Research on the Construction of New Mode of Mental Health Education for Higher Vocational College Students Based on Computer Big Data Technology

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Abstract. At present, the development of higher vocational education has become a hot issue in the whole field of education. At the same time, mental health education for college students in higher vocational colleges has also received extensive attention, especially how to improve the psychological quality of college students through effective mental health education mode. Under this background, this paper analyzes the mental health of college students in higher vocational colleges by using computer big data technology, and explores the construction method of the new mental health education model for higher vocational college students based on computer big data technology.

Keywords: Mental Health Education, Higher Vocational College Students, Big Data

1. Introduction

As the most important two types of modern higher vocational education system, higher vocational education and subject-based general higher education play different educational roles, undertake different social functions, and produce different future life development for the educated due to the huge differences in personnel training modes, means, ways, methods and purposes There are different influences. However, objectively speaking, the higher vocational education represented by skill training and technology application and the general higher education represented by cultural learning and theoretical research should only be the difference in education type, rather than the difference between high and low[1].

2. Characteristics of higher vocational students

Internationally, other countries rarely use the term "higher vocational education", even if there is one, it is inconsistent with what we understand. For example, Russia generally understands "Vocational
Education" as all professional education except basic education, so that their "higher vocational education" includes all higher education, not the part of education that we refer to relative to general higher education; more countries narrowly understand "Vocational Education" as training skilled workers. The specific education type, that is to say, the part of Education (including training) that cultivates the direct operators who mainly rely on the action skills and experience skills in the production and service of the first-line field work without much theoretical knowledge, does not enter the field of higher education, so there is no "Higher Vocational education". During my recent study in Germany, I had a lot of trouble in comparison and communication because there was no concept of "higher vocational education" in Germany. Moreover, a domestic "higher vocational education" investigation and training group was transferred to Germany for a whole month, until they got the training certificate and were ready to return home, the German institution responsible for organizing their training and issuing certificates. We have just figured out what the Chinese refer to as "higher vocational education"[2].

As Figure 1.

![Psychological defense line of students in school](image)

Figure 1. Psychological defense line of students in school

3. Social orientation of higher vocational education

The international standard classification of Education (ISCED), which is widely known in China, is the first edition of ISCED published in 1976 (people's education press, 1988). It adopts the three-level classification system of primary education, secondary education and post-secondary education, and integrates all levels of education from preschool education to postgraduate education (including all kinds of vocational education and adult education). Education is divided into eight levels, i.e. level 0 to level 9 (among which level 4 and level 8 are vacant) - isced0 is the "first level of pre-school education", i.e. the pre-school education stage; isced1 is the "first level of education", i.e. the primary education stage; isced2 is the "first level of secondary education", i.e. the junior middle school education stage; isced3 is the "second level of secondary education", i.e. the senior high school education stage; ISCED 5 refers to "the first stage of tertiary education (certificate of academic qualifications not equivalent to the first level of university degree)", i.e. the junior college level of higher education; isced6 refers to "the first
stage of tertiary education (certificate of first level of university degree or equivalent degree)", i.e. the subject level of higher education; isced7 refers to "the second stage of tertiary education (certificate of graduate degree or equivalent degree granted) Ming), that is, the graduate level of higher education; isced9 is "unlimited level education". If we can see from the description of the specific content of this classification standard, higher vocational education should be located in ISCED 5, which belongs to the higher education at the junior college level. However, with the rapid development of high and new technology in the world in the past 20 years, all kinds of education, especially vocational education, have multiplied in form and quantity. The first edition of ISCED has become increasingly unable to meet the practical needs. In order to adapt to the new situation, UNESCO has made a comprehensive revision of ISCED\textsuperscript{[3]}). According to the latest edition of ISCED 1997, which was launched in March 1997, the three-level classification system in the first edition has been greatly adjusted, and a new scheme of education level classification has been put forward. According to the relevant description, the scheme can be represented by the following diagram: the new edition of ISCED divides the whole education system into seven levels. Compared with the first edition, the division of four levels from isced0 to isced3 remains unchanged in the new edition, while isced4 is added as "post secondary non tertiary education", i.e. post-secondary non tertiary education; isced5 is still "the first stage of tertiary education", but "not leading directly to an Advanced resear qualification), which includes two different levels of Junior College (former isced5) and undergraduate (former isced6) in the first edition, as well as "all research courses other than doctor's degree, such as various master's degrees" (the part of pre doctor's course in former isced7), into the same level; isced6 is correspondingly adjusted to "the second stage of tertiary education", and “Leading to the higher research qualification certificate (the doctoral program part of the original isced7); the original isced9 level, which was not defined enough, was cancelled. In addition, the new ISCED also divides the second and third levels of secondary education into three types: A, B and C according to their different curriculum plans: 2A and 3a are general subjects for preparing for the promotion to higher level schools; 2C and 3C are direct employment types for preparing for entering the labor market; 2B and 3b are intermediate types between a and C. In the fourth level, there are two types: A and B: 4a is to prepare for the promotion to the fifth level; 4b is to prepare for the higher level of employment without considering the entrance to school\textsuperscript{[4]}.

4. Psychological state of higher vocational students

The higher form of motion of matter contains the lower form of motion. Besides its own law, it is also subject to the law of the latter. For example, biological phenomena also follow the laws of phenomena such as physics and chemistry, but biological phenomena are not physical or chemical phenomena. Psychological phenomena also follow physiological laws in a certain sense, but they are not biological phenomena. The objective reality reflected or reflected by psychology can be divided into two aspects. On the one hand, it is a natural thing, on the other hand, it is a social thing. Natural things such as stars and space, rivers, lakes, seas, mountains and virgin forests on earth. Social things are like the group of partners, families, schools and other kinds of people and the relationship between them, as well as other things belonging to culture. This distinction is relative\textsuperscript{[5]}. The relationship between natural things and social things is close and complex. The natural things recognized by human beings have more than the meaning of simple objective natural things. Many natural things have been more or less transformed by human beings and have been marked with human labor. Therefore, the function of many objective material things on human beings, in addition to its natural material power, also depends on or even determines its social significance. On the other hand, social phenomena also exist in the form of material
movement. All kinds of social relations must act on people through material forms and restrict people's psychology. People's reflection or reaction to natural things is often not for a simple isolated thing, but for a whole composed of one thing and many things around it, although under specific conditions one or several things play a leading role. As a natural entity, human can also be a social entity, so that it reflects or reflects the whole social situation[6].

5. Summary

The resulting debate has had a negative impact on our practical work of developing higher vocational education. It is urgent to adopt a more generally recognized standard to find an accurate position for higher vocational education. This paper attempts to define the concept of Higher Vocational Education strictly by some recognized standards and theories, then on the basis of revealing its core connotation, it puts forward a set of concise criteria, analyzes some current school systems, and finally identifies several related concepts.

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