

The Integration of Moral Education and Mental Health Education in Middle Schools in the New Era

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Abstract—Under the background of modern education, the country pays more attention to the development of physical and mental health of middle school students and the study of moral education. Mental health education and ideological and moral education in middle schools play an important role in cultivating students' healthy personalities. Since the beginning of the new century, network information technology in China has been developed at a high speed. The complex environment has led to new problems in the actual implementation of education. There are some similarities and differences between students' mental health education and ideological and moral education in middle schools. Clarifying and exploring the relationship between them can avoid cognitive confusion. This paper analyzes the current ideological and mental health status of middle school students. Combining with modern education policies and techniques, this paper puts forward some measures that could integrate mental health education and ideological and moral education of middle school students organically. In this way, this paper hopes to provide effective evidence for improving the integration of ideological and moral education and mental health education of middle school students.

Keywords—*education reform; mental health education; ideological and moral education; education policy*

I. INTRODUCTION

In December 2018, expert steering committee on mental health education in primary and secondary schools of the Ministry of Education further clarified the requirements of General Secretary Xi Jinping at the National Education Conference, which requires that the primary task of education is to cultivate socialist builders and successors of all-round development in moral, intellectual, physical, aesthetic and labor. Among them, the emphasis is on the "health first" education concept, especially the cultivation of students' sound personalities. These requirements that deepen education reform, improve the quality of education, and promote the all-round development of middle school students request schools to grasp the correct direction in the education of middle school students, and guide students to establish correct values and form healthy personalities. To achieve these, the organic integration of ideological and moral education and mental health education work is an inevitable trend.

Mental health education in middle school is a series of educational practice activities that use the theoretical knowledge and methods of mental health education to improve the psychological quality of middle school students and promote the harmonious development of their physical and

mental health. It is an important part of further strengthening and improving the moral education work in primary and secondary schools and overall promoting quality education. Mental health education in school mainly intervenes and guides students in self-cognition, learning psychology, interpersonal communication, and social life adaptation, cultivates students' emotional adjustment ability and improves psychological quality, so as to promote the comprehensive development of students' physical and mental health. [1] The ideological and moral education of middle school students (or moral education for short) refers to that schools educate and cultivate students with ideology, political views and moral standards suitable for country and society in combination with the law of physical and mental development of middle school students, so that they form ideological and moral concepts in line with social requirements and guide their own practical activities.

Moral education in middle schools pays attention to the mold of overlooks on the world, life and values. It aims to cultivate students' ideology and morality and enlighten students' ideological and political consciousness, so that their physical and mental development can be comprehensive and healthy. Mental health education has the same educational goals as moral education, because they are internal consistency. With the background of the new era, how to realize the effective integration of ideological education and mental health education of middle school students is a new topic in the reform of secondary education.

II. THE IDEOLOGICAL AND PSYCHOLOGICAL PROBLEMS FACED BY CONTEMPORARY MIDDLE SCHOOL STUDENTS

Accurately grasping the various ideological and psychological problems of students is the prerequisite for doing a good job in student education. Contemporary middle school students are a new generation that has grown up in the network environment. They are good at searching and learning various kinds of network information. So their thoughts and ideas are updated quickly and easily changed. In the process of social transformation in which various conflicts are highlighted today, the ideological and moral consciousness presented in society has developed in a diversified direction. However, these complicated thoughts and conflicts that exists in various fields of society penetrate into the campus through network channels without being screened, which easily influence the ideological and moral consciousness of middle school students who are in adolescence. Relevant surveys show that many students in

current middle schools have mental health problems, which requires the relevant departments to give high priority [2].

A. Frequent incidents of school violence

One study shows that, among the 2,423 primary and secondary school students who are investigated, 87.3% are subjected to violence and 49.2% admit to having committed violence against others. Many cases of violence in the classrooms occurs during breaks, among which the number of boys who suffer violence is more than that of girls. The period of junior high school is a stage when school violence occurs frequently [3]. The phenomenon of school violence in middle school largely reflects students' psychological problems and moral education issues. This also reminds schools to attach more importance to the physical and mental safety of students.

B. Serious study-weariness

According to past studies, the overall study-weariness of middle school students is more serious, reaching 66%. The proportion of disgusting study increases with grades. The growth of weariness rate is characterized by first fast and then slow. Moreover, according to the results, the most important factor in causing weariness is the students' factors [4]. For middle school students in adolescence, their hobbies are not stable, so they are highly vulnerable to external temptations. And with poor anti-interference ability and poor ability to distinguish between right and wrong, middle school students easily lose interest in learning and thus lead to weariness psychology. What's more, middle school students are in adolescence, which is a period of relative sensitivity and rebellion. Some students have great resistance to teachers, which is also a major reason for study-weariness.

