

An Investigation on the Personal Growth of Psychological Counselors in Colleges and Universities

Wenbin Liu, Yijuan Zhong

Shaanxi University of Chinese Medicine, 712046, China

Abstract: University belongs to the important period of the formation of outlook on life and values, which has a great influence on human development, and also has a decisive influence on learning choice and career planning. Having a good mental state can lay a good foundation for daily life and learning, so we must improve the teaching of mental health. In the teaching of mental health education for college students, reasonable introduction of psychological consultation technology can achieve interpersonal interaction through communication and successfully complete the task of mental health education, so it is necessary to improve the quality of classroom teaching.

Keywords: Psychological consultation technology, College students, Psychological health education and teaching.

1. Introduction

In the process of rapid social and economic development, the penetration rate of higher education has been correspondingly increased, and the competition for talents has become increasingly fierce. For college students, the pressure of study and employment is relatively high. They need to face the problems of study and life in school and employment after graduation. With the continuous improvement of cognitive ability, the outlook on life and values of college students have also changed accordingly. Therefore, we must pay attention to the mental health education in college, so as to promote the growth of college students and form a sound personality. According to the opinions of ideological and political education of college students, the implementation of ideological and political education and mental health education will help to improve mental health education institutions, reasonably allocate psychological educators, and guide students to develop healthily. With the proposal of the opinion, it indicates that China's attention to mental health education has been increasing, and colleges and universities are required to set up mental health courses. However, many problems have been exposed in actual education and teaching. In essence, college students' mental health education is not limited to the explanation of theoretical knowledge, but also should guide students to understand the impact of psychological knowledge on their own development. Teach mental health knowledge in classroom teaching and combine psychological counseling technology after class to ensure that students can correctly understand the significance and role of mental health education and form good interpersonal relationships. In addition, the demand for talents in modern society is also reflected in strong psychological quality. Focusing on innovation and improvement of current mental health education can strengthen students' psychological quality and improve their mental health level. To ensure that they can have a sound personality, effectively deal with problems in learning and life, and comprehensively strengthen the social adaptability of college students.

2. Current Situation of College Students' Mental Health Education

From a subjective point of view, universities belong to the last chapter of the education system, which is quite different from primary and secondary education and adult education. College students have distinctive characteristics. First of all, it is manifested in independence. College students leave their families and enter the collective life environment. When independent individuals enter the collective life, they will more or less have problems of maladjustment, mainly due to psychological contradictions and living habits, which leads to the transition of college students' psychology from adolescence to maturity. It can be seen from the age structure that most of the contemporary college students are "post-90s" and "post-00s". This group has a special social attribute, that is, "only child". Due to the influence of family environment, such groups not only have personality and fragile characteristics, but also show problems such as passivity, dependence, loneliness and lack of sense of responsibility. Such problems will affect the group's academic performance and interpersonal communication, and will also cause needs for students' psychological development. The frequent injuries, self-harm and suicide and other serious life-threatening behaviors in colleges and universities are mostly caused by students' unhealthy psychology. Therefore, college students' mental health education has become an important part of the college education system. From an objective point of view, colleges and universities do not pay much attention to mental health education. Most schools lack professional psychological education teachers, so psychological education in colleges and universities has a great impact on college students. Due to the influence of management factors, there are many problems in college students' mental health education and teaching, which need to be widely concerned by the educational community.

2.1. Inadequate teaching awareness

In China's higher education system, it includes not only the study of basic disciplines and professional courses, but also a large number of ideological and political education. However, colleges and universities have not recognized the importance

of mental health. Although psychological education courses were carried out at the beginning and high school stages, school leaders did not pay attention to the value of psychological education, which led to relatively backward teaching forms and methods, and did not form a systematic teaching concept, and could not meet the needs of psychological health teaching, and could not solve the psychological problems of students. In the modern education system, college students have more mental health problems, but mental health education is not perfect. According to the specific investigation, the teaching mode and method adopted by colleges and universities are relatively simple, and most of them adopt the indoctrination teaching mode. Students can only passively accept knowledge points, so they can not solve practical problems through psychological education knowledge. Because the essence of mental health education is to reduce the rate of unsafe events among students and maintain their mental health. However, the current mental health education for college students focuses too much on ideological education and moral education, and does not pay attention to the importance of mental health education. Only after the occurrence of a malignant event does it pay attention to mental health education. It is precisely because of this problem that college students do not pay much attention to their psychological state, which easily leads to psychological depression and distortion, and thus leads to criminal cases. For example, a college student in Tianjin cruelly killed his own father and grandmother because he failed many exams; A student in Xi'an killed his teacher because his mobile phone was confiscated by his teacher. There are many cases of this kind, which shows that schools are absent in mental health education and counseling.

