

# Research on the Practice of Psychological Health Education in Primary and Secondary Schools Based on the Theory of Teaching Process

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## ABSTRACT

With the increasing attention of society to adolescent mental health problems, mental health education in primary and secondary schools has become an important issue in the field of education. As one of the basic theories of pedagogy, the teaching process theory emphasizes the clarity of the goal, the controllability of the process and the evaluation feedback mechanism, which provides a new perspective and method for mental health education. This paper aims to analyze how to integrate the teaching process theory into the mental health education of primary and secondary schools through practical cases, optimize the mental health education process, and promote the overall improvement of students' psychological literacy.

## 1. Introduction

In April 2023, 17 departments such as the Ministry of Education issued a notice on the Comprehensive Reinforce and Improving the Special Action Scheme for the Mental Health Work of Students in the New Era (2023-2025), which pointed out that the promotion of the physical and mental health and all-round development of students is a major issue of concern to the Party Central Committee, the concern of the people and the concern of society.<sup>[1]</sup>

With the increasing attention of society to the problem of adolescent mental health, mental health education in primary and secondary schools has become an important issue in the field of education. As one of the basic theories of pedagogy, the teaching process theory emphasizes the clarity of the goal, the controllability of the process and the evaluation and feedback mechanism, which provides a

new perspective and method for mental health education. This paper aims to explore how to integrate the teaching process theory into the mental health education of primary and secondary schools, optimize the process of mental health education, and promote the overall improvement of students' psychological quality.

## 2. Teaching Process Theory

### 2.1 The Definition of Teaching Process

To understand the teaching process, we must first understand what teaching is. Generally speaking, the concept of teaching can be understood from the broad and narrow levels. Broadly speaking, teaching is all the purposeful learning activities that the instructor guides the learner. The teacher here is mainly a teacher, but it

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can also be someone other than a teacher. The learner is mainly the student, but it can also be someone else. In a narrow sense, teaching refers to the learning activities that students are guided to carry out in school. Although it is mainly manifested within the scope of the classroom, with the expansion of the scope of the curriculum, the expansion of the form of teaching organization and the constant change of teaching purposes, the scope of teaching activities is not limited to the classroom.

Therefore, the teaching process is the development process of teaching activities, which is a unified process of students' understanding of the existing knowledge and experience of human beings under the guidance of teachers, transforming the subjective world, forming harmony and developing personality in communication practice activities.

## **2.2 The Essence of Teaching Process**

### ***2.2.1 The understanding of the teaching process***

The cognition of teaching process originates from the cognition of the essence of teaching process in Pedagogy edited by former Soviet educator Kailov.<sup>[2]</sup>The cognition theory refers to the process of students' knowledge of truth from ignorance to knowing, from knowing little to knowing much, so as to continuously improve students' ability in all aspects. Knowledge theory is based on the knowledge of various subjects that have been summarized by people before, and focuses on learning indirect experience. In school, teachers systematically guide and impart knowledge to students in a planned way.

### ***2.2.2 The development of the teaching process***

The development theory was put forward by the former Soviet Union educationalist Zankov. The development theory of teaching process holds that teaching is not only a process of cognition, but more importantly a process of promoting students' development. The ultimate goal of knowledge and skills formation is to promote students' development. To enable students to develop knowledge, skills, emotions, attitudes, values and other aspects, emphasizing that the real purpose of teaching is to promote the development of students' emotions, will quality and personality.<sup>[3]</sup>

### ***2.2.3 Practice of teaching process***

The teaching process is an American pragmatist educator Dewey put forward that the practice theory of cognitive process mainly refers to three aspects: the educational process itself is one of the forms of human practice; In the narrow sense, the teaching process emphasizes that teachers carry out purposeful social transformation to students according to the requirements of social development. In

this respect, the teaching process is also a practical process; In the process of teaching, students master knowledge, form skills, and establish a correct outlook on life, values and world.<sup>[4]</sup>

### ***2.2.4 The discovery of teaching process***

The discovery theory of teaching process is put forward by American psychologist Bruner, whose core point of view is to emphasize students' active inquiry and discovery process in teaching. He believes that teaching is not only about teachers teaching knowledge to students, but more importantly, it is about guiding students to explore, discover and construct knowledge through their own efforts.<sup>[5]</sup>In this process, students are no longer passive recipients, but active participants and creators. Bruner emphasizes the importance of the learning process, including links such as acquiring new information, transforming knowledge and evaluating the learning process, aiming to promote students' understanding and mastery of the basic structure of the subject by discovering ways to learn, while cultivating their intuitive thinking, intrinsic motivation and ability of information extraction. This teaching method helps students develop the ability of independent learning and self-discovery, laying a solid foundation for lifelong learning.

The process of cognition is not only to know a knowledge point, but to be able to use knowledge; The process of development is the process of students' all-round development, including not only the development of intelligence, but also the development of non-intelligence, not only the development of knowledge and cognition, but also the development of other aspects; The practice process is a process of how to apply the knowledge to the real life after students learn and master the knowledge.<sup>[6]</sup>

## **2.3 Critical Components of Teaching Process Theory**

### ***2.3.1 Goal setting***

Goal setting is the starting point of the teaching process and the direction of the whole teaching activity. It clarifies the expected outcome of the teaching activity and provides clear direction for both teachers and students. The teaching goal should have expected, generative, concreteness and to wait for a characteristic, in order to monitor in the process of teaching and assessment.

