

Thinking and Practice of Infiltrating Mental Health Education in Primary School Mathematics Teaching

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Abstract: Childhood is an important period to cultivate mental health quality, and children's mental health has been paid more and more attention. In the teaching activities, the author infiltrates mental health education in mathematics teaching through various means, such as the design of classroom structure, the creation of a good psychological atmosphere, the use of colorful multimedia teaching methods to optimize the teaching classroom atmosphere and gives full play to the unique charm of mathematics, so that children can gain positive emotional experience, maintain a good emotional state, and promote mental health.

Keywords: Primary school mathematics; Mental health education; Classroom teaching

As we all know, if the special curriculum of mental health education included in the school curriculum is the main channel of school mental health education, it plays a "leading" role. Then, consciously infiltrating the content of mental health education in the teaching of various subjects is the secondary channel of this kind of education, which plays the role of "immersion". Practice has proved that any subject in the curriculum has not only knowledge value, but also ability value, character value and method value. For the teaching of mathematics, we strive to follow the cognitive rules of students, fully tap the factors of teaching materials, organically infiltrate mental health education, take the process of mathematics teaching as the process of students' psychological training, and cultivate students' good psychological quality. "The penetration of mental health education in mathematics teaching refers to the various positive measures taken by teachers to consciously and consciously use the principles and methods of psychology in the process of mathematics teaching, while giving students certain knowledge and skills, developing their intelligence and creativity, maintaining and improving students' mental health, and forming students' sound personality." During the implementation process, I paid attention to the use of various ways to let the children have a positive emotional experience, and maintain a good emotional state, as a starting point to promote their mental health. Now, I will briefly introduce some of my ideas and practices.

1. Reasonably design the structure of mathematics class and extend or intersperse the content of psychological education

Infiltration of mental health education in mathematics teaching can extend or intersperse the content of psychological education in mathematics teaching by designing a reasonable mathematical classroom structure, matching the psychological characteristics of students' age.

1.1 Seize the opportunity to guide children's psychological development

In mathematics classroom teaching, teachers should be good at observing and understanding children's psychological state, consciously stimulate children's good psychological state, and consciously eliminate bad psychological state. First of all, teachers should understand the students' psychological state from the children's nonverbal behavior, that is, observe and understand their psychological state from the children's expressions, eyes, actions, posture and other aspects when learning in the classroom. Secondly, teachers should excite students to produce and maintain good psychological state with enthusiasm. For example, a teacher's warm and encouraging words and a kind and trusting look may cause students to feel excited, happy, responsible and have a positive psychological state. Thirdly, in mathematics classroom teaching, we should constantly eliminate

and overcome the bad psychological state of students in learning.

1.2 Cultivate self-confidence and improve children's sense of achievement.

Teaching should not only let students master knowledge, but more importantly, let students get the joy of success through the process of learning and mastering knowledge, make themselves more confident in learning, and achieve the purpose of improving students' mental health. First of all, ensure that every student gains a sense of success through teaching and enjoys the happiness of success. Success produces a kind of self-satisfaction and positive and happy emotional experience. It complements and causes each other with self-esteem and self-confidence. It is a powerful driving force for students to develop their potential.

2. Create a good psychological atmosphere and optimize the psychological environment of classroom learning

The teacher is the organizer, guide and cooperator of mathematics learning. His personality and prestige are a huge spiritual force, have a strong influence on education, and are important factors that affect students' emotional experience and restrict the psychological atmosphere of classroom learning. Therefore, the creation of a good psychological atmosphere for classroom learning needs the careful organization and initiative of teachers. In view of my understanding and practice of this point, I will talk about my approach from the following three aspects:

2.1 Stimulate interest and cultivate good learning emotion

In the process of learning, cognitive factors and emotional factors are closely related and interact. Therefore, in mathematics teaching, let students feel the concise beauty of the operation symbols of addition, subtraction, multiplication and division in mathematics; Let students feel the general beauty of simplifying mathematics; The beauty of transforming square into circle and curve into straight; The beauty of preciseness and logic in translation; The magic beauty of change; The harmonious beauty of the combination of numbers and shapes... will make students like mathematics from the bottom of their hearts and like to learn mathematics, so as to cultivate children's good learning emotion.