2.2. The scope of psychological education is narrow

The value of education cannot be brought into full play. At the stage of university teaching, most colleges and universities incorporate Marxism-Leninism and Mao Zedong Thought into the key assessment courses. Students must systematically study ideological and political knowledge and assess the knowledge through examination. However, mental health education has the phenomenon of "valuing obstacle consultation and neglecting development consultation". College students think that most of the students who receive mental health education are students with personality disorders and mental disorders. They do not correctly recognize the scope and object of mental health education, which has a great impact on the role of mental health education in China's colleges and universities. Therefore, colleges and universities must, according to the actual teaching situation, deeply analyze the psychological needs of students, optimize the design of teaching content, so as to strengthen the teaching of mental health education. By changing the teaching content and methods, it can help improve students' learning enthusiasm, actively participate in mental health education, and avoid students' psychological problems.

Psychological educators in colleges and universities need to constantly improve their psychological counseling technology level, integrate with college students' mental health education and teaching, constantly close the distance with students, pay close attention to students' personality characteristics and background, so as to care for students' mental health and make them form correct world outlook,

outlook on life and values [3]. At the same time, in the process of integrating psychological counseling technology with college students' mental health education and teaching, we should base on the students' future development path, conduct mental health education for college students, especially pay attention to the cultivation of correct values of college students. It is also necessary to cultivate their correct view of career selection and make them realize that work is not only for making a living, but also for all kinds of work. After entering the society, they need to undertake corresponding social responsibilities and truly fulfill their social obligations. Educators in schools need to train students to form a correct outlook on life and make them confident, improve their own requirements, create high-quality talents, and help them to occupy a place in the fierce social competition while transmitting their relevant theoretical knowledge. The growth of a person is not achieved overnight. It needs to go through a long process, and is subtly influenced and edified in various educational processes. And the teaching of college students' mental health education is also based on this basic idea, which allows students to absorb content in the course of long-term curriculum development, improve themselves and achieve growth in everything every day, and is committed to building high-quality talents, laying a good foundation for the harmonious development of society and the improvement of economic level.

2.3. Single mode of mental health education

At this stage, most colleges and universities rely on traditional classroom teaching methods to carry out mental health education. The interaction of the whole teaching process is not strong, which leads to the lack of interest of students in the content of mental health education. In addition, when most colleges and universities carry out mental health education courses, the set teaching content and theoretical basis are not enough to directly copy the foreign teaching model, which leads to the unsatisfactory teaching effect of mental health education. Therefore, it is necessary to study new teaching models and methods, so as to enhance the enthusiasm of students and establish a psychological health consultation model with the participation of teachers and students.

College students' mental health education and teaching is not only the responsibility of colleges and universities, but also the responsibility of the whole society. It can realistically reflect the social development and actual situation [2]. Colleges and universities are the main base for the society to cultivate high-quality professional talents. Teachers, families and all walks of life generally believe that the main task of colleges and universities is to impart knowledge, and the main task of students is to learn, which means that colleges and universities and even society pay low attention to improving the level of mental health education in colleges and universities. At the same time, college students' psychological education needs to invest a certain amount of human and material resources. However, in reality, the educational resources and teachers of colleges and universities are very limited, resulting in the school's efforts to improve the level of psychological counseling technology are more than enough, and finally, the promotion of college students' psychological health education is seriously affected, resulting in the gap between the development of students' psychological quality, which is not conducive to the shaping of independent personality.

