Original Research Article

A Study on High School Mental Health Education Based on Positive Psychology

Chen Xichao

Boshi College Entrance Examination Education and Training School, Weihai Economic and Technological Development Zone, Weihai City, Shandong Province, 264209

Abstract: With the rapid development of society and the deepening of educational reform, the mental health of high school students has received increasing attention. Positive psychology, as an emerging branch of psychology, emphasizes the importance of positive qualities and psychological resilience, providing a new perspective and approach for high school mental health education. This paper aims to explore high school mental health education based on positive psychology, analyze its importance, current status, and existing problems, and propose corresponding implementation strategies to provide a reference for improving the quality of high school mental health education.

Keywords: Positive psychology; high school; mental health education

1. Introduction

High school is a crucial period for students' physical and mental development, during which they face challenges in various aspects, including academic pressure, interpersonal relationships, self-awareness, and parental influence. Good mental health is essential for the growth and development of high school students. However, current high school mental health education suffers from several problems, such as an overemphasis on results and overly direct and inflexible teaching methods, failing to meet students' current psychological needs. Positive psychology offers a new approach to addressing these issues. It advocates focusing on students' positive emotions, positive personality traits, and positive social organization systems, helping to cultivate a positive mindset and coping abilities in the face of setbacks, thus promoting their mental health and overall development.

2. The Connotation of Positive Psychology and Its Importance to High School Mental Health Education

2.1 The Connotation of Positive Psychology

Initiated by Seligman at the end of the 20th century, positive psychology advocates focusing on positive qualities and well-being. Its core research includes positive emotions, personality traits, and social organizational systems. It emphasizes that psychology should not only treat mental illnesses but also improve quality of life and promote holistic individual development. Positive emotions such as happiness and love enhance psychological resilience; positive personality traits such as optimism and courage help cope with challenges; and a healthy family, school, and other social systems provide support and promote positive growth.

2.2 The Importance of Positive Psychology to High School Mental Health Education

2.2.1 Helps Cultivate a Positive Mindset in Students

High school students face significant academic pressure and various challenges, making them prone to negative emotions such as anxiety and depression. Positive psychology emphasizes focusing on students' positive emotional experiences. By guiding students to discover the beauty in life and cultivate gratitude, it can help students adjust their mindset, view problems and difficulties from a positive perspective, and enhance their ability to cope with setbacks. For example, a "gratitude journal" activity can be carried out, in which students record one thing they are grateful for every day. Long-term adherence to this activity can cultivate students' sense of gratitude and positive emotions, making them cherish the little moments of happiness in life.

2.2.2 Promoting the Perfection of Students' Personality

Positive personality traits are an important factor in individual mental health and success. Positive psychology focuses on exploring and cultivating students' positive personality traits, such as resilience, optimism, and creativity. Integrating the concept of positive psychology into high school mental health education can guide students to recognize their strengths and advantages, give full play to their potential, and continuously affirm themselves and improve their personality through various forms such as classroom teaching, themed class meetings, and group counseling [1]. For example, organizing a "strengths bombardment" group activity allows students to discover and praise each other's strengths in the group, enhance students' self-confidence and self-identity, and promote the development of their positive personality.

2.2.3 Creating a Positive Campus Psychological Atmosphere

Schools are an important environment for students' growth, and a positive campus psychological atmosphere has an important impact on students' mental health. Positive psychology advocates building a positive social organization system. Schools can create a learning and living environment full of care, support, and encouragement for students by creating a positive and powerful campus culture, strengthening communication and interaction between teachers and students, and carrying out a variety of mental health activities. For example, a mental health culture festival can be held, which can popularize mental health knowledge, spread positive psychological concepts, and create a positive and healthy campus psychological atmosphere through activities such as psychological lectures, psychodrama performances, and psychological development training.

2.2.4 Enhancing the Effectiveness of High School Mental Health Education

Traditional high school mental health education often focuses on resolving psychological problems and preventing mental illnesses, with relatively singular content and a passive, reactive approach. The introduction of positive psychology has injected new vitality into high school mental health education. It not only focuses on students' psychological problems but also emphasizes cultivating students' positive psychological qualities and coping abilities, shifting mental health education from a "problem-oriented" to a "development-oriented" approach. This shift helps increase students' interest and participation in mental health education, enhances the pertinence and effectiveness of education, and better meets the needs of students' all-round development.

