

# Discussion on Mental Health Education in Ideological and Moral Classes in Chinese Junior Middle Schools

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**Abstract**—Since a new round of course reform implementation, Chinese junior middle school thought moral character class become the main subject of student mental health education, moral character class is gradually turned into subject platform of psychological health education. Moral character class is the main channel of the middle school moral education and plays a positive role in mental health education. This paper summarizes the problems existing in the education of mental health of junior middle school thought moral deviation such as ideological and moral teachers education concept, promote teaching quality in the ideological and moral teachers related, part of the ideological and moral teachers' psychological health level is low, the psychological health education method of the single, part of the ideological and moral teachers ignore the study of curriculum standard, part of the ideological and moral teachers can't reasonable use of teaching materials. The author analyzes and studies the causes of these problems and, through the study of outstanding class discussion, absorb the essence, on the basis of this puts forward the basic countermeasures to solve the problem such as correcting deviation teachers' education concept, strengthen teacher's professional quality and psychological quality, rich and colorful teaching form, the moral teachers teaching research activities. Finally, through the subject design a reasonable teaching method and teaching design, it is more beneficial to promote the new curriculum reform carries on smoothly.

**Keywords** – Junior middle school, Ideological and moral classes, Mental health education, Psychological Health education strategies

## I. INTRODUCTION

With the acceleration of the pace of life, people's mental health problems gradually prominent, mental health education has become a basic education that contemporary people must accept. So far, in the world, the United States of mental health education started the earliest, now has been rapid development. But for China, mental health education has only just begun. With the advancement of the new curriculum reform, Chinese educational circles pay more and more attention to the mental health education of middle school students. The first mental health course was opened in 1997, when the Education Commission issued the Curriculum Standards

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for Moral Education in Primary Schools and Political Education in Junior High schools, and mental health education began to be introduced into middle schools. (Xiaoyang, S, 2011). Subsequently, the Central Government issued "Opinions on Further Strengthening and Improving Moral Education in Primary and Secondary Schools to Adapt to the New Situation" and pointed out that "all primary and secondary schools should strengthen mental health education and cultivate students' good psychological quality". (Mingqing.L.2018). In the basic Education Curriculum Reform Outline (Trial) issued by the Ministry of Education, one of the important training objectives of the new curriculum is to cultivate students with "good psychological quality". (Weize.X.2012) the Ministry of Education officially released the "Full-time Compulsory Education Ideological and Moral Curriculum Standards (Experimental Draft)" pointed out that the junior middle school ideological and moral curriculum should "organically integrate moral, mental health, law and national conditions education around the relationship between me and others, between me and the collective, between me and the country and society. (Jiaying. X.2011) In the new curriculum reform, mental health education has become the focus of school work, and schools have begun to infiltrate mental health education in subject teaching.

## II. PROBLEM STATEMENT

Among the moral problems of teenagers, the mental health problems of teenagers are particularly prominent. There are many deficiencies and problems in the mental health of minors. This trend leads to the school to pay attention to strengthen the mental health education in moral education. As the main way of moral education in middle school, moral education plays an important role in guiding students' mental health education.

At present, mental health education in ideological and moral class is still in the stage of development and exploration, and teachers lack theoretical and practical experience. Make junior middle school ideological and moral teachers have no unified teaching mode and can borrow teaching experience and methods. Education reform requires teachers to grasp the requirements of textbooks and curriculum standards and integrate mental health education into the curriculum, but experienced teachers in this area are also very scarce. It is also an urgent teaching need for teachers to do a good job in mental health education in junior high school ideological and moral lessons.

### III. LITERATURE REVIEW

#### ***On mental health education***

There are many definitions of mental health education. The Definition of mental health education at the International Conference on Mental Health is "the development of an optimal state of mind within the scope of physical, intellectual and emotional conflict with the mental health of others." (Liu Yan, 1996) The statement of the Ministry of Education is "according to the characteristics of students' physical and psychological development, the use of psychological education methods and means to cultivate students' good psychological quality, promote the comprehensive and harmonious development of students' body and mind and improve their overall quality". To sum up, we make the following definition: mental health education is based on the law of students' physical and mental development, the use of pedagogy and psychology methods, the implementation of various teaching programs, to promote students to obtain good mental health quality.

