# The use of digital teaching resources in teaching mental health in elementary school

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*Abstract: In the context of educational digitalization, how to effectively use digital teaching resources in teaching is an important topic in elementary school mental health education at present. The use of digital teaching resources in elementary school classrooms can stimulate students' interest in learning, better improve students' thinking ability, and play a key role in the improvement of teaching quality. Although digital resources have been introduced into elementary school mental health classroom teaching, there are still many problems such as insufficient resource integration. This paper discusses how to better assist the actual teaching of elementary school mental health courses through digital teaching resources by creating a digital classroom atmosphere, creating digital teaching scenarios, and conducting digital cooperative inquiry.*

*Keywords: mental health education, digital teaching resources, elementary school students*

## 1. Introduction

General Secretary emphasized in the fifth collective study of the Political Bureau of the 20th CPC Central Committee that the digitalization of education is an important breakthrough for China to open up a new track of educational development and to shape a new advantage in educational development. The digital teaching platform takes teacher-student interaction and student-student interaction as the main teaching means, which can realize that more students can acquire knowledge in different ways at the same time, and such a teaching mode is very different from traditional classroom teaching[1] . "Using digital resources, organizing teaching activities, improving and empowering learners" improves the teaching and learning process while increasing the efficiency of teaching and learning[2] . However, in terms of the current use of digital resources in elementary school mental health classrooms, there are still many problems. As digital teaching resources are more and more widely used, it is all the more important for us to recognize the existing problems and actively propose methods and measures to solve them, so as to promote the quality of primary mental health classrooms.

## 2. The concept of digital teaching resources

Digital teaching is the application of digital technology to teaching, that is, the use of multimedia classrooms, network platforms and other digital carriers to carry out teaching. Digital resources are the sum of information resources released, accessed, and utilized in digital form, which are formed by the integration of computer technology, communication technology and multimedia technology. Digital educational resources provide rich materials for effective teaching and learning, usually including teaching materials, case studies, movies, pictures, courseware, etc.[3]

Digital mental health classroom teaching refers to the teaching practice activities in which teachers and students follow modern educational theories and laws in a multimedia teaching environment, use digital teaching resources, and use digital teaching as a means to cultivate creative mental health awareness and abilities that meet the needs of the new era.[4] It combines traditional classroom teaching and digitalized teaching resources. It combines the advantages of traditional classroom teaching and digital technology, providing richer and more efficient teaching means for mental health teaching.

## 3. Current status of the application of digital teaching resources in elementary school mental health teaching

### 3.1 Inadequate integration of digital resources

In the digital era, all kinds of resources are endless, however, for classroom teaching, not all resources can be effectively utilized. Many teachers lack the mastery of digital learning resources, and in teaching, they only pursue the innovation of teaching methods and overuse the digital teaching mode for teaching, and the content is mostly presented in the form of multimedia and other forms. Secondly, there is a lack of teaching methods that combine teaching resources and teaching in the curriculum. Research on the application of digital teaching resources in elementary school mental health classroom teaching is relatively small, and the use of digital teaching resources by some teachers is at a low level, which is not conducive to the perfect combination of resources and classroom teaching, and it will also restrict the practical application of digital resources[5] The students are not able to learn in depth and deepen their knowledge of the resources. Students are not able to learn in depth and understand the nature of learning mental health courses at a deep level, which not only affects the quality of classroom teaching, but also affects students' understanding of knowledge. In addition, the quality and quantity of digital teaching resources are also problematic, and some resources may not meet the actual needs of classroom teaching.

### 3.2 Lack of learning autonomy among primary school students

In the digital era, students need to learn to learn independently in order to make better use of digital resources. However, primary school students are weak in self-discipline and self-management ability, often insufficient in the formulation and implementation of learning plans, lack of learning autonomy in actual teaching and learning, and are unable to effectively utilize digital resources for learning. This not only affects the learning effect of primary school students, but also limits the actual effect of digital resources into the classroom.

### 3.3 Impact on the "controlled" teaching and learning environment

Elementary school students are young and weak in self-restraint, and their knowledge of and adherence to classroom discipline is often insufficient, making it easy for them to cause disturbances in the classroom. In the traditional classroom, teachers have strong control over the teaching environment and can effectively maintain classroom discipline. However, with the diversified development of network information technology, the mobile teaching mode based on "Internet + handheld terminal" is widely used, making the teaching means more intelligent and virtualized.

