

Research on the Construction of Mental Health Education Curriculum from the Perspective of Chinese Mind-nature Psychology

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Abstract

Chinese mind-nature psychology is a valuable cultural resource in China. Its core proposition and characteristics are humanism as the core ideological temperament, psychological life as the main research object and internal evidence as the important method and path. For the Chinese, it has more cultural applicability and psychological closeness. Based on Chinese mind-nature psychology, this paper examines the problems existing in the current mental health education curriculum in terms of theoretical basis, cultural elements and teaching methods. The curriculum of mental health education from the perspective of Chinese mind-nature psychology should adhere to the humanistic orientation, clarify the attribution of curriculum value, lay the foundation of curriculum culture with excellent local culture, enrich the way of curriculum implementation with the method of subject internal evidence, and optimize the evaluation of curriculum effect with the goal of psychological growth.

Keywords

Chinese mind-nature psychology; Mental health education courses; Humanism; Internal evidence; Psychological growth.

1. Introduction

The biggest foundation of Chinese current mental health education curriculum is western psychology, but its theory, method and content are basically "Westernized", so that there is a strong cultural gap and acclimatization in the actual implementation of the curriculum. Therefore, in order to build a mental health education curriculum that can truly understand and serve the Chinese, we must pay attention to the characteristics of the Chinese psychology. Under the general trend of advocating cultural self-confidence, it is very necessary to build a mental health education curriculum suitable for Chinese cultural background, psychological structure and characteristics based on local mind-nature psychology.

2. Propositions and Characteristics of Chinese Mind-nature Psychology

There are two main reasons why Chinese indigenous psychology is called mind-nature psychology: first, the naming of "mind-nature psychology" more accurately represents the height of the exploration and development of various periods and schools of thought in the spiritual field of Chinese indigenous knowledge system. The traditional Chinese theory of mind nature is a unique understanding and interpretation of the nature, characteristics and activities of human mind, which is a very unique and important contribution to Chinese cultural tradition. Second, "mind-nature psychology" not only covers various psychological phenomena represented by knowledge, emotion and meaning in known Western psychology, but also breaks through the research field to the category of spiritual subject - psychosexual itself. This is the unique contribution of Chinese to the spiritual field and psychological phenomena. So far, western psychology is less involved in this field. Therefore, the theoretical system of Chinese

mind-nature psychology is named "Chinese mind-nature psychology", which not only highlights the theoretical characteristics of Chinese culture, but also ensures the integrity of the system. [1]

2.1. Take Humanism as the Core Ideological Temperament

Based on the thoughts of Confucianism, Buddhism and Taoism in Chinese traditional philosophy, Chinese mind-nature psychology adheres to the basic position of the integration and unity of subject and object, subjective and objective, researcher and research object. Take people's holistic psychological life as the basic research object, and strive to integrate "reason" (rationality) and "heart" (emotion and meaning) in the essence of human psychology. Among them, the "emotion" and "meaning" and other humanistic parts of human psychology have been paid special attention, and have been trying to verify them to prove the true existence of their own psychology, so as to obtain the individual subjective spiritual experience at the meaning level. Therefore, Chinese mind-nature psychology has always paid attention to inheriting the humanistic orientation, and it exists in the form of common sense or philosophy. With the theme of "subjectivity" such as facing the meaning and survival value of life, it provides practical wisdom for real life, shows the Chinese psychological world with the attitude of full trust in their own cultural psychology, and has equal exchanges with their counterparts in the world [2]. The focus of Chinese mind-nature psychology is axiology, not epistemology; It is functional, not ontological; The focus is not on the analytical cognition of objective things, but on the experiential perception and practical action implemented in the life world [3-4]. These propositions highlight the strong humanistic ideological temperament of non logicalization, emotion and meaning, which is essentially different from the rationalism of western psychology. As Qian Mu said, "Chinese heart is very different from the West. Western psychology belongs to natural science, while Chinese psychology belongs to humanities".