#### ***Moral education and mental health education in junior Middle school***

Junior middle school thought moral character curriculum standard explicitly pointed out that "junior middle school thought moral character class for junior middle school thought personal character and healthy development of the students to lay a comprehensive required course, the purpose of the curriculum is to teach students to become a responsible citizen, a healthy life, improve moral quality, to develop and improve the psychological quality. The moral teaching materials of junior middle school involve four modules of psychology, morality, law and national conditions, and mental health education just belongs to the category of psychological module. No matter from the requirements of the new curriculum standard or the content of the new textbooks, the importance of psychological education for junior high school students is very high. The nature, task and content of junior middle school ideological and moral curriculum make it an important carrier to carry out junior middle school students' mental health education. It is of great significance to make good use of the new ideological and moral teaching materials in the classroom, carry out rich and colorful activities to carry out psychological health education and improve the psychological quality of students for every ideological and moral teacher.

#### ***The theoretical basis of mental health education of moral education***

"Curriculum psychology" is a theory put forward by modern educationalists. It is the idea of integrating mental health education into the teaching of various subjects and scientifically setting up mental health guidance. There are many scholars who support this view, and therefore they put forward different pedagogical theories.

#### ***Education is life theory***

Dewey believed that "education is life, education is growth, education is the reorganization and transformation of experience". This view also breaks the traditional teaching mode of classroom-centered, textbook-centered and teacher-centered education. (Dewey, 1916) In his mind, pay attention to teaching psychological change, he believes "a teacher if consideration is not limited to the teaching material itself, he is teaching material as the experience and growth in all relevant factors to consider in" in the teaching and the teaching material, a professor of Dewey argues that practical teaching, and also is the combined knowledge and actual student life, Combining the psychological characteristics of students to grasp the classroom. This point of view is the embodiment of psychological curriculum.

#### ***Three-dimensional objective theory***

Bloom three-dimensional target requirements of classroom teaching according to the task of each course and the needs of students from the knowledge and skills, process and methods, attitudes and values emotional three dimensions' design curriculum objectives, including emotional attitude and values goals and objectives in the teaching of the teacher by stimulating the students' emotion, produce emotional resonance, cause a positive attitude to experience, and form the correct values. This reflects the goal and requirement of mental health education in subject teaching. (Bloom, 1948).

#### ***Theory of education and development***

Zankov organization "teaching and development is to promote the general development of students by teaching as much as possible." development mainly refers to psychological development. Zankov points out that there is still room for improvement in the psychological development of students in traditional teaching, and he advocates the establishment of a new teaching mode to pay attention to the cultivation of students' mental health. (Zankov, 1975).

#### ***Theory of harmonious development***

The theory of harmonious development was put forward by Suhomlinsky, in his view, the purpose of education is to promote the harmonious development of students' personality. Harmonious development includes the overall development of students' body and mind, the improvement of comprehensive quality and the formation of good interpersonal relationship. He was the first person in the former Soviet Union to implement mental health education in the school system. (Suhomlinsky, 1950).

There are a lot of educational psychology theories about mental health education. Psychologists put forward the methods and models of mental health education for students from different angles, which can also be applied to the teaching of ideological and moral discipline in junior middle school. These theories integrate mental health education into ideological and moral discipline teaching.

### **Group dynamics theory**

Modern psychologist Lewin put forward that "a mature group is not a collection of individuals simply added up, but an organic whole that is interrelated and inseparable. (Lewin, 1938) Mature groups have common goals and values, and have a strong group cohesion, which can urge every member of the group to think and act toward the group goals, and closely connect their own motives and needs with the group goals, and consciously strive to achieve the group goals." The mental health education of moral education in junior middle school is the collective education of the class as a unit. Using the form of collective teaching in the teaching process can change students' behavior, form correct values and cultivate good quality. Teachers should also make good use of the role of the class in the process of collective teaching, only by building a good class and class style is more conducive to improving students' learning motivation and ability, in order to realize the control of the educational process and lasting teaching effect, to achieve the purpose of mental health education.