3. Current Status and Problems of High School Mental Health Education

3.1 Current Status of High School Mental Health Education

In recent years, with the increasing attention paid to the mental health of high school students, high schools have gradually attached importance to mental health education and achieved certain results. Many schools have opened mental health education courses, equipped themselves with professional mental health education teachers, and established psychological counseling rooms to provide psychological counseling services for students. At the same time, schools also popularize mental health knowledge and improve students' mental health awareness through holding mental health lectures and conducting themed class meetings. However, compared with the actual needs of students, current high school mental health education still has some shortcomings.

3.2 Existing Problems

3.2.1 Relatively Lagging Educational Concepts

Some schools and teachers still hold a traditional

"problem-solving" view of mental health education, focusing too much on students' psychological problems and mental illnesses while neglecting the cultivation of students' positive psychological qualities. This educational concept leads to mental health education content focusing on the diagnosis and treatment of psychological problems, lacking guidance and cultivation of students' positive emotions, positive personality traits, and positive social relationships, which is not conducive to students' all-round development.

3.2.2 Insufficient Educational Content

Currently, the content of high school mental health education courses is relatively simple, mainly focusing on the transmission of mental health knowledge and coping methods for psychological problems, lacking in-depth exploration of students' positive psychological experiences and positive personality traits. For example, in classroom teaching, some mental health concepts and theories are often simply introduced, lacking vivid and interesting case analysis and practical experience activities, making it difficult to stimulate students' learning interest and enthusiasm. In addition, the content of mental health education is not closely related to students' actual lives and cannot well meet the various psychological needs encountered by students in the process of growth.

3.2.3 Limited Educational Methods

The methods of high school mental health education are mainly based on classroom teaching and psychological counseling services, lacking diversified educational means. Classroom teaching often adopts the traditional lecture-style teaching method, with students in a passive state of receiving knowledge and low participation. Although psychological counseling services can provide individualized help to students in need, the scope of beneficiaries is relatively narrow and cannot meet the needs of most students [2]. In addition, when schools carry out mental health education activities, the forms are relatively outdated, lacking innovation and attractiveness, making it difficult to attract students' attention and participation. 3.2.4 Insufficient Home-School Cooperation The mental health of high school students is not only influenced by school education but also closely related to the family environment. However, currently, home-school cooperation in high school mental health education is insufficient, and there is a lack of effective communication and collaboration mechanisms between schools and parents. Some parents lack sufficient awareness of the importance of mental health education, lack scientific methods and skills for mental health education, and are unable to promptly identify and address their children's psychological problems. When communicating with parents, schools often only provide simple feedback on students' academic performance and behavior, lacking in-depth communication and guidance on the children's psychological state, making it difficult to form a joint effort between home and school in education.

4. Implementation Strategies for High School Mental Health Education Based on Positive Psychology

4.1 Updating Educational Concepts and Establishing a Positive View of Mental Health Education

Schools and teachers should actively learn and understand the concepts and methods of positive psychology, transform traditional mental health education concepts, and establish a positive view of mental health education. It is important to recognize that mental health education is not merely about solving students' psychological problems, but more importantly, about cultivating students' positive psychological qualities and coping abilities, and promoting their all-round development. In daily teaching and learning, the concepts of positive psychology should be integrated into all aspects, focusing on students' positive emotional experiences, positive personality traits, and positive social relationships, creating a positive and uplifting educational atmosphere. For example, schools can organize teachers to participate in positive psychology training and invite experts and scholars to give lectures to improve teachers' understanding and application of positive psychology.

4.2 Enrich educational content and focus on cultivating positive psychological qualities

4.2.1 Explore positive psychological experience education content

In the course of mental health education, increase the content related to positive psychological experience, guide students to pay attention to the good things in life, and cultivate positive emotions. For example, carry out the "Happy Sharing" activity, let students

share the happy things they have recently experienced in class, feel the transmission and amplification of happy emotions; organize the "Happiness List" making activity, let students list the happy moments in their lives, and enhance their ability to perceive happiness. In addition, students can also feel the charm of positive psychological experience from different perspectives by reading books and articles related to positive psychology, watching inspirational movies, etc.

4.2.2 Strengthen the content of cultivating positive personality traits

Combined with the age characteristics and developmental needs of high school students, the cultivation of positive personality traits is incorporated into the mental health education curriculum system. For example, in response to the problem of weak willpower among high school students, carry out the theme course of "cultivating perseverance", guide students to recognize the importance of perseverance by telling the stories of famous people who are persevering and organizing outdoor development training, and exercise their willpower in practice [3]. To address the lack of creativity among students, an "Innovative Thinking Training" course is designed. Through brainstorming, creative drawing, and other activities, this course aims to stimulate students' creativity and imagination, and cultivate their innovative spirit.

