

The Development, Current Situation and Promotion Strategy of the Integration of Mental Health Education in Universities, Primary and Secondary Schools

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Abstract: Combined with China's mental health education policy, the integration of mental health education in universities, primary and secondary schools has gone through three stages: pregnancy, start-up and development. Although certain achievements have been achieved, there are still many problems in the system of management, curriculum system and teaching staff. It is necessary to strengthen the top-level design, carry out systematic research, and carry out the construction of basic projects in order to build a long-term operation mechanism, achieve breakthroughs in key difficulties, and promote the high-quality development of mental health education and services.

Keywords: Mental Health Education, Integration, Strategy

1. Introduction

The report of the 20th National Congress of the Communist Party of China clearly pointed out that it is necessary to "promote the construction of a healthy China", "put the protection of people's health in the strategic position of prior development, improve the policy of people's health promotion", and pay special emphasis on "pay attention to mental health and spiritual health". The national data of health survey for primary and secondary school students in the past ten years has showed that the physical quality of students has continued to decline, and mental health problems are becoming increasingly prominent. The health quality of students and education quality of schools have attracted more and more attention and concern of the whole society. Due to the division of power and responsibility, affiliation and operation of mechanism, primary and secondary schools in China are independent in terms of health quality about education^[1]. There is a lack of systematic planning, design and organic links between various stages, which affects the systematic and comprehensive effect of the health quality about education system to certain extent.

2. The Developmental Stage of Integration of Mental Health Education in Universities, Primary and Secondary Schools

Combined with China's mental health education policy, the integration of mental health education in universities, primary and secondary schools has gone through three stages: pregnancy, start-up and development.

2.1 The Gestational Stage (1978~1999)

The psychological and mental health education of students in China can be traced back to April 1984. The first psychological counseling institution for students was established in Huzhou Normal College in Zhejiang Province. It has not been expressed separately in the early national relevant policy documents but included in moral education. In 1994, in the "Several Opinions on Further Strengthening and Improving School Moral Education" (referred to as the "Opinions") issued by the Central Committee of the Communist Party of China and the State Council, the "Opinions" pointed out: "Through a variety of ways to educate and guide students of different ages to help students improve their psychological quality. " At the same time, the "Opinions" also put forward: "The overall planning of the moral education system of the school should follow the law of the ideological and moral formation of young students and the

requirements of social development, and scientifically plan the specific content, implementation methods and methods of each stage of education according to the overall goal of moral education work." This is the first time that "mental health education" has been mentioned in official national documents. In November 1995, the State Education Commission promulgated the "Outline of Moral Education in China's Ordinary Colleges and Universities", which not only listed mental health education as the content of moral education, but also defined the content of mental health education in colleges and universities (mental health knowledge education, personality psychological quality education, psychological adjustment of ability training). Correspondingly, in March 1998, the Ministry of Education issued the "Rules for Moral Education in Primary and Secondary Schools" for primary and secondary schools, in which "mental health education" is expressed as "psychological quality education" and realized through ideological and moral courses. Subsequently, the Action Plan for the Revitalization of Education in the 21st Century issued in 1998 and the Decision of the Central Committee of the Communist Party of China and the State Council on Deepening Education Reform and Comprehensively Promoting Quality Education issued in June 1999 explicitly use "mental health education".

2.2 The Initial Stage (1999~2010)

In August 1999, the Ministry of Education issued "Several Opinions on Strengthening Mental Health in Primary and Secondary Schools" elaborated on the purpose and content of mental health education in primary and secondary schools, and further clarified the relationship between moral education and mental health education. The landmark's significance of this policy is to extract mental health education from the mother body of moral education, which effectively improves the status of mental health education. However, in terms of mental health education at all stages of universities, primary and secondary schools, it is still isolated and has not been systematically planned from the perspective of top-level design.

In the 21st century, colleges and universities across the country have made rapid progress in psychological disciplines, majors and talent training, and the cross-cutting research between psychology and biology, pedagogy, sociology and other fields has also made great progress^[2]. Researchers' research on individual psychological processes is becoming more and more refined, and fundamentally put forward systematic, refined and concretized development requirements for mental health education policies. In March 2001, mental health education was included in the Outline of the Tenth Five-Year Plan for National Economic and Social Development of the People's Republic of China. In 2002, the Ministry of Education successively issued the Outline for the Implementation of Mental Health Education for College Students in Ordinary Colleges and Universities (Trial) and the Guiding Outline for Mental Health Education in Primary and Secondary Schools. The two programmatic documents further clarify the basic principles, objectives, main contents, methods and safeguards of mental health education in universities, primary and secondary schools. In order to promote the development of mental health education in vocational colleges, the Ministry of Education issued the Guiding Outline for Mental Health Education for Students in Secondary Vocational Schools in 2004. Since then, there have been specific action guidelines for each stage of education. The formulation of the implementation outline of mental health education has further concretized and clarified the work of mental health education, thus providing a connecting operational foundation for the integrated construction of mental health education.

