

Analysis of the effect of teaching content innovation of college students' mental health course based on SPSS

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Abstract. In recent years, the problem of "hollow heart disease" has become more and more prominent among college students, and there is an urgent need to provide mental health courses to help students establish a positive mindset and cope with the pressure and challenges brought by "hollow heart disease". In this study, we innovate the teaching content of college students' mental health courses, introduce the three talents model of French scholar Jacques-André Lavier into the teaching of college students' mental health courses, and construct a new college students' mental health course system. The data of students' course effect evaluation were collected through questionnaires, and the collected data were processed by using SPSS software, and the course effect was found to be better through analysis.

Keywords: Innovation in teaching content; curriculum effectiveness; Three-talent model.

1. Introduction

In recent years, the frequent phenomenon of college student suicide, "let it be" "couch potato" "demotivational culture" "skate by" and other cultures have become popular from the internet. Associate Professor Kaiwen Xu from Peking University's Mental Health Education and Centre defines this phenomenon as "hollow heart disease", which refers to a psychological disorder caused by deficient values, with symptoms such as feeling that life is meaningless, feeling very confused about life and not knowing what they want.[1] This study integrates the Three-talent Model of La Mei Ai into the teaching content to enhance the diversity and practicability of the teaching content of college students' mental health courses, so that students can better realise and get rid of unhealthy psychological problems such as "hollow heart disease".

2. Applying Jacques-André Lavier's Three-talent Model to build a mental health curriculum for university students

The French sinologist Jacques-André Lavier (1922-1987), a doctor of dentistry who gave himself a Chinese name because of his fondness for Chinese preserved foods, was the first modern Western doctor in Europe to propose that "Chinese medicine is holistic medicine". This paper uses the Three-talent Model of Lavier as a framework to build a mental health curriculum with Chinese characteristics for university students.

2.1 The model of the Three-talent of heaven, earth and human

Lavier divides the human world into three levels: Heaven is analogous to the spiritual level of human beings; Earth is analogous to the physical level of human beings; human beings is analogous to the emotional dimension of the human being. Jacques-André Lavier to compare heaven figuratively to a charioteer, man to a horse, and earth to a chariot.[4]66-67 One should follow the heaven-human-earth directional conduction, i.e. one should accept the talents given by heaven (the heavenly dimension) as the direction of effort, control and reduce the influence of undesirable emotions from society (the human dimension) and use substance (the earthly dimension) to realize the ideal. [4]91

Put the model of "Heaven, earth and human" into the contemporary background of the times to re-understand and define the relationship between heaven, earth and human and the development of

their spiritual lineage, it is beneficial to help college students understand our era and the meaning of the Three-talent of heaven, earth and human.

2.2 Course content

The concept of view of fate in the course of college students' mental health is to guide students to choose their occupation and direction according to their talents. The concept of unity and equality between heaven and human. The unity of heaven and man is the most typical representative of traditional Chinese culture and is a Chinese wisdom different from Western philosophy. In the interpersonal communication of university students, helping students to understand the world view of the inseparability of things and the unity of heaven and human enables them to concentrate on their studies and avoid being disturbed by bad emotions. We live in an age where capital rules, and the greed for money is not inherent in human beings, but arose with the birth of Western capitalism, where the pursuit of material and technological development dominated the world, leading to a widespread global anxiety about modernity.

2.3 Establishment of the course effect evaluation system

In order to better understand the pedagogical effectiveness of the application of Jacques-André Lavier's Three-talent Model in a university student mental health course, Bloom's taxonomy of educational objectives was incorporated in the creation of a questionnaire to examine the effectiveness of the teaching based on the scores of the questionnaire.

2.4 Analysis of the effectiveness of the course

A total of 87 questionnaires were collected from students who had taken the course. The survey included the age of the respondents and their evaluation of the effectiveness of the application of the Three-talent Model in the mental health course for university students. The evaluation of the effectiveness of the course focused on three indicators, including the cognitive domain, the affective domain and the psychomotor domain, with a total of 20 questions and five options on a five-point Likert scale: "strongly disagree, disagree, unsure, agree, strongly agree". Respondents can choose according to their own level of approval. The data collected from the questionnaire was imported into SPSS 25.0 and the reliability of the questionnaire was tested. The results showed that the Cronbach's alpha coefficient was 0.918 and the KMO coefficient was 0.737, and the questionnaire had good reliability.