4.2.3 Integrating the Construction of Positive Social Organization Systems

Positive social organization systems have a significant impact on students' mental health. Mental health education should focus on guiding students to build positive family relationships, peer relationships, and teacher-student relationships. For example, conducting lectures on "Parent-Child Communication Skills" can help parents and students recognize existing communication problems and master effective communication methods to improve parent-child relationships; organizing "Teamwork" themed class meetings can cultivate students' cooperative awareness and team spirit through group activities, enhancing friendships among classmates; and strengthening communication and interaction between teachers and students can establish good teacher-student relationships, allowing students to feel the care and support of teachers.

4.3 Innovate Teaching Methods and Improve Educational Effectiveness

4.3.1 Conduct Diverse Classroom Teaching Activities

Change the traditional lecture-based teaching method and adopt diverse teaching methods such as case analysis, group discussions, role-playing, and psychological games to stimulate students' learning interest and participation. For example, when explaining the knowledge point of "emotion management," relevant video cases on emotion management can be shown to guide students to analyze the emotional expressions and coping methods of the characters in the cases. Then, students can be organized into groups to share their coping methods when encountering emotional problems in life. Finally, students can role-play to simulate different emotional scenarios and personally experience the skills and methods of emotion management.

4.3.2 Enrich the Forms of Mental Health Education Activities

In addition to classroom teaching, schools should also carry out a variety of mental health education activities to provide students with more opportunities for practical experience. For example, hold a mental health-themed class meeting competition, encouraging each class to design diverse and rich themed class meetings based on students' actual situations, such as "Facing Setbacks with Optimism" and "Grateful for You," so that students can be educated and inspired in the activities. Organizing mental health club activities can attract students interested in psychology to join. Clubs can organize activities such as psychological salons, psychological film appreciation, and psychological development training to provide students with a platform for communication and growth.

4.3.3 Utilizing Modern Information Technology

With the rapid development of information technology, the internet has become an important part of students' learning and life. Schools can make full use of modern information technology to carry out online mental health education. For example, they can establish a school mental health education popularization video account or WeChat public account to publish mental health knowledge, psychological adjustment methods, psychological tests and other content, so that students can learn and self-assess anytime and anywhere [4]. By carrying out online psychological counseling services, students can communicate one-on-one with mental

health education teachers through the network platform, protect students' privacy, and improve the accessibility of psychological counseling services.

4.4 Strengthening Home-School Cooperation to Form a Joint Educational Force

4.4.1 Establishing a Home-School Communication Mechanism

Schools should establish and improve communication mechanisms with parents to strengthen close contact. This can be achieved through various means such as parent-teacher meetings, parent schools, home visits, phone calls, and WeChat groups, to promptly provide parents with feedback on students' learning progress, psychological state, and behavioral performance, and to understand students' behavior and needs at home. At the same time, schools should carefully listen to parents' reasonable opinions and suggestions, and jointly explore methods and strategies for educating children. For example, regular parent-teacher meetings can include not only reporting on students' academic performance but also arranging special lectures on mental health education to impart scientific knowledge and methods of mental health education to parents.

4.4.2 Conduct Parent Training Activities

To address the issue of some parents lacking sufficient understanding of mental health education and scientific educational methods, schools can conduct parent training activities. Training content can include the psychological development characteristics of high school students, potential psychological problems students may face and case analysis, parent-child communication skills, the impact of family education on children's physical and mental health, and how to cultivate positive psychological qualities in children. Through training, parents' understanding and emphasis on mental health education can be improved, helping them master correct educational methods and create a positive family psychological environment. For example, a parent training course titled "Being Wise Parents, Raising Healthy Children" can be held, inviting experts to provide systematic training for parents and organizing experience sharing and exchange sessions.

4.4.3 Organize Home-School Cooperation Activities

Schools can organize home-school cooperation activities to enhance communication and understanding between parents and students, and between parents and teachers,

forming a collaborative educational force. For example, parent-child reading clubs, parent-child craft competitions, and family mental health themed activities can be held, allowing parents and students to participate together, strengthening parent-child relationships, and enabling parents to better understand their children's psychological needs and developmental status. In addition, parents can be invited to participate in the design of school mental health education courses and the planning of activities, giving full play to their advantages and resources to jointly promote students' mental health development.

Conclusion

High school mental health education based on positive psychology helps cultivate students' positive mindset, sound personality, and a positive psychological environment. However, current issues remain in terms of concepts, content, methods, and home-school cooperation. A comprehensive mental health education system should be built by updating concepts, enriching content, innovating methods, and deepening cooperation to promote students' all-round development. In the future, further exploration and improvement of educational models are needed to enhance the quality of education and allow more high school students to benefit from positive psychology.

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