

The integration value and teaching strategy of Contemporary Junior High School Art education and psychological education

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Abstract: with the deepening of the reform of the new curriculum standard, the social masses gradually realize the importance and inevitability of mental health education, and put forward stricter requirements for art teaching activities. At present, junior high school art teachers need to timely change their teaching philosophy and teaching mode, and integrate psychological education in the actual teaching process, so as to help junior high school students grow healthily. This paper mainly explores the relevant contents of junior high school art education and psychological education, and provides theoretical support for junior high school teachers to carry out art teaching activities, so as to continuously improve the efficiency and quality of junior high school art teaching.

Key words: Junior high school art education; Psychological education; Teaching strategies

Art is an important part of basic education, which plays a positive role in cultivating students' aesthetic ability, modeling ability and imagination, which helps to build students' spiritual world. However, due to the influence of examination oriented education, teachers and students pay insufficient attention to this subject, and wrong concepts and wrong teaching methods reduce the quality of art teaching in junior high school. Under the influence of the new curriculum standards, the teachers realized the positive significance of psychological education, took the initiative to reform the teaching mode, and tried to realize the integration of psychological education and art teaching, laying the ideological foundation for the growth of students.

1. Psychological problems of junior high school students

First of all, students will have a sense of fear because they need to re adapt to the unfamiliar environment after entering junior high school. Junior high school students are different from primary school students. Junior high school students' academic work is urgent and their academic tasks are heavy. Sudden academic pressure will increase students' physical and mental pressure. In addition, in primary school, they are relatively familiar with teachers and classmates. Whether they have difficulties in class or daily life, they can often talk to their classmates and teachers, and their mood is relatively relaxed. On the contrary, in junior high school, they are in unfamiliar situations, facing unfamiliar classmates or teachers, and they are difficult to speak out when problems occur, and their psychological pressure cannot be relieved.

Secondly, some students have always been among the best in primary school and often achieved one or another good grades or honors, so they are relatively competitive. But after entering the secondary school stage, the school's proud good grades gradually become the past, and everyone is standing on a new starting line, and they are all novices, resulting in a big gap in students' initiative and mentality in behavior. Some students are immersed in the glory of the past, unable to put aside their past achievements and status, and unable to integrate into the new environment, which leads to the formation of self-esteem or inferiority complex, which not only negatively affects students' learning effect and performance, but also is not conducive to students' future development, so educators need to pay attention to and deal with it.

Finally, in addition to the above two aspects of psychological factors, junior high school students will also have isolated psychological conditions. The reason is that after entering the junior high school stage, some students' academic rhythm is closer than that of the primary school stage, ignoring the interpersonal relationships around them and focusing more on their studies. In addition, some students are prone to conflict with unfamiliar environments, so their loneliness is relatively strong, but most of them are caused by students' psychological factors, so they need the help of classmates and teachers to guide them out of the long-term closed mental haze.

2. The significance of junior high school art education to students' mental health

2.1 A good tool to improve students' psychological state

After mastering students' psychological status, teachers should carry out psychological education for students through targeted guidance. But because there are some differences between art teachers and psychological teachers, they are not professional, so we can give full play to the aesthetic education function of art works through psychological teaching in art class. Although the works of art do not bear the function of spiritual guidance and moral education, the thoughts of all painters have penetrated into the works of art since ancient times, and the unremitting exploration of beauty is also a common feature of painters. In this case, students can gradually experience the happiness of the world, abandon the thoughts of violence and conflict, and have a love for life. They can deal with the difficult problems in daily life and the objective world in a relatively peaceful way, which brings constant strength to the sound and development of students' minds. This

is an important influence on the psychology of painting, which not only helps students better express negative emotions, but also can get the attention of teachers and make a more comprehensive understanding of students' psychological status, so as to mobilize students' interest in painting.

