teachers' insufficient professional competence constrains the effectiveness of mental health education

Although the continuous advancement of higher education reform has led many college teachers to increasingly value the mental health education of college students, the professional level of mental health education for some college teachers is still insufficient. The professional competence of the teaching team, to some extent, restricts the effectiveness of mental health education. Specifically, many college mental health teachers are not professional psychologists but part-time political and ideological teachers. Although political and ideological teachers can provide education on ideological matters and career planning for students, their lack of professional psychological knowledge makes it difficult for them to help students accurately understand and recognize their own mental states and genuinely address their mental health issues. At the same time, some college mental health teachers' teaching methods and models are not scientific and reasonable, which also restricts the improvement of the effectiveness of mental health education in colleges and universities.

4. Strategies for College Students' Mental Health Education under the Perspective of New Media

4.1 Building a Professional Online Service Platform

Under the perspective of new media, the primary task of mental health education in colleges and universities is to clarify the correct educational ideas and concepts, and firmly grasp the student-centered principle of psychological education. As an important organizational force for carrying out mental health education in colleges and universities, teachers must fully combine the objective laws of students' physical and mental development and psychological growth needs, have targeted psychological teaching measures and methods, and make full use of internet information technology tools to comprehensively build a professional and scientific new media college student psychological network service platform, as well as establish a corresponding psychological self-service network. This has a very important positive significance for the improvement of the effectiveness and quality of college students' mental health education. To achieve the above-mentioned educational goals, colleges and universities must first improve the importance of faculty team building, establish a group of professional mental health college teachers with abundant theoretical knowledge and practical abilities in mental health education, and be able to fully apply new media technology to the process of mental health education teaching practice, thus endowing mental health education with new era characteristics. Secondly, a comprehensive new media mental health education platform should be established with new media technology as the medium and college students as the main body. Colleges and universities must give full play to their subjective initiative in their work, base themselves on and integrate various advantages of mental health education resources, organize corresponding mental health education groups and teams, carry out relevant mental health education mutual assistance work through online and offline combination, and fully tap into the positive significance of mental health education for college students' life, study, and research in various aspects, so as to fully promote the comprehensive development of college students' physical and mental health.

4.2 Building a Comprehensive Mental Health Education System

Firstly, colleges and universities should fully combine the current information needs of college students, explore the value of new media technology to the greatest extent, and build a college health education network system that is in line with the requirements and standards of mental health education in the new era and attractive to college students. In the design process of this system, colleges and universities should make full use of the layered design method to meet the needs of college students with individual characteristics for different psychological subjects and knowledge, which will help college students improve their psychological knowledge reserves and maximize the importance of mental health education for their self-value enhancement.

Secondly, efforts should be made to organically integrate mental health education theory and practice. After completing the education of mental health theoretical knowledge, colleges and universities should promptly carry out some practical mental health training programs, make full use of multimedia technology as an effective carrier through case teaching methods and psychological knowledge lectures, and create multimedia videos that capture and disseminate content related to mental health education in college students' daily lives. This will help further optimize the mental health education system.

Thirdly, colleges and universities can also establish a mental health consultation and feedback system on the mental health education platform, allowing students to leave messages through various means such as email and comments, expressing their feedback and suggestions for the construction of the school's mental health education platform. This can help colleges and universities achieve a comprehensive optimization of the mental health education system.

4.3 Enhancing the synergy of mental health education and political and ideological education

Firstly, college students and mental health educators should pay attention to changing their teaching concepts and understand that their teaching responsibilities are part of a specialized field with unique rules and characteristics. In the specific teaching process, educators should guide and educate students in various aspects such as emotions, consciousness, thinking, and behavior, based on the psychological development characteristics of middle and primary school students. This should be done in a targeted, gradual, and subtle manner to genuinely realize the value and significance of their teaching work and cultivate good psychological qualities in students.

Secondly, educators should be aware of the relationship between school management and political and ideological teaching. Mental health education mainly helps students overcome psychological difficulties, cultivates positive emotions, and develops their ability to serve society through psychological counseling and training. Political and ideological education, on the other hand, aims to cultivate students' political consciousness and moral practice skills for transforming society with Marxist thought, which is the fundamental task of fostering virtue and developing talent. Since the basic principles of both

fields are roughly the same, it is essential to leverage their functions, integrate the connotations of political and ideological teaching into online mental health education, and use various teaching methods, guidance, and support tools to establish a synergy between mental health education and political and ideological teaching. This will help students form a healthy worldview, outlook on life, and values while resolving their negative attitudes and extreme behavior and ultimately improve their psychological capabilities.

Lastly, educators should combine the advantages of general higher education and internet education, utilizing innovative internet technologies to explore college mental health education models and promote the dissemination of information, utilization of teaching resources, and expansion of knowledge networks. At the same time, the integration of online counseling and traditional mental health education should be effectively achieved. This will fully leverage the advantages of face-to-face interaction in traditional mental health teaching and create a conducive atmosphere for psychological guidance. Through conversation and heart-to-heart exchanges, educators can encourage students to let go of their defenses and express their true feelings, which in turn helps educators provide assistance and guidance through effective means.

5. Conclusion

In summary, college students are in a critical period for the formation of their values and beliefs. Complex external environments and temptations can easily lead to deviations in their psychological and cognitive development. Colleges and universities must establish a comprehensive and scientifically sound mental health education mechanism and education model, taking into account the specific context of the new media era and the objective laws of college students' physical and mental development. This will help students adapt to the mental health education process in the new era, assist them in forming a correct worldview, outlook on life, and values, which are of great positive significance for their comprehensive and healthy growth in the future.

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