



Problems and Countermeasures in Practice Teaching of Mental Health Education in Primary and Secondary Schools

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Abstract

With the rapid development of China's economy, the incidence of adolescents' psychological behavior problems is increasing year by year. The adolescents' mental health becomes more and more popular. Compared with other subjects, school mental health education is not perfect. On the one hand, teachers are particularly inadequate. On the other hand, the implementation of psychological education is not satisfactory. It is too important to promote the development of School mental health education. At present, the COVID-19 epidemic has been going on for three years. Students lose a lot of time sitting in class and listening to teachers face to face, and they can't participate in activities with their classmates on campus. This paper analyzes the influencing factors of primary and secondary school students' mental health and the current situation of school mental health education, and puts forward some suggestions to promote the development of school mental health education curriculum from the perspectives of the government, schools and families.

Keywords

Mental health, current situation, suggestions

1. Influencing factors of primary and secondary school students' mental health

1.1 Emotional instability

There is a positive correlation between mental health, mental quality and mental stress. Even the same life or study create different stimulating effects on teenagers, so many teenagers may show different stress reactions in the face of the same events, such as sudden emotional changes.

1.2 Anxiety

This psychological problem is manifested as a lack of initiative to choose and a lack of self-confidence in the ability to learn and work in the future. Teenagers' emotional inhibition is weak, they don't have the ability to resist setbacks, and even they can't actively adapt to their future study and life because they are spoiled.

1.3 The pressure of study and entering a higher school

There are many courses for students. Apart from subject education, many parents will enroll their children in interest classes. Students need to take extra-curricular courses in addition to on-campus courses. There are also much homework. Since the implementation of the double reduction policy, students' homework has become more and more reasonable. However, a small number of students' homework appears in the form of task list, which leads to no reduction in the

amount of students' homework. In addition to too many courses and homework, students' high expectations of themselves are also an important reason for high learning pressure. Middle school students and senior high school students are generally faced with the pressure of entering a higher school (Liu, Zhijun, 2022). Under the great pressure of entering a higher school, teenagers may have psychological barriers, which are manifested in heavy learning burden, drastic fluctuations in test scores and anxiety before exams.

1.4 Interpersonal tension

Some students are quite impressed with others' views on themselves, thinking that they are inferior to others, fearing that others will abandon themselves, doing something wrong and saying something wrong, humiliating themselves and repelling others; Some students only care about their personal needs, emphasize their own feelings, and are arrogant in interpersonal communication, completely ignoring the feelings and feelings of others; Some students only want to satisfy their own desires, ask everyone for themselves, don't care about others, and are selfish. Besides, teenagers have communication barriers, and they lack the spirit of cooperation and sense of responsibility in group activities. Such mental health problems are mainly manifested as a lack of social communication ability, interpersonal conflict, communication terror and poor communication.

1.5 Family rearing patterns

Jane Nelsen's book *Positive Discipline* mentions three kinds of parenting styles: strict, arrogant and positive. Type "strict" means that children do not participate in the decision-making process, who are over-controlled, have rules but no freedom or no choice. Arrogant refers to unlimited, free but unruly choices. Positive discipline refers to kindness and firmness, with authority, rules, freedom or limited choices. Incorrect parenting style will affect children's mental health. Lack of adolescent family education has an emotional impact on minors and the lack of social skills, so it is easy to have negative emotions, which will cause children to have different degrees of psychological problems.

1.6 Parents' marital status

The relationship between parents greatly influences the children's character. The attachment relationship between children and their parents is constantly changing. Children in the attachment period will be more attached to their mothers. When children grow up to Oedipus and begin to like to rely on parents of opposite sex, boys will like their mothers more and girls will like their fathers more. This period is also a crucial period to build children's character. In this period, if the relationship between parents is not good, it will affect the shaping of children's character and the healthy development of children's psychology, leading to feminization of men and masculinity of women.

1.7 Network environment

Internet students are inevitably exposed to the network environment. Internet will bring some negative effects to children. Internet addiction is extremely harmful, and some online games will lead to the unsound personality of teenagers, which will have a very negative impact on the formation of their life beliefs and attitudes, and even make them develop the wrong idea of using extreme ways to solve problems. It is not uncommon to indulge in violent games and harm others. Internet makes teenagers indulge in the virtual world and get away from reality. In the online world, they don't have to bear the responsibilities and pressures in real life, thus making them reluctant to face real life. In the network environment, teenagers lack normal interpersonal communication, which will also make teenagers collectively indifferent to others.

1.8 Stress reaction

The epidemic situation in COVID-19 has raged for three years. Faced with the epidemic situation, students in primary and secondary schools will have a stress reaction. Because middle school students are limited by social life and experience, their ability to respond to social stress is limited. When some students face the epidemic situation, they have an extremely serious social stress reaction, which causes changes in physiology, psychology and behavior, and then affects their daily life.

2. Present situation of mental health education for teenagers in schools

2.1 Teachers are particularly inadequate

Compared with other disciplines, the enrollment of mental health education majors in colleges and universities is smaller. Compared with other disciplines, the number of psychological education teachers recruited is less. Among the

policies such as special post plan, excellent teacher plan, normal students at public expense, master plan, etc., there are few students involved in mental health education. Most county-level cities and rural primary and secondary schools have a small number of part-time teachers of mental health education, but there are no full-time teachers of mental health education. A small number of primary and secondary schools have full-time teachers of mental health education, but some of them are non-normal psychology-related professionals.