## 4. The value of integrating digital teaching resources into elementary school mental health classrooms

### 4.1 Enhancement of fun to improve primary school students' concentration in the classroom

Elementary school students are innocent, lively and cheerful, full of curiosity and desire for knowledge. Since their self-control and concentration are not very strong, they are easily distracted and inattentive. However, as the saying goes, "interest is the best teacher", so improving primary school students' interest in learning is an important way to promote their learning of psychological knowledge. Digital teaching resources can enrich the teaching content, provide vivid teaching scenes and concrete examples, concretize the abstract knowledge of psychology, and allow students to learn in a relaxing and pleasant atmosphere, so as to enhance students' interest in learning and participation in the enthusiasm.[6] The program is designed to enhance students' interest in learning and their motivation to participate in it. Greatly improve the interest of elementary school mental health classroom, for elementary school mental health classroom to inject new vitality and connotation.

### 4.2 Promoting subject integration to enhance the learning capacity of primary school students

Integration is a concept in basic education, and the new round of curricular reform advocates integration between disciplines, which is a tendency of modern educational development and the expansion of the subject system into the field of study.[7] . Through the infiltration of disciplines, it can not only enrich the connotation of the discipline, but also enhance the effectiveness of students' learning,

enhance the attractiveness of the discipline, and achieve the "silent" nurturing effect.[8] The digitalized resources can create a new environment for primary school students to learn and learn. Digital resources can create interdisciplinary learning situations for primary school students, so that students can learn the knowledge of multiple disciplines in the same learning situation. For example, through the virtual reality technology, in the classroom, let the students immersive experience of psychological science experiments, literary works, historical events, etc., the organic combination of different disciplines together, improve the comprehensive learning ability of primary school students.

### 4.3 Precision teaching to meet the individual needs of primary school students

Digital education can analyze students' learning data according to their learning situation and interests, and recommend appropriate learning contents and learning styles for students to meet their personalized needs. Mental health courses can use online education platforms to provide students with mental health courses on different topics, such as emotional adjustment, interpersonal communication, self-development. Students can study online according to their own interests to meet their learning needs and promote the development of mental health. Students can also be provided with personalized mental health advice and guidance through online testing and assessment. The data analysis and assessment can also provide students and teachers with more comprehensive and accurate feedback and suggestions on mental health education, helping them to make continuous improvements and thus improve the quality of education.

### 4.4 Sharing of resources across time and space to enhance the autonomy of elementary school students

Teachers can teach through online teaching platforms, and students can study anytime and anywhere without the limitations of time and space. At the same time, digital education can realize the sharing and exchange of educational resources, so that the mental health education resources of different regions and schools can be intercommunicated, and the quality and efficiency of education can be improved. Breaking the limitations of geography and time allows more students to access quality educational resources and teaching content, and promotes educational equity.

## 5. Ways of integrating digital teaching resources into elementary school mental health classrooms

With the continuous development of technology, digital teaching resources have become an indispensable part of elementary school classrooms. The effectiveness of digital media and resources lies in the fact that they can truly serve the teaching process of teachers and students.[9] The effectiveness of digital media and resources lies in their ability to truly serve the teaching process of teachers and students. However, how to apply digital teaching resources to teachers' daily teaching and make it really useful is a problem that every teacher needs to face.

### 5.1 Creating a pleasant atmosphere to stimulate the interest of primary school learners in learning

In the process of applying digital teaching resources, teachers need to create a relaxing and pleasant learning atmosphere, so that students feel that learning is an interesting thing. Teachers can combine digital resources, such as animation, audio, video and other rich audio-visual materials, to design some interesting teaching activities, such as making animation, demonstration of mental health experiments, etc., so that students can learn psychological knowledge in a relaxing and pleasant atmosphere, and improve their mental qualities in a subtle way.[10] The students can learn psychological knowledge in a relaxing and pleasant atmosphere and improve their psychological quality in a subtle way.