2.2 Democratic and open, cultivate pleasant learning mood

Teaching democracy is to provide students with a relaxed and harmonious learning environment. Learning in a democratic and harmonious atmosphere, students are happy, willing to accept new knowledge, and can actively ask questions, dare to think, dare to express, and think in a positive state. Creating a good learning atmosphere and psychological environment for children in the classroom, allowing them to feel, say, do, give time and space to children, and let them actively acquire knowledge through observation, operation, independent thinking and group discussion, which will promote the healthy development of children's psychology and achieve the teaching purpose of "Teaching a man fishing."

In such an atmosphere, children are happy physically and mentally, have good learning mood and good learning effect.

2.3 Use cooperation to enhance group awareness

Cooperation is a basic consciousness that a person must learn to take up a social position. Therefore, cultivating students from an early age should not only have a sense of competition, but also be good at cooperative learning, which is conducive to promoting the process of students' socialization. When conducting cooperative learning, students must understand the group's goals and tasks, and then try to achieve these goals. Such understanding is not an automatic adjustment result. It must be learned. Considering the multiplicity of methods and views in cooperative activities, and the complexity of interpersonal relationships, students have a larger coordination process in their views. There are roughly two types of coordination: adaptation and assimilation. Assimilation is mostly seen as an active adjustment, while adaptation is the change of individual cognitive structure. This kind of coordination helps to cultivate students' group consciousness and effectively prevent the generation of solitary students.

2.4 Moderate expectations and improve self-efficacy

A large number of studies in educational psychology show that the self-fulfilling prophecy effect of teachers' expectations does exist. Teachers' high expectations of students will make students develop in a good direction, while teachers' low expectations for students will make students worse and worse. In classroom teaching, teachers often convey their expectations to students through some specific behaviors. Only when teachers take appropriate methods to accurately grasp and reasonably evaluate each student, and firmly believe that "as long as enough learning time and appropriate teaching are given, almost all students can reach the level of mastery of almost all learning content", and form moderately high expectations, It is possible to

form a good psychological atmosphere in the classroom.

3. Optimize classroom teaching methods and establish good emotional attitudes and values

Optimize the classroom atmosphere through various media teaching methods, and cultivate children to establish good emotional values. In the teaching work, the colorful colors and animations of multimedia not only make the more abstract concept knowledge image displayed in front of students, make students willing and have more energy to invest in practical and exploratory mathematical activities, can further stimulate students' interest and motivation in learning, but also can adjust the learning progress according to the differences of students' learning ability and improve learning efficiency. For example, when learning the preliminary knowledge of statistics, I let students collect relevant information online, cultivate their ability to collect, sort out and process information, and then stimulate students' enthusiasm for learning, and help them understand what they have learned.

3.1 Turn quiet into dynamic, and make children happy to learn

In order to stimulate students to want to learn and enjoy learning, when introducing the new lesson, we should make full use of the advantages of multimedia to attract students. For example, in the course of "Understanding of 10", I designed the numbers 0-9 that students know into an animal pattern. Let students look in the figure, and if they find it right, the numbers will jump out of the pattern and flicker, so as to turn static into dynamic, firmly attract students, and create a good learning atmosphere for learning new knowledge. At the same time, it also fosters children's good learning mood.

3.2 Become explicit and implicit, guide children to imagine

In the teaching of Beijing Normal University version of the first grade mathematics book "Left and Right", in order to successfully solve the third problem of 61 pages of practice, I designed a scene like this: "There are two cars on the left of a bus, and the car on the right is blocked by trees." Then I showed: "The bus is the fifth from the right, and there are cars in total." Many children began to imagine, and then I used multimedia demonstration, And take the children to imagine the situation of the vehicle on the right side of the bus and find the appropriate answer. Using multimedia to hide some conditions and stimulate students' imagination can not only improve children's learning ability, but also improve their mental health.

To sum up, the author's mathematics teaching practice has proved that it is effective to infiltrate children's mental health education in mathematics teaching, which can improve the teaching quality and promote the overall improvement of primary school students' quality; The optimized development of personality and the healthy growth of psychology.

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