2.2 Effective ways to observe students' psychological state

Junior high school students' thinking is relatively single. Teachers need to master practical problems, not just simple criticism. In this regard, the art discipline has outstanding advantages, because art teachers pay more attention to their way of dealing with objective things, and express their inner feelings through art works, which will not be displayed in other courses. Different students in the same theme of art works, because of their different experiences, show different works. People can fully experience their psychological changes through the paintings, which is also helpful to guide their healthy psychological teaching. For example, in color drawing activities, some students will vent their negative emotions, and different emotions can be expressed in different colors, which can not only improve the visual effect of painting, but also enable teachers to be more familiar with each student's mentality through painting, and induce students to actively eliminate negative emotions and fill them with full positive energy by using different guidance methods. In this way, after completing a work of art, learners can not only get a sense of satisfaction and achievement from teachers, but also reduce negative emotions, so as to better master art. In the real education environment, students who are depressed and frustrated tend to use negative and pessimistic colors such as blue and black. At this time, teachers should let them have more contact with the magnificent and unrestrained pictures, enlighten them pertinently, let the students' bad emotions immerse in the unrestrained and happy atmosphere, and relieve the pressure. In addition, through the art appreciation class throughout each class, it can not only mobilize the art atmosphere of the whole class, but also achieve the educational goal of art learning.

3. The feasibility of implementing psychological education in Art Teaching

3.1 Provide credible arguments for art therapy and art education

In some Western papers, the significance and value of teaching, therapy and aesthetics are described in detail, and it is advocated to cure mental disorders through aesthetics in order to repair human health. As the theoretical cornerstone of aesthetic therapy, the combination of mind and human body also provides necessary conditions for the further development of aesthetic therapy. The core task of middle school art education is to guide students to understand beauty, feel beauty, show beauty, and innovate beauty, so as to cultivate reasonable aesthetic thinking and improve aesthetic quality. However, with the gradual deepening of China's new curriculum reform, although the aesthetic education in middle schools has achieved some results, it still faces problems such as overcorrection and classroom inefficiency. Scientific research and experimental results show that strengthening the effectiveness of aesthetic education teaching is the fundamental key to overcome the above problems, and interest is the most real and active important factor in the psychology of aesthetic education learners. Understanding the psychological characteristics of middle school students' art learning and fully mobilizing students' interest in learning will better strengthen the effectiveness of art education.

3.2 Is the theoretical support of mental health education

Under the condition of fully mastering the principles of art learning, teachers can produce a rational value, that is, teaching thought, which is the main guidance of classroom teaching. Teachers' thinking and values directly determine classroom teaching, which is the basis of art teaching. In junior high school art teaching activities, students should have a healthy psychological state and good social psychological quality, in order to produce the desire to learn art and a positive learning attitude. Through this stage of teaching practice research, although we have studied the teaching process and students' psychological state of effective classroom education, we have not yet established a perfect teaching system. How to further enrich and enrich the efficient classroom education and teaching system and activity content system in the new classroom environment and teaching reform, and constantly make new contributions to the research and development of efficient classroom, this requires us to further reflect and practice.

4. Integration strategy of art and psychological education in junior high school

4.1 Mining the content of teaching materials

Textbooks are the best resource. To integrate psychological education into art teaching, teachers must dig into the content of teaching materials, which is convenient for students to understand and remember, and can improve the quality of teaching. Art teachers should first strengthen the opportunity to communicate with each other, be familiar with the actual needs of the students in the class, and use classroom tests to scientifically evaluate the students' painting level, and then optimize the curriculum design according to the characteristics of the school's latest curriculum standards and students' psychological characteristics. Before each class, they need to read textbooks, study teaching plans and collect teaching resources through the Internet, Reasonably expand the original teaching content, guide students to objectively and comprehensively understand the creation background and creation intention of a painting, and have emotional resonance

with the author, which can help them better understand the beauty of the painting, and also let them experience the spiritual quality of the author, so as to enhance their psychological quality.