According to the survey, there were a total of 24 male and 63 female respondents out of 87 respondents, showing an imbalance in the gender of the respondents. Overall, the students' learning and acceptance of the integration of Jacques-André Lavier's Three-talent Model into the college mental health curriculum. The mean value for the affective domain was the highest, at 4.02 (see Table 1), indicating that the majority of the students' responses to the affective domain were between "agree" and "strongly agree", and that most of the students, after learning the Three-talent Model, attached great importance to. After learning the Three-talent Model, most of the students attach great importance to their changes in the affective domain and recognize that the Three-talent Model has helped them to shape their values, and that they are able to take the initiative to adjust their mindset in the face of frustration and difficulties. Secondly, the mean scores for the cognitive and psychomotor domains were also high, at 3.84 and 3.87 respectively, making the course more effective. Considering that gender can make a difference to the teaching effect in different domains, an independent samples t-test was conducted to determine whether there was a difference in the effect of gender between the three domains, and the results showed that the p-values of different genders in the psychomotor domain ($p=0.060$), affective domain ($p=0.051$) and cognitive domain ($p=0.221$) were all greater than 0.05. The original hypothesis was rejected, and it was concluded that gender would not make a difference to the teaching effect in different domains. teaching effectiveness, as shown in Table 2 for the specific values.

Table 1. General information on the effectiveness of the course

	N	Minimum value	Maximum value	Average value (M)	Standard deviation
Cognitive domain	87	1.00	5.00	3.8407	.83992
Affective domain	87	1.00	5.00	4.0244	.76649
Psychomotor domain	87	1.00	5.00	3.8690	.79757

Table 2. Gender differences in the situation

	Male(n=24)	Female(n=63)	T	P
Psychomotor domain	18.04±4.65	19.84±3.62	1.910	0.060
Affective domain	30.13±7.89	32.98±5.18	1.976	0.051
Cognitive domain	25.38±7.55	27.46±5.06	1.250	0.221
* p<0.05 ** p<0.01				

The effectiveness of the curriculum in the cognitive domain focuses on the students' knowledge, comprehension and application of the Three-talent Model. The results in Table 3 show that the mean values for the questions on knowledge, comprehension and application were all above 3.5 (see Table 3), indicating that the cognitive domain was effective. This is a process of moving from superficial to deeper learning, where students are able to recall the general content of the model, transform, decompose and reorganize the content in their own way of thinking to form content that fits their own way of thinking, and where this content is further internalized to make them emotionally receptive to the content being taught [5]. The mean value of 3.88 for the application section indicates that the majority of students cognitively accept the values of the Three-talent Model, that they understand the essence of the model after the study of the course and that they believe that this content can be translated into their own way of thinking to guide them in their daily psychological problems. In order to improve students' sense of access to the learning process, teachers should adjust their teaching style to eliminate the teacher-driven teaching mode and leave most of the class time for students to enhance their participation in the learning process.

Table 3. Effectiveness of the curriculum in the cognitive domain

	Cognitive domain specific questions	Average value (M)	Standard deviation
Knowledge	I can recall the general content of the Three-talent Model	3.67	.923
Comprehension	I can understand the values conveyed by the application of the Three-talent Model to college mental health course	3.86	.942
	I can make a lot of connections and generate a lot of thoughts when I study the Three-talent Model		
Application	I think the Three-talent Model can help me solve practical problems in my life	3.88	.939
	I think the Three-talent Model can help me understand myself better and evaluate myself correctly		
	I think the Three-talent Model can help me to be more in control of my emotions		
	I believe that the Three-talent Model can help me to remove external distractions and improve my self-control		

3. Conclusion

In recent years, the frequent occurrence of psychological problems, suicides and "empty-heartedness" among university students has led the state to attach great importance to the development of university students' mental health, and schools are also paying more and more attention to mental health education work. The integration of the Three-talent Model into the teaching of mental health course for university students is a practice for building a mental health course system for university students with Chinese characteristics, and also provides a new model for solving the mental health problems of university students.

Project

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