

Study on Mental Health Education under the Concept of Home-School Co-Education

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Abstract: The establishment of a platform for home-school contact helps to explore in depth the way of co-education and helps the implementation and extension of mental health education in multiple dimensions. However, the implementation of mental health education under the path of home-school co-education is characterized by problems such as weak sense of cooperation between home and school, insufficient degree of innovation, and unclear division of responsibilities. Based on the base of home-school co-education, this paper analyzes the problems exposed in practice, thinks about and explores coping strategies, so as to enhance the effectiveness and operability of home-school co-education in primary and secondary school mental health education.

1. Introduction

The Five-Year Plan on Guidance for Promoting Family Education (2021-2025) explicitly establishes the improvement of cooperative parenting mechanisms between families, schools and communities and the promotion of children's healthy growth as an important goal of home-school co-education in the coming period.[1] The Law of the People's Republic of China on the Promotion of Family Education confirms this goal at the level of law. The Law of the People's Republic of China on the Promotion of Family Education confirms this goal at the legal level. Technological innovations have enriched the forms of home-school media, and also made home-school ties closer, and home-school co-education has entered a brand-new period.

Co-education literally means joint cultivation. The goal of home-school co-education is to promote the all-round development of students; to take "five education, moral education as the main" as the principle of education; and to cultivate and develop the core qualities of students as the inevitable content of education. [3] The concept of home-school co-education also confirms what Sukhomlinsky said, "Only school education without family education, or only family education without school education, are not conducive to the completion of the extremely complex task of cultivating human beings". [2] Schools, families, the absence of any party to education can not meet the needs of students to grow up and become successful, only to form a synergy, both sides of the collaboration, can be called a perfect education.

2. The Importance of Mental Health Education "home and school co-education"

The hope of tomorrow's China lies in the youth. Due to the rapid physical and mental development of adolescents, coupled with the fact that they are faced with a variety of developmental issues such as self-awareness, interpersonal relationships, emotional management, and academic pressures, adolescents have become the most prevalent group of people in the world with mental health problems. [3] Unhealthy psychological problems among adolescents will not only burden their personal growth and family harmony, but also become a destructive factor for the long-term stable development of society. The analysis of the causes of adolescent mental health problems shows that both family and school are indispensable influencing factors. For example, in terms of family education, parents' wrong upbringing, poor parent-child bonding, etc.; in terms of school, school bullying, score theory, etc., will have a negative impact on the mental health of adolescents, so it is urgent to carry out home-school co-education. Only through the formation of educational synergy between schools and families can we provide comprehensive guidance on students' mental health education, further guaranteeing that young people receive adequate psychological assistance and escorting the development of students' mental health.

2.1 Create an Atmosphere that Emphasizes Trauma

The benefits of home-school cooperation in mental health education lie first in the creation of an atmosphere of care for adolescent psychological problems. In this atmosphere, students themselves, as well as their parents and schools, are transformed in different ways.

For adolescents, they are not fully aware of the importance of mental health, nor do they realize the potential impact of psychological problems on them. Even if they have psychological problems, they may not dare to seek help out of shyness, fear or other reasons, or they may think that their problems are not serious and do not need to put too much effort into them, leading to indifference to their psychological problems. Emphasizing mental health education under the path of home-school co-education can give them a wake-up call to face up to the psychological problems about themselves, and to dare to seek help and be good at seeking help when they encounter psychological difficulties. [4] For parents and schools, the two sides work together to create an atmosphere that emphasizes children's mental health, which can break the traditional education model of "only scores" concept.

Only by creating an emphasis on mental health issues, can the child's mind be bathed in a healthy and harmonious atmosphere. And this upward atmosphere is inseparable from the parents and the school's educational synergy.

2.2 Hand in Hand to Make up for the Lack of Education

Home-school co-education can not only make up for the shortcomings of primary and secondary school mental health education model, but also narrow the gap between urban and rural educational resources.

The goal of mental health education should not stop at teaching students one-way knowledge of mental health and skills for solving psychological problems, but should start from the current state of students' thinking, cognitive ability, coping styles, and other internal factors, to make adjustments, and at the root of the situation to reduce the frequency of psychological problems. The formation of these internal factors is often closely related to the life environment in which students live. Therefore, mental health education in schools alone is not enough, and the support of family education is indispensable to change the internal factors affecting students' mental health.

In addition, although it has become popular to offer special mental health courses and to infuse related knowledge into other subjects, the effect of mental health education is not satisfactory in some

rural schools due to the gap in economic development. The number of full-time psychological teachers in rural areas is small, and students from rural areas have fewer ways to acquire knowledge of mental health education than those from urban areas. [5] Therefore, it is particularly important to popularize knowledge of mental health in family education, and for parents to provide timely guidance to students on psychological problems.