2.2. Take Psychological Life as the Main Research Object

A certain social life style always takes a certain cultural model as its objective basis and condition, takes a certain psychological life style as its subjective content, and realizes the goal of psychological life through a certain practical way. Therefore, psychological life is the core content of human social life. Psychological life is the expression of the psychological level of human social life. People reflect the basic content and basic way of life through psychological awareness, psychological experience and psychological perception. Psychological life is the product of people's continuous exploration of a higher level of life. Professor Lujia Ge, a famous scholar, pointed out that "since there is human beings and human life, there is also human psychological life. Human psychological life is created, experienced and owned by human beings". [5] Therefore, psychological life should be a life understood, awakened, explained and constructed by people. It is not divided and restored, and has the psychological original state of human nature such as emotion and significance. The essential root of all values in human society is the needs of human nature. The characteristics of human nature construct the core needs of people's psychological life, because people continue the self creation process of life and real life and constantly construct the new connotation of psychological life. Therefore, psychological life is the core content of life, the actual trend of human life and the creation and domination of human life. Human psychological life is the synthesis of human nature, self, cognition and experience. The interpretation of human psychological life by psychological research is not only related to the individual psychological life, but also related to the psychological life of human society.

2.3. Take Internal Evidence as the Important Method Path

Chinese philosophy is essentially a theory about man, which is committed to exploring man's existence, significance and value. However, the meaning is due to people, and the power of the

false individual's "heart" can reflect the subject itself. Adhering to the philosophical basis of the unity of subject and object and the unity of mind and matter, Chinese native psychology adopts the way of "observing the mind", that is, starting the innate function of "mind" to reflect on the internal light, and pursuing the psychological significance from the highest end of psychology and behavior. This is the internal proof method of "self seeking and self seeking", or the method of "seeking the heart with the heart". One of its characteristics is the internal search of "seeking its own heart". For example, Confucianism in Song and Ming Dynasties proposed that "the heart is the Tao, the Tao is the heaven, and knowing the heart is knowing and knowing the heaven". It regards the moral essence of reason, benevolence and conscience as a priori consciousness, which is the origin of all things in the universe and the psychological essence of human beings. "To truly see this way, recognize it from our own heart and seek it outside is necessary." The proof of "real practice" is its second feature. [6] For example, Taoism put forward the main methods of "thinking and imagination" or "meditation", and through long-term thinking and meditation, in order to achieve insight into the micro body and mind. Therefore, internal evidence is that the subject achieves the integration of subject and object, surpasses experience, improves consciousness, spiritual consciousness and realm, and realizes the dual transcendence of speculation (introspection) and demonstration (experimental method).

3. Review of the Current Mental Health Education Curriculum by Chinese Mind-nature Psychology

Chinese mind-nature psychology has the ideological temperament of humanism, regards psychological life as the main research object, and carries out research and practice with the method of "seeking the heart with the heart", which has more cultural applicability and psychological closeness for Chinese. In contrast, under the influence of western psychological thought and research paradigm, Chinese mental health education curriculum starts from psychological problems, specializes in psychological problems and belongs to psychological problems. It is always in a passive situation of "problem orientation" and "mutual separation", which is greatly misplaced with the concept of Chinese mind-nature psychology in terms of theoretical basis, cultural elements and content setting of the curriculum.

3.1. Psychological Fragmentation and Dominated by Negative Mode

Although western psychology's admiration for the physicalism of natural science plays a positive role in promoting the scientization of psychological research, long-term practice has proved that the original intention of Wundt to establish scientific psychology has been gradually abandoned. The pure positivism oriented western psychology has caused many adverse effects on Chinese mental health education curriculum. In terms of the object of curriculum attention, western psychology takes ontology and epistemology as the basic premise, the research mode is the absolute separation of subject and object, and determines various psychological phenomena artificially divided and relatively isolated as the main research object. It separates people's personality psychology and psychological process, intellectual factors and non intellectual factors, and separates the integrity and connection between them. In the actual process of mental health education, intervention and training, it leads to the dilemma of "treating head pain and foot pain". In terms of curriculum value orientation, western psychology is extremely focused on the research of negative psychological phenomena, which essentially weakens the purpose of psychology's long-term exploration of spiritual sublimation and happy experience. The research on negative psychological phenomena and the resulting theories constitute the main content of mental health education curriculum. Scholars in different fields continue to strengthen the concept that college students are a group with high incidence of psychological problems from all levels, resulting in the long-term problem-oriented medical model of mental health education curriculum, The course

content also mostly adopts the three-stage interpretation form of "theory introduction common psychological obstacles adjustment methods". The whole course is shrouded in a negative atmosphere and lacks the exploration of fundamentally considering students' positive psychological quality, happiness feeling and life value.