### **Psychoanalysis, educational psychology**

In his theory of personality development, Erikson divided life into eight stages and proposed the eight-stage theory of personality development, arguing that "the development of individual personality is a process of interaction and continuous integration between self and the surrounding environment". According to this theory, junior high school students are in the transition from minors to adults, facing different role changes and various contradictions. People in this stage lack unity and identity for themselves, which will lead to psychological and moral crises. The way to solve the crisis is to carry on the education of their mental health, in the middle school moral class to help middle school students to establish a correct outlook on life, world view and values in line with social development, help them to develop the ability to judge right from wrong. (Guo Nianfeng, 2002)

### **Humanistic educational psychology thoughts**

Humanism education focuses on the personality psychology, they think that "nature is good, kind, they are not driven by the unconscious desires of the beast, have their own free will, and the need of self-realization, people have the potential of self-development, can self-education, constantly improve and eventually achieve them." One of the goals of moral education in junior middle school is to cultivate mentally healthy people. Therefore, in the education process, students can be encouraged to discover their own unique advantages through classroom education, constantly improve themselves, and realize their own value. In the teaching process, we can learn from Rogers' guiding teaching, which opposes the traditional education mode, advocates "student-centered", respects students unconditionally, and helps students understand themselves and form their unique personalities in the process. The application of humanistic educational psychology in moral class requires teachers to change the traditional teaching concept, take students as the center,

mobilize the positive classroom atmosphere, encourage students to participate in teaching activities, let students carry out self-education in the activity, realize the potential in the self-education, improve the psychological quality.

### **Constructivism educational psychology thought**

Constructivism is formed on the basis of Piaget's educational thought. Constructivism teaching theory emphasizes that teachers are teaching instructors and cooperators, while students are learning leaders. Learning is a process in which students actively construct knowledge and experience. When applied to moral class, teachers are required to take students as the center, emphasize cooperative learning and students' independent learning, and carry out situational teaching to create a good atmosphere for students to study mental health education.

### **Social learning theory educational psychology thought**

Bandura the originator of social learning theory, believed that "learning is a process in which individuals obtain certain psychological behavioral responses or modify existing behavioral responses by observing other people's behaviors and their reinforcement results, so it is called" observational learning "theory. In the learning process, teachers often set good examples for themselves. Students constantly improve their own behaviors through observation and imitation, thus promoting their psychological quality and personality development. Apply to moral class, is to ask the teacher to do a good role model, set an example, to demonstrate to students, in the process of learning to transform students' thoughts and mental health. (Bandura, 1977)

## IV. METHOD

During the investigation, the author conducted a questionnaire survey on the students of Middle School, and conducted an interview survey on the ideological and moral teachers. Through the field investigation, we have an intuitive understanding of the current situation of the psychological health education of the ideological and moral class. After conducting a mental health questionnaire survey in different grades of junior middle school, the author obtained first-hand data to understand the most sensitive mental health problems of junior middle school students, and obtained the causes of these problems through analysis. The conclusions drawn from these questionnaires lay a solid foundation for the research topic "how to better integrate the requirements of mental health education into the classroom".

The personal interview survey of teachers mainly interviewed teachers from the political teaching and research Group, through which the real thoughts of front-line teachers and the actual situation of some classrooms were learned. At the same time, the author also audited part of the ideological and moral class, thumbed through the teacher's lesson preparation notes. Through interviews and observation to the current middle school there are many teachers in junior middle school thought moral

character courses and teaching materials to understand is not deep, on the curriculum school mental health education in ideological and moral lessons class number is too little, content boring, the teacher's teaching method is single and low level of teaching, the teaching effect is very poor, the efficiency is very low.

## V. FINDINGS

Problems existing in mental health education of moral education in junior middle school

1. Poor self-control, weak will and easy to produce extreme emotions when encountering setbacks  
Teenagers are in the critical period of physical and mental transformation. First of all, physiological changes, the body of various hormones secretion exuberant, leading to the nervous system suddenly strong and weak, so that will make young people with temper, poor tolerance. Secondly, psychological immature, young people are young, lack of experience, mental health education is not much it may be difficult to adapt to social needs and school requirements, prone to frustration, lack of frustration education, cannot form a good self-control.