2.2 The implementation of psychological education is not satisfactory

School mental health education curriculum lacks unified textbooks and reference books, and there are no specific and detailed curriculum standards or curriculum implementation plans. Most primary and secondary school mental health education hours cannot be guaranteed, and most primary and secondary school psychological consultation rooms are mere formality. Due to the insufficient attention paid to mental health education, there are fewer educational and teaching activities related to mental health organized and planned by educational departments at all levels and schools at all levels compared with subject teaching activities (Liu, Xiaohong, 2022). In the teacher training activities organized by the Education Bureau, there are few modules of mental health education, which can't guarantee the subject penetration of mental health education in daily teaching.

3. Suggestions on promoting the development of school mental health education

3.1 National perspective

3.1.1 Implement policies related to mental health education

In 2021, the General Office of the Ministry of Education issued the Notice on Strengthening the Management of Students' Mental Health, requiring colleges and universities to include mental health education in public compulsory courses, while primary and secondary schools should include mental health education in school-based courses. It is also explicitly required that each primary and secondary school should be equipped with at least one full-time mental health education teacher. At present, the policy has not been implemented in county-level cities, rural primary and secondary schools. The Education Bureau should expand the recruitment ratio of mental health teachers, and ensure that every rural primary and secondary school is equipped with at least one full-time mental health teacher, and the recruited mental health teachers should be professionals of psychology-related majors.

3.1.2 Guarantee the implementation of mental health education curriculum

Healthy body and mind are prerequisites for students to learn knowledge and skills and adapt to the needs of society. Mental health courses, like other courses, need the state to make efforts to compile better teaching materials, so that mental health education has rules to follow. It is suggested that the national level should organize the compilation of teaching materials for mental health education in a unified order, starting from the middle and high grades of primary schools and graduating from high schools. The contents can include mental health courses, special education on mental health, psychological group counseling, etc., so that teachers can have a basis, reliance and operability in their teaching work, and truly implement mental health education. At the same time, special funds should be set up to provide professional training for mental health teachers and serve their professional growth. Professionally, training and seminar activities for mental health teachers should be carried out on a regular basis, so as to ensure the effectiveness of the training.

3.1.3 Ensure the effectiveness of mental health education courses

After new teachers take up their posts, they should ensure that psychological teachers devote themselves to psychological education-related work, and reduce or eliminate other part-time jobs of psychological teachers. Set up a mental health teaching and research group of the Education Bureau, arrange teachers and researchers of mental health courses, and scientifically guide mental health teaching in primary and secondary schools. The supervision office of the Education Bureau includes the related business of mental health courses in the school assessment at the beginning and end of the period. The Education Bureau supervises the school's mental health education, plans and designs related competitions and activities, so that psychological teachers and students in each school can have a platform to show, which can improve the school leaders' emphasis on psychological education, improve psychological teachers' professional ability and improve students' comprehensive quality.

3.2 School perspective

3.2.1 Pay attention to mental health education

School leaders should improve their awareness of mental health and play a leading role in overall situation. School leaders should first learn the related knowledge of mental health education, and have a certain knowledge reserve, so as

to lay a foundation for the related work of mental health education. School leaders should integrate internal and external resources to prevent, resolve and deal with potential crises. Every leader should be responsible for the long-term supervision of students with psychological problems. At the beginning of the school's work plan, mental health education should be well planned, and the weekly meeting should summarize it. The work arrangement of school moral education department should set up mental health activity month, carry out mental health education activities, including online and offline, do a good job of co-education between home and school, take students as the main body, and do a good job in mental health education.

3.2.2 Improve the effectiveness of mental health education

Full-time teachers of mental health should play a leading role and actively implement the teaching plan. Teachers of mental health should constantly learn the knowledge of mental health education and improve their professional quality. Mental health teachers should complete a psychological measurement of the students in their school every semester, evaluate the psychological crisis of the students, get a better understanding of the students' psychological situation, keep in touch with the class teacher, and supervise the students' mental health. Through high-quality psychological classroom, we can popularize mental health-related knowledge, improve students' interest in learning, enhance students' self-cognition, mobilize students' enthusiasm and initiative in participating in mental health education, guide students to discover psychological problems in time, and provide timely help for students with psychological and behavioral problems through psychological counseling.

Teachers in charge of class and other disciplines should know the related knowledge of mental health education. Teachers in charge of class should assist full-time teachers in mental health education. Teachers in other disciplines should consciously and consciously use the theories, methods and techniques of psychology in daily teaching to organically combine the dissemination of subject knowledge with the cultivation of psychological quality.

3.3 Family perspective

3.3.1 Raise awareness and keep an eye on it

Parents can actively learn about mental health-related knowledge, books, WeChat official account and short videos through various channels. Parents should pay close attention to their children's emotional changes, communicate with their children frequently, and discover and guide their children's psychological problems in time. After all kinds of emergencies, communicate with the class teacher in time, ask the school and relevant teachers for help when necessary, and work with the school to finish the aftermath.

3.3.2 Communicate in time and actively cooperate

Parents should take the initiative to communicate with the class teacher, so that the teacher can know the psychological changes of students in time. If a child has a psychological crisis in life or study, the school staff can provide effective help to students and intervene in their psychological crisis. Actively participate in related activities organized by the school. If time is not allowed or other conditions are not allowed, parents should actively complete online activities to prevent dislocation and absence during the growth of their children.

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