2.4. Weak mental health education team

At present, the mental health education personnel in colleges and universities lack professional education teams, and the professionalism of counselors and ideological and political education personnel is insufficient, which leads to the whole training process being irregular, unable to accurately grasp the psychological status and development rules of college students, and also not correctly analyze the family background and personality characteristics of students, lacking pertinence. It is due to the insufficient ability of the mental health education team that psychological education is heavily inclined to moral education and ideological and political education. However, by analyzing the content of education, we can see that moral education focuses on the outlook on life, so that students can be influenced by noble morality and develop good political thoughts. Mental health education focuses on the issue of individual development, enabling students to better adapt to the environment and comprehensively deal with the adaptability of people in the process of growth, so as to promote all-round development.

3. Application of Psychological Counseling Theory and Technology

3.1. Teachers and students

A. Teachers. The Guiding Outline of Mental Health Education for Students in Colleges and Universities points out that a “four in one” pattern of mental health education should be basically formed, including education and teaching, practical activities, advisory services, and preventive intervention. The course of mental health and mental health education is actually one of the aspects of mental health education for college students. The ultimate goal is to generally improve the mental health quality of college students. As a teacher of college mental health education course, he should have the insight of psychological counselors, be able to prevent, identify and intervene students’ psychological and behavioral problems, truly understand students’ common psychological problems and problems, and ensure that students can gain in the classroom.

B. Differences and connections between teachers and psychological counselors. In the traditional sense, the relationship between teachers and students is more between education and being taught or between guidance and being guided. Teachers will impart knowledge that students do not have in the course of teaching, which has certain authority. The relationship between the counselor and the client is equal, trusting and cooperative. The counselor will help the client explore himself in the process of psychological counseling, and ultimately the client will make decisions and take actions. There are certain differences in the roles of teachers and psychological counselors. The reason why teacher authority has become a widely accepted educational concept is that teachers have rich experience, and their ability to think, judge and criticize are above students. In fact, this is an internally generated authority, a democratic and functional authority that individuals naturally enjoy, which can be called equal authority [1]. In the class of college students’ mental health education, teachers integrate individual subjective experience, enthusiasm, beliefs, values, etc. into specific educational practice [2], which is the same as that counselors have a subtle impact on visitors through listening, clarifying, and accepting in the process of consultation. The role of counselor is not

only inconsistent with that of teachers, but also can be skillfully applied to teaching, so that teachers pay more attention to effective interaction with students and further improve the teaching effect.

C. Students. Although teachers play a leading role in teaching, the teacher-student interaction mode has re-established the main position of students and also reflected the requirements of quality education (3). In the study of mental health courses, college students have two roles, one of which is the identity of knowledge learners. In the process of listening to the teacher’s lectures, students have made progress in knowledge and thought, and gained the cognition of how to solve a certain mental health problem from the level of consciousness. In the process of teaching, the most fundamental thing is to realize the transformation from teaching-centered to learning-centered, from teachers’ imparting knowledge to students to let students discover and create knowledge themselves, and from teaching mode to learning mode (4). The second role of college students is more worthy of attention, that is, the psychological puzzler. As college students, there are many puzzles in self-identity, interpersonal communication, intimate relationship, learning psychology, career planning and other aspects, and learning mental health education curriculum is an effective way to solve the puzzle. When students learn with a problem-solving attitude, the teaching mode will naturally change from teaching mode to learning mode. Injecting the identity of psychological puzzlers into the classroom can make students have multiple identities and play a positive role in promoting students’ interest in learning[2].

3.2. Theory and practice

A. Theory and practice of psychological counseling. Psychological counseling is one of the research directions of applied psychology. Its theory is based on various psychological schools and is further deepened with the main purpose of concrete practice. It emphasizes the close combination of theory and practice. The teacher, as a psychological consultant, carried out a lot of psychological counseling practice outside the mental health education classroom and mastered the psychological characteristics of a large number of college students. In the process of psychological assistance for college students’ psychological adaptation, teachers can further take specific solutions through the degree of the degree of the college students’ confusion. Teachers can provide students with more detailed psychological learning materials and effective ways to solve puzzles by integrating their theoretical knowledge and accumulated practical experience learned in psychological counseling practice into the mental health curriculum.

