

# Construction of mental health education system based on the ecological theory of Brenner

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**Abstract:** Since the 1980s, China's mental health education booming, has achieved fruitful results, but the development of mental health education is not balanced, the timeliness of mental health education poor system is not sound, lack of integration and comprehensive, ignored the ecosystem of college students in the interaction of many factors. Based on the development ecology theory, it is particularly important to establish an objective, comprehensive and systematic mental health education system.

**Keywords:** Ecosystem theory micro-system; Intermediate system; Outer system; Macro-system mental health education system for college students.

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## 1. Introduction

In ecosystem theory developmental psychology, the individual development model proposed by Bronfenbrenner emphasizes the development of individuals nested in a series of environmental systems, in which the systems interact with the individual and influence the individual development.

Although the modern learning theorist Bandura believes that the environment affects both the development and the developing individuals, he still does not make a clear description of the environment of individual development. Brownfen Brenner's ecosystem theory analyzes the impact of the environment in detail. Because he acknowledges that biological factors and environmental factors interact to influence human development, it may be more accurate to describe this theory as a theory of biological ecology.

Brownfen Brenner believes that the natural environment is the main source of influence on human development, which is often ignored by scholars of research and development in artificially designed laboratories. The environment (or natural ecology), he says, is "a set of nested structures, each nested in the next one, just like a Russian nesting doll". In other words, the developing individual is in the middle or nested of several environmental systems, from the direct environment (like the family) to the indirect environment (like a broad culture). Each system interacts with other systems, as well as with individuals, affecting many important aspects of development.

The innermost layer of the environmental level is the micro-system (microsystem, which mainly refers to the environment that individuals are directly and closely related to in contact, experience and experience. Such as family, school, peer groups, etc. Every factor in the micro-system has a positive or negative effect on the individual's development. For example, the family micro-system is mainly composed of children, their parents, and other family members. In different families, due to the different parenting behaviors and ways of parents, the corresponding individual development opportunities and conditions are also different. A good family environment and a close parent-child relationship are bound to create good conditions for the individual's ideology and moral character and the healthy development of the body and mind. In addition to the family system, school, society, peer

groups and other factors are also the microsystems that have an important impact on individual development.

The second environmental level is the intermediate system (mesosystem), which refers to the connection and mutual influence between various microsystems in which adolescents are directly involved, such as the mutual connection and effect of the parent-child relationship and the teacher-student relationship. He believes that development may be optimized if there are strong supportive relationships between microsystems; instead, non-positive connections between microsystems can have negative consequences. For teenagers, the quality of the parent-child relationship is crucial for their handling of the peer relationship. When parents and children start to establish a close and harmonious relationship from an early age, children will have psychologically optimistic and positive dating orientation; On the contrary, for those teenagers with single parent, violence and other family environment, they will have no confidence, autism and even the same violent tendency. Intermediate systems refer to the connection or mutual relationship between the various microsystems. Bronfenbrenner believes that development may be optimized if there are strong positive associations between microsystems. Conversely, non-positive associations between microsystems can have negative consequences.

The third environmental level is the outer system (exosystem). The outer system refers to the environments in which adolescents, though failing to participate, have an impact on their growth and the connections and interactions of these environments. For teenagers, the parents' work units, nature, and the school classes of siblings or cousins, which all affect the environment where individuals live and interact, thus indirectly affecting the development of individuals. In the outer system, the most common influence is the comparison between peers. The idea of parents' advantages and disadvantages will spread to their children, which not only increases the pressure on teenagers, but also leads to estrangement and friction between brothers and sisters. Although adolescents are not directly involved in the outer system environment, the association between people and the environment in this system can still have a non-negligible impact on adolescents.

The fourth environmental system is the macro-scale system (macrosystem). Macro systems refer to the cultural values, beliefs and historical events of the society where youth live, which may affect other ecosystems. The macro system covers the above three systems, including the whole social culture and subculture of the individual. Macro system is actually a broad ideology, which are different in different cultures, but they can to a large extent affect the acquisition of the experience of teenagers in home, school, community, etc. Therefore, although the macro system is a large social environment background, creating an invisible atmosphere, but the influence is indeed everywhere.