3.2. The Prevalence of Scientism and the lack of Cultural Elements

After the independence of western psychology from philosophy, under the influence of naturalism and scientism epistemology and methodology, the objective research paradigm of physics in natural science is favored, and attempts to build a general psychology across racial, national and cultural boundaries, namely scientism psychology. Functionalism, constructivism and behaviorism prevailed, but in the territory of "methodology centrism", the "cultural" of human psychology was expelled. For example, behaviorism understood the psychological process as an "S-R" formula without "psychology" and "culture". Therefore, Chinese mental health education curriculum has long put the cultural nature of people's psychology and behavior patterns and the internal cultural connotation of mental health education curriculum itself on the shelf. As a result, Chinese often have an "unusual" understanding of their psychological problems. For example, in the performance of psychological problems, Chinese with collectivism orientation often show self conflict, self depression and anxiety; In terms of self-awareness of psychological problems, Chinese are used to somatizing psychological problems with terms such as "neurasthenia"; In the way of psychological adjustment, most Chinese are used to the "individual centered marginal psychological adjustment mode". [7] In addition, the psychological view of Western Scientism follows the logic of confirming human beings with objectified entities, and regards psychology as an external, objective and measurable entity. Under its domination, Chinese mental health also places too much emphasis on the static universal standard, weakening the generation and difference of human psychology. The cultural differences of technology application are often ignored in specific work. For example, psychological measurement completely copies the research paradigm of empirical science, and the scale adopted does not consider its cultural adaptability, so it is difficult to deeply understand the psychological essence of Chinese under local culture.

3.3. Lack of System Theory and Monotonous Teaching Methods

At present, Chinese mental health education curriculum still lacks standardized and scientific theoretical guidance, which is specifically reflected in the following points: first, the lack of theory of mental health education curriculum construction, and the teaching objectives, teaching contents and teaching evaluation standards are not systematic, which can not guide the practical operation. The construction of teaching materials and methods has no corresponding theoretical basis. Most of them follow the traditional culture course mode, which affects the effect that the mental health education course should reflect. It should be pointed out that an important reason for the lag of theoretical research is that the theoretical and practical workers of mental health education have not formed a good "two-way adjustment" mechanism, so that the research results of curriculum theory can not serve the practice well, and a large number of empirical results of curriculum practice have not been well upgraded to the curriculum theory of mental health education. Second, some teachers of mental health education courses in China lack professional knowledge of psychology. Influenced by the inertia of traditional education and teaching concepts and subject teaching methods, a considerable number of teachers have obvious "traces" of traditional subject teaching in the design, implementation and evaluation of mental health education courses. Teachers' activity design relies too much on teaching materials and ignores the reality of the main body of activities; Pay too much attention to the structure, emphasize the integrity of the teaching process, and have a heavy tendency of modularization; In the activity, teachers should pay more attention to the

original design rather than the pure psychological theory course. These obvious disciplinary tendencies fundamentally deviate from the purpose of mental health education curriculum.

4. Construction of Mental Health Education Curriculum Based on Chinese Mind-nature Psychology

Chinese mind-nature psychology breaks the thinking mode of the dichotomy of subject and object in western psychology, regards man as an individual who integrates subject and object, consciously generates and organically coexists with culture and environment, and realizes man's subjectivity, integrity and transcendence. From the perspective of Chinese mind-nature psychology, the biggest feature of mental health education curriculum is to pay attention to students' psychological life and make it truly integrate into Chinese specific psychological and cultural background, so as to realize the harmony between man and nature, society and self.