Home-school co-education not only makes up for the lack of school resources in mental health education, but also makes parents widely involved in the growth of students, so that students feel the care from both sides, more conducive to obtaining good educational results.

2.3 Trace the Root of the Problem to Understand the Problem

In the context of quality education, modern society's expectations of talents are increasing, and the learning pressure faced by students is also increasing, resulting in their psychological problems have become more common. The formation of psychological problems is inevitably the result of a number of undesirable factors. Home-school cooperation can broaden the perspective of analyzing the problem and jointly explore the causes of children's psychological problems, thus helping to solve the problem.

According to the ecosystem theory, the environment of people's daily life is a nested system, and the development of an individual is carried out in a multifaceted context, which is influenced by different levels of the system. For adolescents, they are most exposed to the microsystems that are at the bottom of the nested structure and directly involved in it. [6] The family and the school, as the micro-systems that have the greatest influence on adolescents, can be drastically affected by changes in any of them in terms of their psychological aspects.

In the reality of education, adolescents' psychological problems are caused by a variety of reasons, only the intermediate system formed by the interconnection and mutual support between the school and the family and other micro-systems to play a role in exploring the problems behind the adolescents' psychological development in order to achieve optimization.

3. The Current Situation of "Home-School Co-Education" in Mental Health Education.

Facing the real problems is the basis for improving the current situation. It is true that home-school co-education plays a prominent role in children's psychological growth, but the current situation of exploring mental health education under the path of co-education also contains such dilemmas as a weak sense of cooperation, insufficient creativity, and unclear distribution of responsibilities.

3.1 Weak Sense of Cooperation in Their Respective Roles

In the current educational practice, whether it is ivory tower school education, or subtle family education, the two have not yet reached a synergistic level in the mental health education of young people, almost each in its own way, fragmented one-way education.

The split in the depth of cooperation between home and school is, to a large extent, created by the differences in educational philosophy. The construction of a strong educational country requires the solid promotion of quality education. Schools are specialized and institutionalized educational institutions established in accordance with the will of the state and the requirements of society, and they should always be oriented towards quality education, so as to inject a strong impetus for the take-off of China's education. In the process of education, schools should not only focus on the ideological and moral quality of students, but also have certain requirements for the quality of students' mental health. At present, the important index for selecting students in China is still the examination scores, and many parents become score supremacists, placing too much emphasis on students' results on the

examination paper and downplaying the psychological aspect of their children, and some even put pressure on their children in order for them to become the best in their studies, causing a burden on their children's mental health growth.

The two sides in different positions, because of their differences in the concept of education, it is inevitable that it is difficult to produce the resonance of thought and action on the coupling [7], so the two sides of the cooperation between home and school awareness is weak, it is difficult to reach a deep-level cooperation in the field of students' mental health education.

3.2 Single path, insufficient innovation ability

When it comes to home-school co-education, many parents and teachers can consider a very single path, such as parent-teacher conferences, home visits, etc . [8]. If we only rely on these methods to implement mental health education, I am afraid that the educational goal of home-school co-education is out of reach.

Under the model of large class teaching, parent-teacher conferences have become the most effective way of communication between home and school. However, apart from the opportunity of parent-teacher conferences, many parents do not take the initiative to come into the school to learn about their children's school life. With the advancement of modern communication, phone calls and WeChat, as important supplements to home-school communication channels, are not often used. The reason behind this may be because parents understand that teachers have a heavy workload and do not want to disrupt their normal teaching affairs; or they may feel that their children have problems with the teacher's "summons", and that parents only need to wait for that day to come. The status quo of a single mode of communication between home and school has been formed and needs to be solved urgently.

3.3 Boundary Confusion, Unclear Responsibilities of Both Sides

The loss of boundary consciousness will create rules become ornamental, which in turn will make both sides of education reduce the degree of trust, and ultimately lead to the emergence of discordant voices. In home-school co-education, cooperation is hindered by the lack of clear boundary positioning between families and schools.

As children grow older, they have different psychological needs, and parents seldom take the initiative to understand their psychological changes, especially during adolescence, when parents' ideas are more likely to clash with their children's real ideas. Many parents, for the sake of so-called "family peace", deliberately avoid the inner needs of adolescent children, trying to avoid the quarrels between parents and children. In addition, some parents are influenced by traditional concepts, only pay attention to the student's performance, for the teacher assigned in addition to academic tasks, but also perfunctory and not pay attention. In this case, it is difficult to achieve the desired educational results.

At present, many schools have changed the concept of education, pay attention to the level of students' mental health, in the school recruited a full-time mental health education teacher, also has a special psychological counseling room. However, not enough has been done in the integration of disciplines. Most of the teachers are still "doing their own job", only focusing on their own teaching subjects, not according to the characteristics of the subject to carry out interdisciplinary integration. [9] In the face of the mission and tasks of education in the new era, teachers should combine mental health education with the teaching tasks and contents of their own disciplines, break down the barriers of disciplines, and have a subtle influence on students in education and teaching.