In the psychology class on the theme of life education, "The Life Journey of "Little Tomato"", students are guided to recognize the diversity of life in nature and explore their own unique characteristics, which can be achieved by displaying pictures of different skin colors and hobbies for students to look for differences, mobilizing the interest of primary school students in learning and guiding them to discover their own uniqueness. PPT shows excerpts from the picture book "Little Yellow Tomato" to find out the supportive forces in the growth process of the little tomato, guiding students to discover the social support system in their own growth and the significance of their own existence to the world. For primary school students, the topic of "life growth" may be too distant and vague, and simple lectures will not have a good educational effect and may make them feel bored. Through this kind of thematic activity, we can create a positive and active classroom atmosphere, let the students actively participate in the discussion, and stimulate students' interest. Students recognize the support of their parents, families and teachers for

their own growth in their respective descriptions of growth support, feel their own importance and uniqueness of life, and are able to learn to love life better and give full play to their own values.

After class, teachers can provide students with some digital learning resources, such as online courses, psychological questionnaires, psychological quizzes, etc., so that students can choose their own learning contents and methods, and improve their learning interest and independent learning ability.

### 5.2 Creating relevant contexts to deepen primary school students' classroom experience

Experiential learning, which is characterized primarily by the construction of an authentic learning situation[11] . Digital teaching resources can not only enrich the teaching content, but also deepen students' experience and improve their learning effect through the creation of situations. Through digital technology, virtual scenes related to the teaching of mental health topics can be provided for primary school students, so that students can experience different emotional and psychological states in the virtual environment, helping them to better understand and master mental health knowledge.

In the interpersonal psychology lesson "Furry Trouble," students are taught to use the basic paradigm of nonviolent communication to communicate with others about their "social boundaries" and to recognize that anger is not the optimal solution to interpersonal conflicts. Using the picture book Furry Trouble as the main story line in the classroom, the students were led through the story of the picture book and their own stories to discuss how Daisy handled the situation in the story. And by interpreting and adapting the picture book story, students can explore other ways to solve interpersonal conflicts on their own.[12] The digitalized teaching becomes invisible infection and education through sound broadcasting, which influences the inner world of students.

### 5.3 Cooperative classroom inquiry, guiding primary school students to turn static into movement

The wide application of digital teaching resources has provided more diversified teaching methods and means for elementary school teaching. Traditional classroom teaching is often teacher-centered, and students passively accept knowledge. Dewey's theory of "learning by doing" believes that experience comes from "doing", and that we need to actively experience and explore in the activities in order to obtain real knowledge.[13] The theory of "learning by doing" holds that experience comes from "doing". With the support of digital teaching resources, teachers can design classroom activities of cooperative inquiry, so that students can communicate with each other in small groups, turn static into movement, and increase the interest and participation in learning psychological knowledge.

In the introductory part of the classroom, teachers can guide students to think about and understand the problems in the story by making interesting interactive games and short stories before class, so as to introduce the theme of the class. In the psychological class on the theme of self-awareness, the introduction is based on the interactive game of "Scratch and Win", in which students are presented with a pre-made "Electronic Scratch and Win" on the courseware. Students were asked to answer any question they scratched, and if they couldn't answer or scratched a bomb, they had to reveal one of their own characteristics or hobbies. Through such a warm-up session, a good interaction with the students, stimulate students' ability to explore, naturally lead to the theme of "self-knowledge" activities. For example, in the interpersonal communication thematic activity lesson "Trouble Maker", we play the story of the bunny before class, put forward three discussion questions for the students, and ask them to watch the video and share it with the group, so as to guide the students to actively participate in the classroom discussion and lead the theme of the psychology lesson.

Through these digital methods, students can be guided to actively participate in the mental health classroom, stimulate their interest in learning and cooperation, and improve their knowledge and understanding of mental health. And under the guidance of the teacher, the knowledge will be expanded and extrapolated, supplemented and updated, and applied to solve various problems in life. When the process of knowledge extrapolation, the knowledge that students currently have is challenged, and participatory learning takes place[14] .

### 6. Conclusion

The relationship between digital teaching resources and teachers and students is mutual constraints and complementary. Multimedia can not be the theme of the classroom, the teacher should pay more attention to the creation of classroom scenarios, guide students to cooperate and explore, the role of the

guide to give full play to their dominant position in the digital teaching, then the effect of mental health classroom teaching will be more significant.[15] The effect of mental health classroom teaching will be more significant. Elementary school mental health education will be the main direction of teaching digital "new normal", to further enhance the competence of teachers in the digital transformation of education and students' classroom participation and creativity, and constantly improve the quality of mental health classroom.

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