B. Theory and practice of mental health education curriculum. The evaluation of the quality of mental health education curriculum is based on whether college students have really solved their practical problems after learning, which is also the fundamental reason why mental health education curriculum needs to combine various teaching methods. The college mental health education curriculum is based on the theories of many professional courses such as general psychology, personality psychology, social psychology, developmental psychology, abnormal psychology, psychological counseling, and so on. It takes college students as the research object, and further explores the curriculum aimed at improving college students’ mental health quality. From this point of view, psychological

counseling is one of the theoretical foundations and also one of the necessary foundations of mental health courses. In addition to the teaching of various theoretical knowledge, the psychological activity experience and the training of psychological adjustment skills in the mental health education curriculum are equally important. Group training, situational performance, role playing and other methods often used in classroom teaching are all carried out by the method of psychological counseling. These commonly used techniques of psychological counseling enable students to present problems encountered in daily life directly in the classroom. At the same time, they subtly affect students through the interaction between students and teachers, the experience of participants and observers, analysis, discussion, thinking and judgment, etc, And continue to extend beyond the classroom to continuously improve the level of college students' mental health.

The theory and practice of the mental health education curriculum in colleges and universities are presented in different order in the minds of teachers and students. Teachers first conduct theoretical study, then conduct classroom practice, and then combine theory and practice to teach in various ways; Students first create problems that need to be solved in practice, then understand specific theoretical knowledge in classroom learning, and then learn through "knowledge, emotion, and intention", and finally combine theory with practice to grasp the practical methods to solve psychological problems, so as to complete classroom learning.

4. Specific Methods of Psychological Consultation

4.1. Cognitive level

The cognitive goal of the mental health education course is to enable students to understand the theoretical knowledge and basic concepts of psychology, clarify the standards and significance of mental health, understand the characteristics of psychological development and abnormal performance of college students, and have the ability of self-adjustment. The knowledge transfer at the cognitive level can be achieved through the traditional classroom teaching mode, and so can the online teaching mode, both of which are teacher-oriented. In addition to the necessary theoretical explanation, the case analysis of psychological counseling also plays a key role in the cognitive level. The most important characteristics of the case analysis method are outstanding problems and profound inspiration [3]. There are many cases that can be applied, such as current social phenomena, events of some characters, and some dynamic news, which can be used as case materials. It is suggested that teachers should first think deeply according to the common characteristics of college students found in their psychological counseling practice, and then introduce the case into the classroom, which can not only arouse students' resonance, enhance students' interest in learning, but also realistically solve students' confusion, The ideal teaching effect has been achieved.

4.2. Emotional level

The emotional content is mainly reflected in the psychological experience of college students. Psychological experience is an emotional aftertaste and reflection of experience, which is process, personal and non-transferable [6]. Students can understand their own psychological characteristics and personality characteristics through

psychological experience, and can objectively evaluate their physical conditions, psychological conditions, behavioral abilities, etc., so as to correctly understand themselves, accept themselves, actively adjust themselves or seek help when encountering psychological problems, and explore their own life conditions. To achieve this goal, the experiential teaching model [4-5] has been widely used. In the experiential teaching mode, there are many psychological counseling techniques that can be used, all of which show the characteristics of various psychological counseling theories in different forms. Among them, the psychological consultation technology based on the theory of psychodynamics includes image dialogue, painting therapy, psychological projection and other forms; The psychological counseling technology based on the theory of cognitive behavior school includes role playing, relaxation training, psychological testing and other forms; Psychological counseling technology based on a variety of theories includes psychodrama and group activities. No matter what kind of psychological counseling technology is, in the interactive experience between students and teachers and between students and students, the concept of humanistic school should run through the whole process, and teachers should treat students who are participating in the experience with the attitude of sincerity, empathy and unconditional attention in people-centered therapy. At the same time, guide students to understand the responsibility and will, loneliness and freedom, and the meaning of life advocated in existential therapy through experience.

4.3. Behavior level

Behavioral performance in mental health education refers to the improvement of students' skills at various levels, such as environmental adaptation skills, stress management skills, communication skills, problem-solving skills, self-management skills, interpersonal skills, and career planning skills. The teaching mode at the behavioral level can combine the teacher's teaching with the students' interactive experience. On the one hand, the teacher has more experience in various skills and can directly teach them to the students; On the other hand, students need to try more in practical experience and really learn how to apply it in order to be calm and calm in daily life. The various experience technologies used in the mental health education curriculum are consistent with the content of the emotional level, but the behavioral level is more focused on whether students can implement the knowledge learned from the emotional experience into practical actions. For example, through role-playing, we can experience the differences between people, understand the distorted cognition without theory, and learn how to change thinking and improve action in interpersonal communication; Through psychological testing, we can further enhance our understanding of ourselves, find solutions to problems that meet our own characteristics, and improve our self-management level[5-6].