4.2 Creating learning situations

Junior high school students will encounter a variety of problems in the process of learning and life, and need guidance and help from others. But under the influence of self-esteem, they are not willing to show their inner world to others, which is the difficulty of psychological education. Art is the product of emotion. Teachers can use painting to understand students' learning situation and provide guidance, which can promote the integration of art and psychological education. Teachers must consciously improve their comprehensive quality, so as to provide high-quality teaching supply for students, gradually improve students' painting ability, and let them accurately express their inner thoughts with painting. It is worth mentioning that psychological teachers can also put forward appropriate standards, such as expressing a special emotion with a certain structure and a certain color, which can help students appreciate the charm of painting, change stereotypes, improve learning motivation, create a foundation for painting, and enhance the effectiveness of psychological teaching. In the art education of the new era, teachers should innovate teaching methods, use problem teaching and multimedia teaching to create good learning for junior high school students, reduce their psychological burden, and let them dare to express their true thoughts. For students who take the initiative to show, teachers should give positive evaluation and establish self-confidence for students. At the same time, teachers should take care of students' self-esteem and choose private guidance as much as possible, protect students' privacy.

4.3 Enrich teaching forms

Art teachers must take the initiative to learn advanced knowledge and skills. They can also understand the ideas of other teachers through teaching research. Instead of using a single teaching method, they should take students as the main body of art teaching, enrich the form of art teaching, and guide students to explore independently. In order to make better use of teaching time, teachers should determine the theme according to the learning content, clarify the direction for teaching activities, and then organize students to carry out cooperative learning. Because of the differences in age and experience, the generation gap between students and teachers is prone to "misunderstanding" in the process of communication, which will reduce the efficiency of psychological education. Cooperative learning creates conditions for communication between students, which can help students better understand themselves and enhance their psychological resilience in the process of enlightening others. In addition to cooperative learning, teachers can also communicate with school leaders, set up art societies or carry out art exhibitions. Under the influence of these interesting activities, students' unions take the initiative to consult relevant materials, which is conducive to the dissemination of art and mental health knowledge.

4.4 Shaping values

The most important stage for students to shape their inner world is the middle school era. Because they are at a turning point on the learning path, it is essential for students to carry out spiritual education. Painting courses can generally be divided into four categories: sculpture, art, design and architecture, which are reflected in junior high school courses, including photography, design, emerging media, clay sculpture art and seal cutting. But for students, painting activities are very convenient, because the acquisition process of painting activity materials is very simple, and there are no special limitations on the form and space of activities. Therefore, in the activities of spiritual education for students, art education has great value. For example, when many students fail to communicate with their parents, they can use painting activities to cultivate their sentiment and cultivate their moral character. When many students cannot be alone, they can use caricatures to vent their negative feelings in time, which is the value of painting education. When students cannot ease their inner feelings, they can use painting activities to relieve their inner irritability, avoid violence or cold violence, and fully reflect the role of the combination of spiritual teaching and painting education. Therefore, in our comic story education activities, let students know that art works are often created by writers through small things in daily life. A good comic story will make people indulge in it, as if you were the protagonist of the world. Students express their understanding of life and emotions by creating cartoon characters. Students' creation has its own characteristics and fully expresses different emotions. Teachers can cultivate students' good habit of using painting activities to express their emotions through the appreciation and creation of art works in the art class, promote students' spiritual growth, and deliver positive energy for their more healthy growth.

5. Concluding remarks

At this important stage of junior high school, students are under great pressure. On the one hand, junior high school students are eager to be independent and often bear the pressure alone and are unwilling to show it. On the other hand, their physiological development is rapid, and the guidance of their psychological growth is easy to be ignored. It is urgent to give students psychological health guidance. This requirement can be well met through art courses. Art can not only cultivate students' interest in painting, but also make students more relaxed and relaxed in learning, swim in the ocean of art and harvest the happiness of art activities. Teachers should play a guiding role in art teaching, change students' mood through art, release their psychological pressure and negative emotions, and achieve the purpose of

integrating psychological education into art teaching in the new era.

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