Parents should not shift the responsibility of caring for their children's psychology to the school, parents have the responsibility and obligation to guide and supervise their children to form

psychological knowledge and skills; school teachers should not give all the responsibility of teaching mental health knowledge to full-time mental health teachers, and they should integrate relevant psychological knowledge into the curriculum. To achieve a good effect of collaborative parenting, it is necessary for families and schools to clarify the distribution of responsibilities, so that they do not neglect their duties and do not overstep the bounds of their duties, and both sides cooperate with each other instead of shirking their responsibilities [10].

4. Mental Health Education "Home-School Co-Education" Promotion Strategy

The concept of home-school co-education is an effective way to make up for the problems of mental health education in schools, and in the face of the shortcomings of the current situation of co-education, schools need to accurately understand the interrelationship between family and school education, and parents also need to establish the correct concept of psychoeducation, and to promote the realization of the goals of family and school education through mutual understanding, communication and cooperation.

4.1 Raise Responsibility and Enhance the Sense of Cooperation

To change the status quo, the first step is to revolutionize the understanding. So the first step to break through the existing dilemma is to raise the awareness of home-school cooperation; to break the obstacles of traditional home-school connection. This requires support and leadership from many sides. As parents have an irreplaceable role in the education process, it is extremely irresponsible for them to be absent from their children's growth.

4.2 Expanding Ideas and Innovating Forms of Parenting

In the process of students' education, classroom teachers need to maintain close contact with parents in order to improve the effect of home-school cooperation in education, and to innovate and improve education methods.

The wide application of information technology in the field of education provides important support for this. In the process of mental health education, schools and teachers should make use of information technology tools to strengthen interaction and contact with parents. For example, by using new media such as Jitterbug and public numbers, a new platform for home-school communication can be set up to regularly release information on the school situation and strengthen the publicity of mental health education, so that the distance between home-school communication can be close to the palm of the hand, and a "point" of interoperability can be achieved, thus breaking the limitations of space and time and enlarging the audience. Class teachers can use information technology to establish an interactive platform for class informationization, share with parents the students' learning and behavioral performance at school and at home, and understand and master the students' psychological status more intuitively, so as to carry out mental health education more effectively. [11-12]

In addition to maintaining close contact with parents, parents' concern and attention to mental health education also need to be strengthened. Schools and teachers need to take the initiative to mobilize and change the concept that some parents are only concerned about academic performance and neglect their children's psychological stress. To solve this problem, schools need to actively publicize and popularize the knowledge related to youth mental health education, and raise the awareness and understanding of students' parents. For example, it can organize some online parents' symposiums to discuss the issue of students' mental health education; it can also arrange offline training and invite experts to train parents in professional mental health education methods and skills,

so that they can carry out family aspects of mental health education in a more scientific and effective way.

4.3 Improve the mechanism and clarify the responsibilities of both parties

By establishing a perfect guarantee mechanism, not only can we create a good cooperative atmosphere, but also clarify the responsibilities of both parties.

First of all, in order to strengthen home-school cooperation in mental health education, a mental health home-school co-education committee can be established. The committee consists of school leaders, classroom teachers, teachers, and some parent representatives, and a special committee office should be set up. By signing a cooperative agreement on home-school co-education, the respective responsibilities of parents and the school are clarified, so as to escort the home-school cooperation in mental health education.

Secondly, a home-school communication system should be established. Under the organization and coordination of the school, a communication system for mental health education can be established with the participation of students, parents and teachers. With the mental health home-school co-education committee to discuss and build the content and plan of the relevant mental health education work, a better understanding of the specific situation of students, to stimulate parents to participate in the enthusiasm of mental health education.

In addition, diversified home-school co-education activities, such as home visits and open days for parents, are regularly organized. By strengthening the connection between the school and parents, the parental value of parenting is fully utilized. Both the home and school sides closely analyze and summarize the problems arising from mental health education in schools, and focus on proposing improvement measures to continuously improve the effectiveness and quality of mental health education. [13]

5. Summary

In the context of modern society, the implementation of mental health education is particularly critical, and its educational value is obvious. The real outcome of education is not just a unilateral effort, it requires the concerted efforts of many parties. Studying the problems of mental health education in primary and secondary schools based on the perspective of home-school co-education helps to give full play to the advantages of collaborative parenting. However, the purpose of mental health education cannot be fully achieved if we only rely on the two parties of home and school. In future research, society can be taken as another important force in addition to home and school, and school education, family education and social education can be integrated organically to help students' mental health development and pave the way for their future happiness.

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