5. Application of Psychological Counseling Technology in College Students' Mental Health Education and Teaching

5.1. Pay attention and evaluation

In the mental health education of college students, the application of psychological counseling technology needs to

close the distance between the counselor and the students and strengthen the connection. According to the analysis of the students' personality characteristics, learning ability, family background, and growth environment, understand the basic situation of each student, treat each student with a common mind, accommodate the students' shortcomings, and influence the students' world outlook imperceptibly. The formation of outlook on life and values ensures that students' personality belongs to non-extreme personality [7-8]. Evaluation is the second evaluation of students. Many students lack confidence in their study and life. Therefore, the mental health educators in colleges and universities must formulate scientific plans that match the needs of students according to their various characteristics, so as to help students effectively solve these difficulties, give students high attention and evaluation, and enable students to feel care and care in the process of psychological counseling. Realize the good growth and development of college students and shape a sound personality.

5.2. Listen patiently

College educators should be patient listeners when applying psychological counseling technology to college students. Listening is a process in which the counselor mainly uses the language or non-language of the counseling object to understand the psychological process through the heart. Silent listening is the basic premise for the communication and understanding between colleges and students [9-10]. Before students conduct psychological counseling, the psychological counselor may have little understanding of students. At this time, we must grasp students' psychological demands and basic problems through listening, carefully listen to students' psychology, and use appropriate scientific methods to ask questions in the listening process. This effective listening can be perceived by students. Therefore, college mental health educators need to create an equal relationship with students through sincere listening, so that students can shed their camouflage and express their true ideas in the process of conversation. At the same time, students should not laugh at the dark part of their psychology, sincerely answer their doubts, reduce their psychological burden, cultivate their positive psychological state, and form a good world outlook, outlook on life and values [11-12].

5.3. Realize the mutual advance and retreat of psychological counseling activities and mental health education

When carrying out psychological counseling activities, it is also necessary to emphasize the implementation of interactive work and the discussion on the issue of jointly establishing mental health education, so that students can understand the scientific content of mental health education through personal experience, experience the work effect, and further improve the psychological quality of college students, thus playing a role in maintaining the mental health of college students. Psychological counseling is to let college students communicate with college mental health educators face to face, which is the fundamental work to strengthen mental health education and can deepen the impression of college students' mental health education in the shortest time. Therefore, the application of psychological counseling technology in the teaching of college students' mental health education can make college students' psychological counseling work and mental health education go hand in hand

and develop together, make it go deep into the daily mental health education work, realize the effective integration and application of psychological counseling technology in the teaching process, and continuously improve its application level [13].

5.4. Make good use of nonverbal behaviors

The content of listening is mostly divided into selective listening and non-selective listening. Among them, non-selective listening plays an important role in college students' psychological counseling, and its main purpose is to help students realize their psychological appeals, so that college mental health educators can understand the main purpose of students' consultation and find out the main problems of students during the conversation, give effective answers, and help them sort out their depression. Nonverbal behavior is an important means of communication. It is very common to use body language to describe the way and behavior in the process of psychological counseling and education [14-15]. In addition, it is also necessary to see the fear, disappointment and helplessness hidden in the hearts of college students through eye contact. Non-verbal behaviors can also help students feel the warmth, confidence and understanding conveyed from the eyes of mental health educators, and thus make the distance between college students and psychological counselors closer.

To sum up, some colleges and universities have begun to attach importance to psychological counseling under the influence of the new education concept at this stage, and have begun to apply and continuously improve the level of psychological counseling technology in college students' mental health education. For college students' mental health education, psychological counseling activities can be carried out in batches to provide opportunities and platforms for each student to release their minds, obtain the dynamic situation of college students' psychological development, realize the effective application of psychological counseling technology in college students' mental health education and teaching, and continuously improve the overall level of counseling technology.

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