## **2. Current Situation and Problems of College Student Mental Health Education from the perspective of ecosystem theory**

### **2.1. Insufficient understanding of mental health education**

On the one hand, the understanding of college students' mental health education does not reach the designated position, mental health education work is usually a mere formality although with the increasing social competition, college students' psychological problems are increasingly prominent, colleges and universities and relevant education departments also began to pay attention to college students' mental health education problem, but still some universities can't really pay attention to college students' mental health education problem, not to mention the college students' mental health education work to the development of the school planning level. Many school administrators are not sure about the nature and connotation of mental health education, but the target group of mental health education is positioned on the students with psychological problems, and there are some deficiencies in mental health education. The mental health education work in many colleges and universities is also formally serious, and cannot carry out the substantive mental health education work solid and effective work

Affected by the traditional psychological, on the other hand, many college students of mental health education there exists some misunderstanding, think "sick" people need mental health education, some college students even about psychological problems, often equivalent to mental illness, mental health consciousness, even if consciousness also trying to hide, therefore, the actual counseling and counseling students proportion lower than should accept counseling and counseling students, eventually make the school mental health education resources use efficiency is not high.

### **2.2. Lack of communication and communication between family, school and society**

Family is the first school in life, parents are the first teacher; and the school, is the ladder of children's growth, is the main place to cultivate and shape people. School education and family education are the two key elements in the social education system, which complement each other and are indispensable. Suhomsky said: "The most perfect social education is the combination of school education and family education. "However, due to the lack of effective communication between the school and parents, it often leads

to the information asymmetry between the two sides, and even a bad situation of estrangement between home and school. Such problems are particularly prominent in secondary vocational schools

### **2.3. Mental health education curriculum is more disciplinary and lack of integration**

The current development of mental health education is unbalanced, Although many colleges and universities attach great importance to mental health education, Increase the investment in teachers and other aspects and psychological tests or psychological counseling activities, But the poor timeliness of mental health education, The reason is that there are misunderstandings and deficiencies in mental health education, If the analysis of students' problems is more, To the mental health of college students, For example, teachers, parents, social influence mechanism aspects of less exploration; Only pay attention to the corrective psychological counseling and counseling of individual psychological disorders; Psychological counseling and psychological counseling have a medical tendency; Mental health education class produces the subject tendency; Only considering the individual factors affecting the mental health of college students, Lack of integration, It ignores the interaction of many factors in the ecosystem on which college students live.

According to the ecosystem theory, the interaction between people and the environment and the interaction between different subsystems promote the development of human psychology. Human psychology itself is an organic system, and human psychological development is realized in a social and ecological environment. The development of college students' psychology is the inevitable result of the development of college student's ecosystem environment interaction, college students' psychological problems is not a single factor in isolation, is the result of a variety of factors interaction, therefore, mental health education is a system engineering, to carry out mental health education must be based on the development of ecological system theory.

## **3. Analysis of the elements of the ecosystem of the mental health education system**

The development of people's mental health is influenced by many factors in the environment in which they grow up. There are complex connections and interactions between these environmental factors, thus forming a complete survival system. This system consists of four subsystems: (1) school system; (2) family system; (3) social system and (4) individual system. The four subsystems are interrelated and interacting.

### **3.1. The school system is the leading system of college students' mental health development**

School is a place with purposeful, planned and systematic influence on individual personal leave education. School teaching stipulates the direction of individual physical and mental development, and plays a leading role in the individual development period. The school system includes natural environment system, mental environment system, curriculum system, teacher system, service system, etc.

### **3.2. Individual system is the core system that affects the mental health development of college students**

Internal cause is the foundation of development, external cause is the condition of development, and the factor of college students themselves is the internal fundamental of their development. The system includes its genetic quality, personality characteristics, subjective initiative, etc., but under the influence of the traditional education concept of the previous mental health education, the students' self-development has not received due attention, nor failed to penetrate all aspects of school education, nor become the core of mental health education. At present, the mental health education in most schools focuses on psychological knowledge, mental health education concept, psychological adjustment technology and other aspects, but does not pay enough attention to one of the fundamental tasks of students' development, so it is difficult to achieve real time.