2.3 The Developmental Stage (Since 2011)

At this stage, mental health education has been further improved in policy and system. At the same time, from the Outline of the 13th Five-Year Plan for National Economic and Social Development, the Outline of the Healthy China 2030 Plan, Guiding Opinions on Strengthening Mental Health Education Services and other national documents of policy, psychological health education has risen to the level of national strategy. In addition, the guidelines for mental health education in universities, primary and secondary schools have been further refined into highly operational documents such as the Guidelines for the Construction of Psychological Counseling Rooms in Primary and Secondary Schools, so that mental health education has both macro guidance and micro-operational standards. In some developed areas, colleges, universities, primary and secondary schools have begun to carry out in-depth cooperation in mental health education, and have explored substantially integrated construction in the popularization of mental health knowledge, psychological evaluation, crisis of intervention and construction of school-based curriculum^[3].

3. The Integration of Mental Health Education in Universities , Primary and Secondary Schools

Although the integration of mental health education in universities, primary and secondary schools has achieved certain results, there are still many problems in the management system, curriculum system and faculty.

3.1 Isolating Management System

Although the mental health education program can provide actionable guidelines for education at all stages of education in universities, primary and secondary schools, there is still no specific guidance on the connection between the stages. The result of this defect at the top-level design level is that the mental health education of universities, primary and secondary schools is in line with each other, which is repetitive, fragmented and disconnected. For primary and secondary schools, in the "score-only" environment, the importance attached by school leaders to mental health education is vague. A consultation room has been built with full-time teachers of mental health education. In terms of effectiveness, it is difficult for students to have significant changes in their mental outlook in a short period of time, and from the perspective of individual students' crisis of intervention, the input and output is disproportionate. Of course, this phenomenon is related to the inadequate understanding of mental health education by parents and students, or even misunderstandings, equate psychological needs with psychological problems, and even equate them with mental disorders. Shame is dominant, lacking scientific and positive mental health concepts and awareness. For colleges and universities, the aging of students' psychological problems and the enhancement of students' anxiety, compulsion, dependence and other factors, even if colleges and universities meet the requirement of 1:4000 in mental health education, full-time teachers are still tired of coping with the growing needs of college students for diversified mental health development. They can't really meet the actual psychological needs of students according to the standardized operation of mental health education. The emergence of psychological problems is often lagging behind. In order for colleges and universities not to do too much work on students' mental health education, primary and secondary schools should detect and prevent early, and the gap in sheepfold should be filled in time^[4]. The two sides should avoid the real dilemma of mental health education as much as possible with the construction of integrated system and mechanism.

3.2 The Shortage of Qualified Teachers

There are only a handful of primary and secondary schools equipped with full-time mental health education teachers, and most schools are carried out by part-time teachers. Even so, either part-time teachers have more core essential work, such as head teacher's work, and do not have enough energy to devote to mental health education; or part-time teachers themselves do not have a professional background in psychology, it is difficult for teaching in classroom or psychological intervention to have substantive effect. In addition, in the actual operation of mental health education, due to the lack of rigid rules and regulations such as workload of accounting and operator's norm, it mostly exists in the form of "conscientious life".

3.3 Delayed Psychological Health Education in Primary and Secondary Schools

From the historical process of the integration of mental health education in universities, primary and secondary schools, it can be seen that compared with teachers of mental health education in primary and secondary schools, university mental health education is more eager for integrated construction. On the one hand, the terminal of integrated construction is the university, which is caused by the social service responsibility of the university; on the other hand, the psychological problems of college students are increasing year by year, and they are characterized by low age. The aging here has two meanings: first, the psychological problems of some college students, even psychological diseases have occurred during primary and secondary schools, and there are obvious abnormal behaviors; second, the psychological problems presented by some college students are obviously too naive and should be solved during primary and secondary schools^[5]. In fact, due to the limitation of the degree of attention, teacher's strength and venue conditions, mental health education in primary and secondary schools is often sporty, staged and scene-oriented. The psychological needs presented by students are ignored, covered up, and postponed indefinitely.