4.1. Adhere to the Humanistic Orientation to Establish the Attribution of Curriculum Value

Constructing the mental health education curriculum with humanistic temperament based on Chinese mind-nature psychology is a good recipe to cure the stubborn diseases of Chinese mental health education curriculum, such as "seeing only psychology but not people", "asking only psychological content but not psychological significance". The main paths include: first, we should highlight the humanism of education objectives. At present, the goal of mental health education curriculum is to cultivate people's healthy psychological quality, which is obviously a clear evidence of emphasizing psychological phenomena and neglecting psychological significance. The humanistic orientation of the curriculum goal of mental health education in China should be reflected in paying attention to the authenticity, internality and initiative of human psychology, facing the "subjective" propositions such as life significance and survival value with the attitude of axiology and functionalism, and helping and educating people to establish full respect for their own psychological value. Through the implementation of experiential perception and practical action of psychological life, we can realize the interpretation and construction of self mind, and provide practical wisdom for real psychological life. Then enrich people's spirit, improve people's happiness and realize people's harmony. The second is to highlight the humanism of educational theory. Mental health theory is the support of educational practice. It is very important to explore and improve the localized mental health theory suitable for the psychological characteristics and cultural background of Chinese. There are many thoughts and theories of humanistic temperament in Chinese traditional culture and mind-nature psychology, such as self introspection theory, the doctrine of the mean theory, worry relief theory, self-improvement theory, etc. it emphasizes the role of correct moral norms in adjusting cognition and self reflection, and advocates adjusting psychology and preventing psychological imbalance through positive self suggestion; The theory of cultivating the mind, the theory of righteousness for profit, and the theory of abstinence are helpful to cultivate a correct world outlook, outlook on life and values, establish harmonious interpersonal relations, realize a sound personality, and then maintain psychological balance and health. Third, we should highlight the humanistic nature of educational content. In the implementation of mental health education curriculum, we should adhere to the "top-down" route, cut into the highest end of human psychology and behavior, and highlight that human psychological life is an integral form of subjectivity, significance and culture, rather than a one-sided and scattered psychological phenomenon, rather than isolating the psychological activities of educational objects from their living environment, cultural background In addition to the actual situation and subjective feelings. Instead, we should focus on the integrated consideration of these humanistic elements, so as to truly understand the real psychology of the educational object.

4.2. Adhere to the Excellent Local Culture to Establish the Basis of Curriculum Culture

Under different cultural backgrounds, social members' concept of mental health, mode of thinking and behavior, emotional experience will be affected by culture. For example, collectivism and individualism have different effects on people's psychology. The former cultivates the collective centered personality tendency, and the latter cultivates the individual centered personality tendency. In terms of self perception of psychological problems, Chinese often somatize some psychological problems, and terms with Chinese cultural characteristics such as "neurasthenia" appear. The characteristics of western culture are individualism, rationalism and scientism. Under its influence, the western concept of mental health is characterized by treating the body and mind as independent parts of each other, weakening the psychological relationship between culture and people. The Chinese mind-nature psychology, which originated from the traditional culture of Confucianism, Buddhism and Taoism, reveals the positive role of culture in the construction of meaningful psychological life and spiritual transcendence. In the construction of cultural resources of mental health education curriculum, we should fully explore the rich psychological resources contained in Chinese cultural tradition, transform, refine and rediscover the traditional cultural resources, so as to make education more culturally close. Confucian culture can provide support for mental health from the value cornerstone. The thought of "self-improvement" represents the basic spirit of Chinese traditional culture. It plays a significant role in improving students' moral level and finding the psychological balance point. It can help students establish correct attitudes and methods, and then maintain a positive psychological state; The "self purification" advocated by Taoist culture contributes to the establishment of psychological balance from the methodology of self psychological adjustment, and the promotion of emptiness and silence contributes to the perception of life through meditation and the sublimation of self-consciousness; Buddhist culture emphasizes that "the environment is created by the mind", and believes that the perception and understanding ability of the mind plays an important role in mental health. It emphasizes giving full play to people's subjective initiative and improving inner cultivation by changing self cognition. Therefore, integrating curriculum education resources based on Chinese traditional culture can avoid the blind spots caused by single culture and improve the shaping function of culture on psychology.

4.3. Adhere to the Method of Subject Internal Evidence to Enrich the Way of Curriculum Implementation

The internal evidence method of Chinese mind-nature psychology is a unique method for Chinese to study high-level and holistic psychology. It goes beyond the empirical method respected by western psychology and the abandoned introspection method, and embodies the strong humanism based on value seeking. The construction of mental health education curriculum in China with internal evidence method system as the main path should follow the following points: on the one hand, we should enhance the "awareness" of the understanding of "mind nature". In order to return the abandoned dignity, sense of value, potential and mental nature, the mental health education curriculum must first recognize the "mental nature", that is, the real "mental life". For a long time, Chinese have understood and interpreted "mind nature" through different philosophical paths. For example, Confucianism focuses on understanding the "benevolence" of moral noumenon, Taoism focuses on recognizing the "heaven" of potential people, and Buddhism focuses on achieving "seeing nature into Buddha" through "seeing nature" and "being unable to become Buddha outside the heart". The commonness lies in the "awareness" function of human psychology. In the course of mental health education, we should get rid of the bondage that people are only observers of mental life. We must start from the basic point of man as the integration of subject and object, transfer the