C. Non-uniform self-cognition and obvious utilitarian values

As society alters, the values of the middle school students have become more diversified. Because many single-children receive all-round attention and love at home, they are full of superiority and they are self-centered. On the issue of dealing with interpersonal relationships, they pay more attention to the exchange of interests and look down on feelings. The sense of responsibility is generally declining. The pursuit of life tends to be utilitarian, which reflects in future career choices. Most students consider the maximization of personal economic interests and they seldom consider the needs of country and society. Among these students, their family-country collective consciousness is weak, and they are more inclined to individualism. [5]

III. FACTORS AFFECTING MIDDLE SCHOOL STUDENTS' PSYCHOLOGICAL AND IDEOLOGICAL PROBLEMS

At present, these problems in middle schools are related to students themselves, and schools, families and society also play important roles in them.

A. Social factors

Since the 1990s, network (refers to the internet in this paper) has begun to develop rapidly in China, and the number of users has grown tremendously every year. According to the 43rd statistical report on network development of China Internet Network Information Center, the number of the internet users in China reached 829 million by the end of 2018, the Internet

penetration rate climbed to 59.6%, and the number of mobile phone users reached 817 million [6]. Among them, the youth group accounts for 17.5% of the total. It can be said that the network has been integrated into the life of contemporary teenagers. However, network communication not only brings modernization and convenience of communication, but also brings multi-polar living space and diverse cultural values. Adolescents are in the stage of establishing values. They lack social experience and emotional experience. Their knowledge of society is mostly from the internet. If complex aspects of society are presented to students without restrictions, their adverse effects are greater than positive effects. Students in middle schools have doubts about contents of moral education and generate resistance psychology, which make it more difficult for moral education in schools to achieve the desired effect.

B. School factors

The human ecosystem theory argues that the development of adolescents is influenced by the external environment in which life, work and entertainment interact. School becomes one of the most influential environments because of its long-term impact on adolescent cognition and social development. Therefore, school education is always the main force of mental health education, and school education always focus on children's social and emotional regulation. Educators note that because school resources do not meet the psychological needs of adolescents and families, the ability of schools to educate children is weakened. At present, adolescents face enormous pressure of enrollment. Appropriate learning pressure can improve efficiency. But sustained high stress can make students over-anxious and thus prone to psychological problems. In addition, moral education in schools is not connected with social life. The contents of education have not been updated with the times, so they cannot explain the current complex social phenomena and they cannot solve the problems encountered by students in real life, which also leads to that moral education has not received enough attention.

C. Family factors

Family environment and parenting practices often have significant impacts on the development of adolescents. Good family atmosphere is beneficial for the physical and mental health of adolescents. Parents teach them rules, regulations and values directly, and cultivate their values, beliefs, lifestyles, interpersonal relationships and behaviors. Child-rearing behaviors of parents impact the development and mental health of children directly. Therefore, good family atmosphere plays an important role in the growth of children. However, many parents do not give their children good family education in real life. They often regard their children as their own private property. They hope that their children can learn as much as possible and succeed in society. This strong desire makes them pay much attention to the students' academic performance and neglect children's ideological education and moral health education. In addition, due to the lack of communication between schools and families, family education and school education are separated from each other. Some parents pay little attention to the inner world of their children. They think moral education and mental health education are completely

based on school education, which leads to the phenomenon that many students have mental and ideological problems.

IV. MEASURES FOR THE INTEGRATION OF MORAL EDUCATION AND MENTAL HEALTH EDUCATION IN MIDDLE SCHOOL

Mental health education is a new educational thought formed by combining multi-disciplinary theories and a new discipline formed by combining multi-disciplinary theories with educational practice. Mental health education in primary and secondary schools is a series of educational practice activities which use the theoretical knowledge and methods of mental health education to improve the psychological quality of primary and secondary school students and promote their physical and mental health and harmonious development as the core. It is an important part of further strengthening and improving moral education in primary and secondary schools and promoting quality education in an all-round way. There is internal consistency in ideological and political education and mental health education, and this consistency has already been integrated and explored in the current moral education in schools [7]. In order to improve the integration of mental health education and moral education in middle schools, promote the development of education modernization, and achieve the overall healthy growth of students, the following aspects should be considered:

A. Further integration of teaching contents

The ideological and moral education and mental health education of middle school students have similarities in helping students solve problems of self-recognition, school life, and interpersonal communication, and establishing outlooks on life and values, whether in the form or content of educational activities. Therefore, in the setting of educational contents, both of them can put forward the educational goals and plans that can be effectively integrated. In February 2019, the Central Committee of the Communist Party of China and the State Council issued "China's Education Modernization 2035", which mentioned that: the thought on socialism with Chinese characteristics for a new era of Xi Jinping should be promoted into classrooms and students should learn advanced thoughts and theories [8]. In terms of middle school education, the report pointed out that Xi Jinping's thought on socialism with Chinese characteristics for a new era should be explained systematically, and its communication mechanism of research results should be improved. This requires schools update contents of moral education timely and reform education methods. The report also pointed out that the ideological and political education should combine psychology and focuses on psychological phenomena and the law of development of ideological, political and moral aspects. For primary and secondary education, the integration of mental health education and moral education is a direct way to achieve this goal. The aim of the integration is to lead students keep mental health, and better develop the potential of individuals. Therefore, under the guidance of national policies, educators in middle schools should their political ideology and practice ability. At the same time, they should pay attention to learn psychological theories and perfect psychological knowledge. In practice, they can better carry out policies of the ideological education and

mental health education. Integrating both of them is good for students to learn relative theories and achieve a good integration of educational contents.