4. The Strategy of Practical Promotion for Integration of Mental Health Education in Universities, Primary and Secondary Schools

Based on the concept of "Healthy China" to promote the integrated development of mental health education in universities, primary and secondary schools, it is necessary to strengthen top-level design, carry out systematic research, and carry out basic project construction so as to build a long-term operation mechanism, achieve key and difficult breakthroughs, and promote the high-quality development of mental health education and services.

4.1 Strengthen the Top-Level Design and Build a Collaborative Mechanism of Promotion

In order to complete the fundamental task of cultivating people with morality, we must attach great importance to the integration of mental health education in universities, primary and secondary schools. At the national level, it is necessary to strengthen the coordination, linkage and cooperation between education management departments and other departments, do a good job in top-level design and promote the integrated construction of mental health education in universities, primary and secondary schools. Local governments and education authorities at all levels should set up special institution, being equipped with professional teams, unblock school, family and social communication channels, connect all stages of universities, primary and secondary schools, integrate educational resources, carry out overall planning and design of mental health education on the basis of comprehensive investigation and research, and actively promote integration^[6]. Schools at all levels and of all types should strengthen the integrated design of educational objectives, educational content, educational methods and educational evaluation on the basis of guaranteed conditions and professional teachers, pay attention to the integration of mental health education elements with other disciplines, and strengthen communication and connection with schools, social service institutions and families at all stages to ensure mental health education. It is connected vertically and horizontally, connecting up and down^[7].

4.2 Improve the Guarantee of System and Form a Long-Term Mechanism

The system is root, the guarantee, and the basis for the work. First of all, it is necessary to sort out and study the existing work of system, give full play to its advantages and make up for shortcomings. Secondly, we should keep the right and innovate. The state should further clarify the linkage responsibilities of universities, primary and secondary schools in the integration of mental health education at all stages, and put forward norms and requirements in the guiding ideology, basic principles and construction content^[8]. All localities should have specific implementation plans, clarify responsibilities, make every effort to guarantee, and establish work assessment standards. Primary and secondary schools should improve specific work system, such as mental health education staff training system, inter-school project cooperation system, psychological file system, psychological referral system, etc.

4.3 Carry out Systematic Research and Make Fixed-Point Breakthroughs

Scientific research is an important foundation and intellectual guarantee for the integration of mental health education. First, we should study the current situation of integration work and solve the practical problems in the process of promoting integration. Second, it is necessary to study the theoretical basis of integrated construction and explore the connotation, structure, working principle and operation mechanism of the integration of mental health education. Third, it is necessary to study the integrated working methods and models to solve the practical problems of integration. Fourth, it is necessary to carry out effectively y evaluated research to improve the effectiveness of integrated work^[9].

In addition, fixed-point breakthroughs should be made in the construction of infrastructure projects to achieve steady progress. First of all, carry out the construction of teaching materials. Starting from the integrated overall layout, organize a team of experts and teachers, collectively discuss and determine the outline, coordinate the division of labor, design and develop a series of mental health course textbooks at all stages and grades, and ensure that the textbooks become a series of courses from shallow to deep on the basis of following the psychological characteristics of students in each school. " Secondly, develop local school-age psychological measurement tools. At present, most of the scales used in school mental health education are developed abroad, and they are mainly suitable for adults. Therefore, it is particularly important to develop psychological measurement tools suitable for students

with Chinese cultural backgrounds. Finally, build a demonstration base. In the early stage of integrated construction, a number of demonstrating bases are selected for construction, try first and reform experience will be accumulated. Through exploratory construction, the working relationship will be gradually straightened out, the working system will be improved and advanced experience will be accumulated.

5. Conclusion

In order to achieve the goal of universities, primary and secondary schools in the integration of learning, and get rid of the dilemma of poor connection, it is necessary to adhere to the orientation of moral education and combine psychological education with moral education. Under the guidance of the concept of integration, it should follow the characteristics and laws of the psychological development of children and adolescents, and pays attention to the universality and particularity differences of their psychological development. Use scientific methods to achieve the goal of early planning, early prevention, early detection and early response. Innovating a variety of mechanisms and building a variety of platforms, promoting multi-party cooperation, jointly to create a good psychological education environment, and help cultivate students to establish self-esteem, self-confidence, rational and peaceful, positive and positive social mentality.

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