### ***2.3.2 Instructional design***

Teaching design is a process of systematic planning of teaching activities according to teaching objectives and students' characteristics. It involves the selection and organization of teaching content, the application of teaching

methods and means, the allocation of teaching environment and resources and so on. In terms of teaching content, it is necessary to select teaching content suitable for students' cognitive level according to teaching objectives and course standard, and carry out reasonable organization and arrangement; In terms of teaching methods, it is necessary to choose appropriate teaching methods according to teaching content and students' characteristics, such as teaching method, discussion method, experiment method, case analysis method, etc., in order to stimulate students' learning interest and enthusiasm; In terms of teaching environment, it is necessary to create a teaching environment conducive to students' learning, including physical environment (such as classroom layout, teaching equipment, etc.) and psychological environment (such as learning atmosphere, teacher-student relationship, etc.); In terms of teaching resources, it is necessary to make full use of various teaching resources, such as textbooks, teaching AIDS, multimedia courseware, network resources, etc., in order to improve the teaching effect.

### **2.3.3 Implementation process**

The implementation process is the specific implementation stage of instructional design, and it is also the process in which teachers and students interact and jointly achieve teaching goals. In the teaching process, teachers should pay attention to the following aspects: First, introduce new lessons: by creating situations, raising questions, etc., stimulate students' learning interest and thirst for knowledge; Second, teaching new knowledge: using appropriate teaching methods and means to impart new knowledge and new skills to students; Third, organize activities: guide students to participate in various teaching activities, such as discussion, experiment, exercise, etc., in order to consolidate the knowledge and improve the ability; The fourth is to pay attention to individual differences: pay attention to students' learning status and individual differences, and give timely guidance and help.

### **2.3.4 Evaluation and feedback**

Evaluation feedback is an indispensable part of the teaching process, which provides teachers and students with the basis for improvement and optimization through the monitoring and evaluation of the teaching effect. The purpose of evaluation is not only to judge the realization of teaching objectives, but also to promote students' learning and development. The way of evaluation should include classroom performance evaluation, homework evaluation, examination evaluation and other forms, each evaluation method has its unique advantages and scope of application. The mechanism of feedback is that teachers

provide feedback to students in a timely manner, designated the strengths and weaknesses in their learning, and make specific suggestions for improvement. At the same time, teachers should adjust teaching strategies and methods according to the evaluation turned out to improve the teaching effect.

In the teaching process, goal setting, teaching design, implementation process and evaluation feedback are inter-related and interact with each other. In the teaching process of mental health education in primary and secondary schools, teachers should flexibly select and use these elements according to the teaching objectives and students' characteristics, so as to achieve the optimization of teaching effect.

## **3. The Application of Teaching Process Theory in Primary and Secondary School Mental Health Education and Practical Case Analysis**

### **3.1 Setting of Teaching Objectives**

The curriculum objectives of psychology courses in primary and secondary schools should be clear and systematic, and pay attention to operability and development.<sup>[7]</sup> When designing curriculum objectives, teachers need to deeply understand the actual needs of students, and formulate specific requirements and standard according to the teaching purpose, content and the actual situation of students.<sup>[8,9]</sup> In addition, curriculum objectives should be designed with students' positive and happy life construction as the design goal and respect teachers' practice rules. The curriculum objectives of psychology courses in primary and secondary schools can be designed from three dimensions: knowledge and skills, process and method, emotional attitude and values, and fully embody the educational concept of all-round development.

#### **Case Study -- "It's Better to Talk -- Interpersonal Communication Activity Design for seventh Grade Students"<sup>[10]</sup>**

In this teaching plan design, the author formulated detailed three-dimensional goals according to the learning situation of seventh grade students: knowledge and skill goals -- to understand the negative impact of "violent" language in interpersonal communication, and to know the four steps of "speaking well"; Process and method goal -- to master the four steps of "speaking well" through step-by-step interpretation of the "toolkit" information and role-playing problem-solving situations; Emotions, Attitudes and values goals - By integrating the four steps of "speaking well" into practical problem solving, you can experience the positive emotional experience brought by this non-hurtful way of communication, establish correct

communication concepts, and improve your awareness and ability to solve problems.

### 3.2 The Design of Teaching Content

The content design of psychology courses in primary and secondary schools should comprehensively consider teaching content, teaching methods, teaching activities, teaching resources and other aspects, so as to ensure that the course can effectively promote students' mental health and all-round development.