B. Using modern information technology to achieve the integration of innovation and optimization

Moral education and mental health education both feature a combination of emotional experience and rational cognition. Based on the law of education, modern education in middle schools can fully apply modern network information technology, enrich and innovate the curriculum modes, and achieve the goal of teaching students in accordance of their aptitude. There are many researches on the connection and integration between mental health education and moral education in China. But these research results are seldom applied to school teachings. At present, contents of ideological education and psychological education are not comprehensive, faculties are not perfect, and teaching methods are inflexible. All of these cannot meet the actual needs of students' growth. With the development of the Internet information technology, the era of big data has arrived. Schools should actively follow the era of big data and make good use of it to advance the development of the integration of online ideological education and mental health education. The Internet is not only a source of big data, but also one of the most effective carriers for moral education and mental health education. Under the situation of modern network, school educators face with more complicated education situations, so they need to actively adapt to the current environment and make timely response measures. School educators should grasp network, understand ideological or psychological problems faced by middle school students, analyze the reasons behind the phenomenon, and guide students according to law of mental health education and the ideological health education. Middle school teachers should actively learn and master modern information technology, combine their own educational experience to explore the causes of students' psychological problems, and actively guide students to learn a good way of thinking and establish a correct outlook on life and values from the perspective of students.

C. Combining theory with practice to improve educational effectiveness

Education reform is pushing schools to support student outcomes, personalized learning, early intervention and flexible learning. Schools need to develop school improvement plans to meet national demands to improve school efficiency. The real-life environment and online virtual environment that middle school students are currently exposed to are the external reasons for their own ideological and mental confusion. At the same time, the students' own mental and ideological problems are also the mapping of their inner world to the external environment. Dealing with difficulties in real life directly affects the improvement of mental and ideological problems. On the contrary, solving mental and psychological problems become an important factor in dealing with difficulties. Therefore, school teachers should actively understand the inner world of students, truly find the root of problems, and conduct correct counseling and education according to actual situations of students. They should not only explore the relationship between the two at theoretical level, but also apply moral education and mental health knowledge according to actual

situations of students in the teaching practice to achieve the simultaneous optimization of both two. For education reform, teachers are obvious pushers, because they control classrooms where is the most important environment for children to learn. We need to improve understanding of teacher-student interaction, student-student interaction, and teacher support structure to promote classroom management, learning, and the development of both teachers and students. In secondary education, teachers must combine theory with practice, according to the educational rules of ideological and moral education and mental health education, to teach students in accordance with their aptitude, solve students' practical problems, and let students receive good ideological and moral education and maintain good mental health. Students' resilience and learning potential are enhanced through the development of interpersonal relationships. The situation of realistic and difficult solutions directly affects the improvement of psychological and ideological problems. On the contrary, the problem of solving mental problems and psychological problems will also become an important factor in solving practical problems.

V. SUMMARY

Mental health is an important part of physical and mental health and an inevitable requirement of cultivating healthy personality. The smooth development of mental health education of middle school students is directly related to the cultivation of middle school students' healthy personality, and has a direct and far-reaching impact on students' academic performance, moral character cultivation, interpersonal communication, social adaptation and other aspects. The basic purpose of ideological and moral education of middle school students is to cultivate students to set up a correct world outlook, outlook on life and values, and develop good ideological and moral qualities. Middle school students' mental health education and ideological and moral education while using different methods, from different angles to focus on the students' psychological and ideological condition, but the fundamental purpose is in order to be able to pay close attention to the inner world of the middle school students, guiding them to better study and life, to cultivate students to be comprehensive and healthy development of the talent.

For middle school students, guiding them to set up lofty ideals and cultivate their good moral character will help them form correct self-cognition and enhance their ability to distinguish right from wrong. Emotional regulation ability is helpful for middle school students to adjust their own psychological state, conducive to their interpersonal communication, conducive to the formation of a sound personality. Developed network communication not only

brings modernization and convenience of communication, but also brings multi-polar living space and diverse cultural values. Adolescents are in the stage of establishing values. They lack rich social experience and emotional experience, so most of their knowledge of society is through online media. The complex aspects of society are presented to students without restrictions, and the adverse effects are greater than their positive effects. At present, there are frequent violent incidents in middle school campuses, and some students are very tired of learning. In addition, among the current middle school students group, there are quite a large number of student values with obvious utilitarianism and impetuous psychological spread. However, at present, the moral education of the school is not connected with the social life. The content of education has not been updated with the times and is not updated. It cannot explain the current complex social phenomena and cannot solve the problems encountered by the educated people in real life. Therefore, it is complicated in the new era. Under the background of network society, schools should combine modern education policies and techniques from the aspects of teaching content and educational methods to integrate the mental health education and ideological and moral education of middle school students to realize the all-round development of students.

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