2. Be self-centered  
Self-centered in dealing with the relationship with parents, teachers and classmates, the main reasons for this phenomenon are: parents often spoil their children in the education of children, comply with all the requirements of children. In the process of teaching, school teachers evaluate the good and bad by grades, and have been pampering the best students and turning a blind eye to mistakes, so that some of the best students become more and more arrogant and selfish.

3. Low ability to withstand pressure and frustration  
Often shown as learning a frustrated loss of confidence, light spiritual variation, heavy suicide. The living environment of middle school students is relatively comfortable at present. Encounter less setbacks, parents care for their children every possible way, to the child up the umbrella. Students in the face of difficulties and negative mood, lazy character, fear of difficulties will lead to some psychological problems in their study and life.

4. Low self-esteem  
The cause of inferiority is that students often carry out negative self-suggestion. This is because they cannot correctly treat the physiological changes or defects, cannot correctly deal with the difficulties in interpersonal communication and learning, have a negative escape psychology.

Analysis on the problems and causes of mental health education in middle school ideological and moral class

1. *Ideological and moral teacher education concept deviation*

Although the new course standard put forward the ideology and moral character is one of the tasks to help

students set up healthy psychological quality, and also in the textbooks with emphasis on the education and psychology this piece but there are still many teachers, think that the mental health education is to belong to the school mental health teacher's work, you only need a good teaching material on the basis of the knowledge content, tests, it is good to get high grade. So in the teaching links, they focus more on exam-oriented education, around the baton. I will study hard for everything that is on the exam. The exam does not test the part can be ignored "these ideas also widely exist in the mind of the teacher. Therefore, the learning goal of emotional attitude and values required by the curriculum standard cannot be put into practice. The new curriculum reform needs to be promoted and deepened.

2. *Ideological and moral teachers cannot improve their professional teaching qualities*

Most teachers cannot clearly explain the meaning of mental health education, they one-sided think that mental health education is moral education or psychological counselling and dredging for students with acute mental illness. When it comes to the theoretical knowledge related to mental health education, no teachers have received relevant training, and even the special psychological guidance teachers in schools have not received the opportunity to receive systematic training. It can be seen that there are still loopholes in the work of students' mental health in schools. Most think of teacher in teaching have no consciousness to focus on the students' psychological health education with their own is closely related to psychological professional self-restraint is not enough, so the school should be more training on mental health education should be increased, let more think teachers can receive professional training, so as to better discipline combining its own characteristics, blend in mental health education to the subject teaching.

3. *Ideological and moral teachers' self-mental health level is low*

The teacher profession is exemplary, the teacher's words and deeds have a direct influence on the students. Teachers with good psychological quality guide how to adjust their own emotions, can be positive and optimistic to face the pressure in life and work, do a positive example for students, to create a relaxed, democratic and harmonious teacher-student relationship and learning atmosphere. On the contrary, a teacher with poor psychological quality will produce more negative emotions, and these emotions are not conducive to students to develop a healthy state of mind. According to the survey, 80% of teachers have great psychological pressure, more than half of teachers feel job burnout, and only 30% of teachers are satisfied with their work and have professional pride. A few teachers are also thinking of job-hopping. The above data reflect that the mental health level of sipin teachers themselves is still at a very low level. Before improving the mental health level of students, we should look back at ourselves and start from the mental health education of teachers to set a good example for students.

#### 4. *Single method of mental health education*

In the system of exam-oriented education, the phenomenon of traditional teacher-centered, text-centered and teacher-centered still exists. Students' independent learning ability is not high and their dominant position cannot be brought into play. Teachers often only pay attention to preaching in the class of thinking, accustomed to the knowledge of the indoctrination and coping with the system of examination. The content is monotonous and the teaching activities are few and more superficial. Therefore, the students in class are just to memorize the book knowledge, and did not really pay attention to the emotional attitude values between the lines. In the survey of the students, most of the students think that the classroom is too boring, and they are dissatisfied with the current classroom mental health education activities, thinking that the activities are single and the practice opportunities are few. At present, there are many discussion methods of mental health education in thinking class. However, when carrying out classroom activities, this method is often too rigid. It is only about psychological problems, discussing the free subject of students' communication about the knowledge learned in class, and the teacher's summary after discussion is too simple. It is obvious that mental health education with the traditional ideological and moral teaching course is not in line with the requirements. Ideological and moral education is a practical subject, which pays attention to the close connection with students' life experience and practical experience. In order to enrich the mental health education in moral education, teachers are required to innovate various activities suitable for students' life. For example, we will carry out colorful extracurricular activities, hold cultural festivals, hold blackboard newspapers and hold class meetings. All these can make education more interesting and effective.