#### **Case Study -- "Finding Space in Time -- Time Management Psychological Counseling Activity Class for High School Students"<sup>[11]</sup>**

The design of this lesson refers to the content of "Finding 'space' in time" in the second year of high school (one volume) of Shandong Pictorial Publishing House's "Mental Health" to help students understand and learn scientific time management methods and improve learning efficiency. In the process of activities, follow the principle of group guidance, pay attention to the creation of situations, to help students in the interaction of learning, experience, perception. Through the "grasping time" introduced theme, mobilize the enthusiasm of students. In the case analysis section, students are asked to analyze and discuss the current situation of time management of their peers, reflect on some time management problems in their daily life and learning process, so as to understand whether there is still "space" in their time that can be used. Using the "magic time bottle" and the four-quadrant method of time management, the group discussed the methods of "efficient use of time" in the way of "brainstorming", so that students learned that it is a more efficient way to use time to solve the "important but not urgent" things.

### 3.3 The Process of Teaching Implementation

The implementation process of psychology course in primary and secondary schools is a systematic and coherent educational process, aiming at promoting the development of students' mental health and improving their psychological quality. This process mainly includes the introduction stage, the theme activity stage and the summary stage.<sup>[12,13]</sup>

#### **Case Study -- "My Emotions are My Master -- Emotional Counseling Psychology Class for Senior Primary School Students"<sup>[14]</sup>**

In the introduction stage, the author uses the game of "you play I guess" to introduce, through the warm-up game, to create a relaxed and safe psychological classroom atmosphere, stimulate students' interest, and lead out the theme of this lesson -- emotion. In the theme ex-

ploration stage, students through personal experience activities, guide students to understand emotions, experience emotions and distinguish emotions; Through the study of stories and cases, students understand that different thoughts on the same thing will lead to different emotions, and have a preliminary understanding of the ABC theory of emotions; By filling in the emotion weekly record, I can recall my emotions and pay attention to the changes of my emotions, so as to lay the groundwork for finding ways to transform emotions in the next step. Through sharing and communication, open your mind and find a suitable way to transform your negative emotions. In the summary stage, help students review the positive influence brought to them by this lesson, emphasize that when they encounter negative emotions, they should face them calmly and actively transform them. Happiness is up to their own decision.

### 3.4 Teaching Evaluation and Feedback

The evaluation and feedback of psychological courses in primary and secondary schools is an important part of mental health education, whose purpose is to comprehensively understand the learning effect of students in mental health courses, the teaching quality of teachers and the overall effect of the course, and make necessary adjustments and optimization accordingly. Therefore, teaching evaluation should follow certain purposes and principles:

Make clear the purpose of evaluation: teaching evaluation is to evaluate the psychological growth and change of students after learning mental health courses, understand the teaching effect and teaching quality of teachers, reflect the rationality and effectiveness of curriculum Settings, and provide a basis for subsequent curriculum improvement and teaching optimization.

Evaluation principles to be followed:

Developmental principle: pay attention to the dynamic process of students' psychological quality and personality development, with the goal of promoting students' all-round development.<sup>[15]</sup>

Scientific principle: Use scientific and reasonable methods and tools for evaluation to ensure the objectivity and accuracy of the evaluation turned out.<sup>[16]</sup>

Comprehensiveness principle: comprehensive consideration of various aspects of students' performance, including knowledge mastery, skill improvement, emotional attitude, etc.<sup>[17]</sup>

#### **Case Study -- "The pursuit of light, will eventually shine -- High school students" career planning "theme psychological lesson"<sup>[18]</sup>**

After the end of this lesson, the author carried out a detailed class evaluation and reflection:

In terms of topic selection, it meets the actual needs of high school students. Based on the turned out of the previous investigation (which shows that most high school students have little thinking about the future), the topic selection is appropriate based on the realistic needs of students.

In terms of curriculum, students can preliminarily perceive the close relationship between individual personality characteristics and career choice through the famous works and the characters portrayed in film and television works that they are familiar with. Then, through the cognition of themselves and the connection with the future, they can be linked, step by step, and closely follow the theme.

In terms of students, the whole activity, we can see that most of the students were touched, especially in the role play stage, most of the students showed their true feelings, and some students clearly said: "I will use the personality characteristics measured in the class today to choose their own career, I seem to see a year later when filling in the voluntary application of their own." This kind of change is gratifying, especially the change that can be implemented in specific behaviors is even more rare.

## 4. Conclusion

### 4.1 The Effect and Significance of the Teaching Process Theory in the Practice of Mental Health Education in Primary and Secondary Schools

The application of teaching process theory has greatly improved the effectiveness of mental health education in primary and secondary schools. It not only helps students to better grasp mental health knowledge in class, enhances self-regulation ability, but also promotes effective interaction between teachers and students and builds a positive learning atmosphere. At the same time, it also provides a systematic teaching framework for teachers, promotes the improvement of teachers' professional quality, and promotes the development of mental health education to a more scientific and humanized direction.

### 4.2 Prospect of Future Research

Future research should continue to explore and improve the specific application strategies of teaching process theory in mental health education, especially how to effectively penetrate mental health education in different disciplines. At the same time, the research should pay attention to the professional development of teachers and explore how to improve teachers' mental health education ability through training to better support students' mental growth and development. In addition, future research should also

consider the use of modern technological means, such as digital tools and online platforms, to enhance the effectiveness and accessibility of mental health education.

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