### **3.3. The family system is the basic system of college students' mental health**

Family development in college students' mental health education plays a positive or inhibitory role in the formation of the psychological problems of the subsystems of the family ecosystem. The family system includes: parent subsystem, family environment system and child subsystem.

### **3.4. The social system is the auxiliary system of college students' mental health education**

The social environment that college students come into contact with and the social life practice that they engage in play an indispensable role in promoting the mental health development of college students. Social system includes community culture, information media, and social practice that are closely related to college life.

## **4. The construction of the mental health education system under the ecosystem theory**

Starting from the ecosystem theory, we can comprehensively, systematically and objectively analyze and study the ecosystem model that affects college students' mental health, and explore the implementation ways and methods to improve the timeliness of college students' mental health education.

### **4.1. Give full play to the leading role of the school system**

Each subsystem in the school system plays an important role in the development of college students' mental health. Give full play to the leading role of the school system in the practice of college students' mental health education, We should beautify the natural environment, optimize the spiritual environment, shape a good school image, and form a positive style of study; Set up a reasonable curriculum system, Make students learn strong, learn ability, learn strong, It is helpful to the improvement of college students' comprehensive quality and the enhancement of their self-confidence; Improve teachers' physical and mental quality, Learn high for the teacher, De Gao for the fan, The quality of teachers is a model for students, Therefore, improving the quality of teachers plays an important role in promoting the

mental health development of college students; Provide a high-quality service system, To provide good learning services and life services for college students, And the good quality of the service personnel, Will play a role in promoting the mental health of college students.

### **4.2. Fully mobilize the active action of individual systems**

A research survey shows that when Chinese college students have psychological distress, more than 85% of respondents ask for help to themselves, only 1% of psychological abnormal students choose to help to others, and the rest turn to themselves or their friends. According to this characteristic, educational activities are carried out centering on students' cognition, experience and adjustment, so that students can have a comprehensive understanding and experience of themselves in the activities. Advocate love themselves, accept themselves, find themselves, beyond themselves, to enhance the mental health self-health awareness of college students. In short, fully mobilize the active role of individual system, promote their own mental health development.

### **4.3. Attach importance to the basic role of the family system in mental health education**

Family is the first school for children, and parents are the first teachers of people. Various factors in the family, such as family structure, family atmosphere, parents' expectations, parents' educational level, personality characteristics, outlook on life, values and parenting style, etc., all directly affect children's personality characteristics and psychological quality. Family is the main growing environment for college students, and a good family environment is the key to the formation of a good psychological quality of college students. Family education should not put the responsibility of mental health education on schools because children go to school. Parents have the responsibility to understand and care about their children's psychological problems. The family system needs to change the old educational concepts and incorrect parenting methods; create a good family atmosphere; and communicate with children regularly to solve their mental health problems.

### **4.4. The social system protects the mental health education**

People are social, the perfection of the social system of mental health education, college students are exposed to the various factors of social system are directly or indirectly affect the development of college students' mental health, so we need to intensify efforts to promote the construction of a harmonious society, provide positive information for college students, form a positive community culture, build high quality information media, provide social practice experience, build a colorful social environment.

## **5. Mental health education is a systematic project, and all the systems should be coordinated with each other**

The ecosystem of mental health development is organically composed of school system, family system, individual system and social system. It is not a simple

addition of several systems. Individual systems should coordinate with each other and form a joint force, so as to effectively promote the development of mental health education. In the whole system, the school plays a leading role in the whole system, and while the functions of the subsystems of the school play a full role, the school system also plays a role in coordinating other systems to form a joint force. Such as school system and family system for the information of two-way communication: on the one hand, the school system through family system master informative students in the family growth information, understand the factors conducive to the family system, and targeted to student's individual system and family system, such as through parents' letter to guide and help parents set up the correct education concept, with good behavior, the right way to influence and education children. On the other hand, the family system absorbs the relevant information to promote the development of students from the school system, and gives full play to the advantages of family education.

In short, mental health education is a systematic project, and the development of mental health is not the result of a factor in a subsystem or subsystem alone, but the influence and interaction of each factor in each system. Such as family, school interaction, school, social interaction, school, family, society, individual interaction, etc. This requires that the way of mental health education should not be single, and we need to fully and effectively use various resources to build a multi-dimensional mental health education system.

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