

Mental Health Education Ideas Embedded in Elementary School Language Teaching Materials

Li Ma, Kaixin Liu, Di Wu

School of Education Science, Mudanjiang Normal University, Mudanjiang 157000, Heilongjiang

Abstract: Primary language subject education is a teaching way for educators to effectively realize mental health education. Primary language teaching materials cover mental health education ideas and ways and means applicable to students at the primary education level, and this paper mainly starts from its characteristics, makes a brief understanding and analysis, and puts forward three improvement measures in its specific application for the reference of relevant educators.

Keywords: Elementary school language; Mental health education; Educational thinking

Fund Project:

This Work was supported by The basic scientific research project for provincial colleges and universities of Heilongjiang Province in 2020(NO.1355JG005)

Preface:

In the context of the new era, the demand for talents in society is increasing and the standard of requirements for talents is gradually climbing. The primary education stage is the most basic and important stage in the cultivation of talents, which is a critical period of psychological development. In this education stage, students will make a qualitative leap both physically and psychologically. Therefore, elementary school language, as a key subject in basic education, should take up the heavy responsibility of mental health education, and educators should hold on to the teaching materials and penetrate mental health education in teaching activities.^[1]

1. Features of mental health education in elementary school language materials

According to the New Curriculum, there are between 26 and 30 lessons a week in elementary school, of which 9 lessons a week in the lower grades, 6-7 lessons in the middle grades and 5 lessons in the upper grades. In practice, language education is not only about the transmission of knowledge, but also about the psychological development of students, and the learning of languages contributes to the emotional and personal development of students.^[2] Therefore, according to the length of the teaching curriculum and the content of the teaching, elementary school language has a unique educational advantage in mental health education.^[3]

If we need to start mental health education, we should start from elementary school language textbooks and grasp their characteristics firmly. The different versions of elementary school language textbooks, whether they are Renjiao, Xiangjiao, Sujiao, or Beishida, are all close to students' daily lives, and this is reflected in the "language activity class". In the textbook, "Cao Chong Weighs the Elephant" inspires students to be more observant and adaptable in thinking about problems; "The Path Full of Flowers" tells students to share happiness and feel joy together with others around them; "Mr. Carrot's Long Beard" teaches students that there are two sides to everything and they should think about the good side of things.... On the whole, in the scope of mental health education, elementary school language has its own distinctive features, namely the unity of education and entertainment, and the emphasis on heuristic teaching.^[4]

2. The application of mental health education ideas in elementary school language teaching measures

2.1 Digging deeper into the teaching materials and comprehending mental health education

In daily life and learning, language is an important tool of communication and a carrier of knowledge, a basic subject with a high degree of unity between instrumentality and humanism, and an experimental point of mental health education. Returning to the textbook we can easily find that the textbook study chapters go deeper layer by layer, guiding students' development direction from the surface to the superficial.^[5] Take the elementary school language teaching materials published by the People's Education Press as an example, the first grade lower book "draught does not forget to dig the well man" through a simple story teaches students the philosophy of drinking water and thinking of the source of life, so that students through the small things in life know the existing happy life is not easy to come by; the third grade lower book "keep waiting for the rabbit" text warns students not to have a fluke mentality about success, should abandon the wrong concept of getting something without working, and to work hard to get. The article "The General and" teaches students that they should take the big picture into account and that the interests of the country are above everything

In the selection of the stories, the textbook also chooses appropriate texts according to the characteristics of students of different school age, which perfectly matches the gradual progress of students' mental health education. Mental health education is a broad and comprehensive educational scope, aiming to cultivate students' all-round and multi-faceted development in thinking and emotion, life communication, character development and adaptability to achieve their best. Digging deeper into the teaching materials, comprehending the ideas of mental health education contained in them, and firmly grasping the best teaching opportunities for mental health education will help educators complete mental health education with high efficiency within limited teaching time and actively guide students' good mental health development.

2.2 Set an example and set the ideal sail

It is easy to find that elementary school language textbooks contain a wide range of material, from the smallest things in daily life, such as dressing and eating, to the feelings of the family and the country, and the text shapes the image of one distinct and colorful story after another. While teachers explain the knowledge of the text and teach students to master difficult words, they also set up a tall and magnificent role model in students' hearts, which is known to be an endless power and can play a positive role in guiding students' personality development.