#### 5. *Teachers ignore the study of curriculum standards*

The new curriculum standards place more emphasis on the cultivation of students' mental health education. These contents are clearly marked in the curriculum standards, which makes the knowledge related to mental health not marked in detail in the compilation of the textbook, but scattered in every unit, every lesson and every frame of the textbook. All the textbooks of the three grades of junior middle school in Su Education edition involve the content of mental health education. Have set up self-esteem self-confidence, love life; Honest and responsible, distinguish right from wrong; Have learned to be good at communication, be kind to others; There are also into the society, towards tomorrow in; These courses can provide students with mental health education. Teachers should learn to focus on the content of mental health education when teaching courses. As for other courses, they can also intersperse some knowledge and educational content of mental health at the right time. These are not reflected in the syllabus and textbooks and require teachers to read the textbooks. Find points where you can combine. The compilation of the new textbooks gives teachers free play, but also leads to some teachers who are not serious and

irresponsible in their work directly ignore the grasp of the goal of emotion, attitude and values. If we further study the curriculum standards, we can also specify the content of mental health education in detail in the educational objectives, so that teachers pay more attention to this part, rather than just do general and go through the formalities.

#### 6. *Teachers cannot make rational use of textbooks*

Because the mental health education in the teaching material is scattered, so the teacher in the actual teaching if the system cannot grasp the teaching material system cannot focus on mental health teaching. The new textbooks focus on active teaching and combine teaching with fun. But in the actual classroom there are two kinds of improper grasp of the phenomenon of teaching materials: some teachers own psychological quality is not enough, will only mechanically push materials. Some teachers think that the pursuit of activity class forms rich and varied, but not in the activities of my good teaching of the key link, the actual classroom effect is very poor so that in junior high school moral class randomly arranged mental health education content, it is difficult to achieve actual results.

The strategy analysis of solving the problems existing in mental health education of moral education in junior middle school.

#### 1. *Correct teachers' educational philosophy deviation*

Schools can organize teachers learning, work meeting influence rich variety of forms such as the teacher's true identity put forward the concept of quality education in the new standard, and can realize ideological and moral course plays a backbone role in students' psychological health education, firmly in the discipline teaching into the concept of mental health education. This is not only the requirement of moral education work, but also one of the goals emphasized by the new curriculum standard. We should change the attitude and working methods of exam-oriented education in the past, so that the classroom can be truly implemented in students' lives.

#### 2. *Strengthen the professional quality and psychological quality of teachers*

Since many teachers lack psychological knowledge, they cannot carry out mental health education effectively. Schools can carry out psychological knowledge training for teachers to help teachers reserve knowledge and better meet the needs of mental health education. Teachers can also master the relevant theoretical knowledge through independent learning, and constantly exercise practical experience in the classroom, apply the knowledge learned to teaching, achieve mastery, and gain experience in mental health education in practice.

In order to solve the problem that teachers' psychological quality is not enough, it is necessary to strengthen the cultivation of teachers' psychological quality and improve their psychological quality level. Teachers in work and life should be conscious of their own psychological adjustment, maintain a peaceful and positive attitude. For the pressure in the work to learn to self-decompression, only with a calm attitude, in order to maintain a sunny

smile, in order to have more enthusiasm into the work, care for students.

### *3. Develop colorful teaching forms and methods*

At present, the form of mental health education in ideological and moral character is single, in order to optimize the classroom and achieve good teaching effect. Teachers can innovate in teaching forms and methods. In the classroom, we can show the situation and discuss and organize group games so that students can feel the content of mental health education in the game. In addition to moral class, colorful extracurricular activities can also be carried out, such as organizing thematic class meetings, Posting blackboard newspapers and so on. These diverse forms can overcome the disadvantages of traditional dull and monotonous classroom, make students interested in the teaching content and increase the teaching effect.