perspective of awareness to man's heart, and make man become a researcher and observer of self psychology. Take the real psychological life and experience of individual experience as the object to think, and constantly explore and realize the meaning of life, spiritual feeling and psychological growth through self observation, self guidance, self guidance and self transcendence. On the other hand, we should enhance the "consciousness" of the use of "internal evidence". Although the western "awakening method" or "eliminating delusion method" also emphasizes that only by removing the illusion that hinders idealization can we have the opportunity to develop our true self. However, these methods come from the external guidance of doctors, and the healer of Internal evidence is himself. The mental health understood by Chinese mind-nature psychology is mainly characterized by people's "stillness", which specifically includes physical, external behavior and internal and spiritual psychology. Consciously using internal evidence methods such as meditation, mental enlightenment, meditation and meditation can help people enhance self-control, self-confidence and self-control, become "happy", "relaxed" and "not sad", and shorten the time to indulge in negative psychology such as fatigue, anxiety, tension and depression. It is an important way to achieve inner peace and transcendence. In addition, we should pay attention to the organic combination of theory and practice in the process of education, and regard mental health education as a process of dynamic development and interaction. We should strengthen the interaction of education, mobilize people's participation and subjectivity, and make people obtain warm and systematic feelings and internal improvement. Through immersive education experience, people not only have the process of cognitive experience and knowledge reception, but also have the process of sensory stimulation and psychological body syndrome, body observation and understanding, so as to comprehensively highlight the effect of Internal evidence in mental health education.

4.4. Adhere to the Goal of Psychological Growth to Optimize the Evaluation of Curriculum Effect

The core proposition of Chinese mind-nature psychology is to explore people's psychological life and improve people's psychological life quality. In the final analysis, it is to realize people's psychological growth. The nature of mental health education curriculum determines that the purpose of curriculum effect evaluation is not simply to transmit knowledge and information. The more important mission is to guide and promote students to develop positive psychology and behavior. Therefore, the evaluation of the effect of mental health education curriculum should weaken its screening function and strengthen its development function. Specifically, it is the organic combination of quantitative evaluation and qualitative evaluation. On the one hand, we should adhere to the quantitative evaluation of students' classroom performance, learning attitude and activity participation to ensure the effective and orderly development of the curriculum. On the other hand, we should highlight the qualitative evaluation guided by students' psychological growth. As a holistic concept, psychological growth has strong subjectivity and implicit. As an important way of self exposure, subject psychological report should set up effective procedures and steps to guide students to fully reveal and testify their life experience, life perception and psychological changes, and express their understanding and understanding of their own psychological life. Students' psychological growth is also explicit in their cognition of things. Through the situational evaluation method, students can complete the operation tasks in the created situation and evaluate the learning effect. Create scenes that can reflect students' psychological growth. Through contact or non-contact ways, let students understand, evaluate and deal with these scenes according to the theory and knowledge learned, and evaluate them according to their performance and the degree of compliance with the characteristics of psychological growth. In addition, a psychological questionnaire based on the theme of students' psychological growth can also be prepared for measurement and

comparison before and after the implementation of the course, which can be used as an important reference to understand students' psychological growth and learning effect.

Under the guidance of Chinese mind-nature psychology, build a mental health education curriculum with Chinese characteristics. It does not mean to completely deny western psychology and the mental health education curriculum based on western psychology. But based on Chinese mind-nature psychology, based on inclusive mentality and critical thinking, we should learn, learn from, transform and break through western psychology and its mental health education curriculum under the framework. Then construct a mental health education curriculum based on the Chinese own research perspective, cultural background, thinking mode and behavior characteristics, which can effectively study and guide the Chinese mental life. This will not only help deepen the accurate understanding of Chinese psychology and behavior, but also help to highlight cultural self-confidence in mental health education courses.

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