Still taking the textbook of the Human Education version as an example, the teaching objectives of the chapter "Grandpa Deng Xiaoping Planting Trees" in the second grade of elementary school language are to become literate and read the article fluently and emotionally, to learn the meaning of Grandpa Deng Xiaoping's tree-planting extremely spiritual connotation spirit, to fully understand his heart's desire, and to increase students' knowledge related to tree-planting and greening, and to establish students' awareness of protecting and caring for the environment. In elementary school students' thinking consciousness, Grandpa Deng Xiaoping may only exist in books or historical deeds, for them, their own distance from Grandpa Deng Xiaoping is very distant, and they only have a vague understanding of this figure, while through the study of the text "Grandpa Deng Xiaoping Planting Trees", students have a clearer and deeper understanding of it, language teachers can take the opportunity to play "The Story of Spring" in the classroom and The language teacher can take the opportunity to play "The Story of Spring" in class and explain the story behind it, inspire students to understand why people love and support him, expand the learning content beyond the classroom, and give students the opportunity to speak, let them express their understanding of the article and the character, speak freely, and understand students' real thoughts. The teacher will summarize and guide at the end of the class. After this process, students not only master the book knowledge, but also have a deeper understanding of the character of Grandpa Deng Xiaoping, and set up a close and great character image of Grandpa Deng Xiaoping in students' hearts, encouraging them to learn from him and guiding them to good psychological development.

2.3 Teaching and educating people, creating conditions for practice

The teaching task of teachers can be summarized by the four words "teaching and educating people", which indicate that the teaching team should care for students from the bottom of their hearts, teach and solve problems, and teach by example, and actively guide students to pursue their own ideals and directions in life and realize their self-worth in life by their own behavior, that is, they are required to The teaching team is required to accomplish the teaching goal of "educating people" while "teaching". This teaching requirement is also reflected in elementary school language textbooks, such as "The Destruction of Yuanmingyuan", "The Arrow in the Straw Boat" and "Robinson Crusoe (excerpt)", which perfectly integrate "teaching" and "nurturing". However, it is not difficult to find that students often learn the textbook mechanically through the teacher's explanation in the classroom, lacking their own understanding of the textbook and the opportunity to express their own ideas.

To improve this situation, giving students sufficient opportunities to practice and creating conditions for practice is currently a teaching challenge for the teaching team, and how elementary school teachers will meet this teaching requirement in their teaching activities is a new challenge. Writing is an effective way to solve this problem. According to the syllabus, we can understand that elementary school students' writing is the proper expression of what they have heard and learned and felt in their own language and words, without any special modification or deletion, but only presenting the students' true feelings. Teachers can naturally understand their true thoughts in their simplest writings and infiltrate mental health education into language teaching. When writing propositions, teachers should give students a more flexible choice of propositions, and at the same time simplify the propositions, based on the students' way of thinking, and set appropriate propositions from the students' teaching point of view, teachers should also encourage primary school students to fully imagine, encourage them to boldly conjecture, and actively express what they have learned and felt.

3. Conclusion

In conclusion, in elementary school language curriculum learning, language teachers can seek various entry points for mental health education in language teaching materials, fully comprehend the ideas of mental health education in teaching materials, implicitly influence students' thoughts and thinking in teaching, establish good guidance, help students overcome their weaknesses, continuously improve and grow steadily, so that students can become a sound personality, good character and learning, and adapt to the needs of We will help students to overcome their weaknesses, improve and grow steadily, so that they can become a high quality person with a sound personality and good character, and meet the needs of society.

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About the author:

Li Ma (1980-) ,Female, Han nationality, from Mudanjiang, Heilongjiang, master, lecturer, main research direction: mental health education.

Kaixin Liu (1999-) ,Han nationality, from Xinxiang,Henan,Graduate student, main research direction: mental health education.

Di Wu (1998-) ,Han nationality, from Suqian,Jiangsu,Graduate student, main research direction: mental health education.