There are a variety of common teaching methods. It includes sensory cognition method, discussion and communication method, situational experience method, example demonstration method, encouragement method and so on. Sensory cognition method is to mobilize students' perception and imagination to achieve the purpose of teaching. We can play videos and music to students for them to enjoy. We can also tell stories to students to stimulate their learning motivation. Discussion communication method is to divide students into groups, put forward questions for students to discuss in groups, and then select representatives to speak. This way is the performance of students' subjectivity, exercise students' ability of positive thinking, language expression and creativity, is one of the most effective forms of independent learning. Situational experience method is to create a situation in teaching so that students can participate in the class through performance, which fully satisfies the desire of students to perform. At the same time, through personal experience, it can enhance the grasp of knowledge and the identification of emotion, attitude and values. The model law mainly involves teachers taking the lead by example. The image of teachers has strong demonstration and inner infectivity for the development of students. Teachers should be good at using themselves to play an exemplary role in class, and at the same time, they can infect students and inspire students through examples of leaders, great men and model figures in class. Teachers should also make good use of the encouragement method, because middle school students are in adolescence, emotional fluctuations are relatively large, so in the teaching process, should take into account the emotional factors, in the education process to commend the main, punishment as a supplementary evaluation mechanism, stimulate their enthusiasm in learning.

### *4. Conduct in-depth teaching and research activities for moral teachers*

When teaching the course, the teacher should be based on the curriculum standard, read the content of the curriculum standard. At the same time, we should deeply understand the content of the textbook and find the main line and logical basis for the compilation of the textbook.

When carrying out mental health education in the classroom, the relevant content in the books should be emphasized consciously, and the outline should be closely combined to elaborate and expand. At the same time, teaching should not be scripted, only teaching the existing content in the syllabus and teaching materials, on this basis, according to their own professional quality to expand and understand, supplement the content outside the course. Let the knowledge and life closely linked, so that the classroom content is more colorful, so that students' harvest is more effective and obvious.

## VI. DISCUSSION

Confident design theme of moral lesson, I put the teaching difficulty in forming positive, confident attitude to life, cultivate acceptable happy state of mind of the self and in confidence, confidence, cultivate correct outlook on life and values, the purpose is to emphasize the students for the confidence of emotional experience, trains the student to form the good psychological quality of confidence. Choosing self-confidence as the content of teaching is also because this course clearly reflects the characteristics of mental health education in moral class.

In the teaching process, I used several teaching forms and methods discussed in this paper. In the form of teaching, uphold the combination of classroom and outside the form of education. In class, I designed a variety of games and activities to enrich the teaching form and make the class more vivid and interesting. Besides the class, I also arranged the task of writing letters to mom and dad as well as the selection of confident students and the relevant theme board newspaper. In this way, it is better to integrate the knowledge into students' life and into students' consciousness, which is conducive to the formation of good moral character. In terms of teaching methods, sensory cognition method is mainly adopted, and abundant pictures and audio texts are displayed in the teaching. These media stimulate students' interest in learning and create an active and enthusiastic classroom atmosphere. Secondly, in the activity, the appropriate use of group discussion method, let students discuss and analyze a case combined with their own characteristics. This not only exercises the students' independent learning ability, but also enables teachers to know the actual mental health status of students according to their speeches. In addition, situational teaching method is also used. Such design intention enables students to experience in activities, feel and grow in the experience.

## VII. CONCLUSION

Moral education has become an important carrier of mental health education. This article from three aspects this paper expounds the moral character of psychological health education: the first part expounds the concept of mental health education and the moral character and the relationship between psychological health education, this paper introduces the research status of psychological health education of moral character, and also summarizes the reality on the basis of the junior high school mental

health education as well as the relevant theoretical basis. The second part, based on the questionnaire survey, points out the problems and causes of mental health education in moral education. In the third part of the middle school moral and psychological health education problems, based on the analysis of excellent courses, put forward the relevant countermeasures.

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