

Analysis of the Current Status and Countermeasures of Mental Health Education for Middle School Students

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Abstract:- Introduction: Middle school students are transitioning from childhood to youth, the critical physical and mental health development period. The mental health problems of middle school students have a trend of apparent increase, with various incidents stemming from these issues occurring frequently. The mental health problems of middle school students have increasingly attracted the attention of education and all walks of life. Objective: To explore the development and status quo of mental health education in middle school students and propose the corresponding educational countermeasures by discovering the problems existing in mental health education. Research methods: By reviewing and analyzing the literature, this study explores student mental health education's development and current status. Findings: The study found some problems in the research of mental health education. The current development of students' mental health education cannot meet the students' mental health needs and cannot solve the current students' mental health problems. Research countermeasures: This study puts forward corresponding educational countermeasures in mental health education research, mental health education in schools, and family emphasis on students' mental health.

Keywords: Middle school students, mental health education, research status quo, educational countermeasures.

1. Introduction

The relationship between students' mental health is a big part of quality education. There are problems in students' mental health, which affects the development of world education. An important factor affecting the global public health situation is mental health. Middle school is roughly from 13,14 to 17 and 18 years, with half of the time overlapping with the end of childhood and the other half with the beginning of adolescence. During this period, students will have significant physical and psychological changes; middle school students are easy to study, life, interpersonal communication, and self-awareness(Cheng & Wang, 2008).

The current social environment, society, school, and family environment have significantly changed. In the social aspect, with the popularization and development of the Internet, the amount of data and information on the Internet is increasing sharply. Most high school students are in adolescence, and their correct world outlook, outlook on life, and values have not yet been formed. In the face of the Internet world, they quickly show a high sense of identity to some thoughts; the network has a positive effect on mental health, leading to some students' world outlook, outlook on life, values conflict, and even severe imbalance. In school education, countries pay more and more attention to the development of education, increase investment in education, and school education in change. However, the academic pressure of high school students compared with primary and secondary schools will also increase. Many schools pay insufficient attention to health education, and the curriculum setting and teachers for mental health are inadequate, ignoring the mental health of students to a certain extent. In terms of family, many parents are busy with work and neglect psychological counseling for children under the pressure of an increasingly competitive market economy. Many parents have a common misunderstanding: adolescent children affected by hormone levels think their children are in a rebellious period, under the guidance of wrong cognitive thoughts,

ignore the child's mental health, and, to a large extent, affect the students' mental health. Students' mental health problems, especially teenagers' mental health problems, have become critical social problems and public health problems, but they also need the focus of the government and society.

At present, China's development is on the rise. In the development process, it will increase people's life rhythm to a certain extent, inevitably increasing the psychological pressure. In addition to the impact of COVID-19, many families have their incomes breaking down daily planning, and students are forced to stop school. Where conditions permit, classes shift from offline to online. However, most students have weak self-control and are accustomed to offline learning and teachers. Please turn to the offline and relax on their requirements; after entering the school, results dropped sharply, and it is difficult for students to balance this psychological gap. It affects students' mental health to some extent. In the face of the current students' mental health problems, the current development degree of mental health education in China is far from solving the current students' mental health problems.

Students' mental health education is a problem neglected in Chinese traditional education for a long time and a hot issue in the implementation of quality education. The mental health of teenagers not only affects the healthy growth of teenagers but also is an important factor affecting the overall quality of citizens and social development. How to learn from the international advanced experience, start from the content and requirements of relevant laws and regulations promulgated by China, and form a long-term mechanism to maintain and promote the mental health of teenagers through scientific and effective methods still needs to carry out in-depth theoretical research and bold, practical exploration. According to the current situation and problems of adolescent mental health around the world, we can see that adolescents have become the high-incidence and prone group of students' mental health problems, so it is urgent to maintain and promote adolescent mental health education.

2. Objective

The mental health education of middle school students aims to help students solve various psychological problems encountered in growth and promote the healthy growth of their body and mind by using the theoretical techniques and methods of psychology and pedagogy and studying the development and status of students' mental health education and discovering the current problems existing in mental health education. Put forward the corresponding educational suggestions, enhance the importance of students' mental health education, help students improve their understanding of their mental health, and promote their healthy growth and all-round development.

3. Definition of mental health education

With the increasing attention to mental health, countries have incorporated activities related to students' mental health into school education to provide students with various psychological assistance. These activities are known as school mental health education in China and mental health services in the United States. The mental health education circle has determined that mental health education should include three levels. The first level is the developmental, educational activities for all students to enhance their psychological quality. The second level is the preventive educational activities for some students to improve their psychological quality. The third level is that the therapeutic activities are oriented to correct the psychological deviations of specific students. China focuses more on educational activities at the first two levels.

In 1999, it was clearly stated that the task of mental health education in primary and secondary schools is to carry out preventive and developmental mental health education for all students; the second is to carry out remedial and corrective psychological counseling and counseling for a few students with psychological distress and psychological disorders. China's Ministry of Education issued strengthening several opinions of primary and secondary school students in primary and secondary school mental health education made the following explanation: primary and secondary school mental health education is based on the primary and middle school students physiological, psychological development characteristics using psychological education methods and means to cultivate students' good psychological quality to promote students comprehensive and harmonious development and quality of education activities, mental health education is a variety of activities to promote students' mental health (Xiao, 2005).

In addition, students are affected by the internal and external environment; the external environment may be the failure of the exam, classmate tension, academic difficulties, family relations, etc. Internal environment: psychological health state, psychological pressure exceeding a specific limit will pose a severe threat to the psychological and physiological, "physical and mental disease" is a variety of patients in daily life, through their subjective efforts to improve their psychological quality, can change the psychological state. Coping skills " refers to the skills to cope with psychological problems."

Self-confidence" is an essential internal quality of students. The deeper the understanding of themselves, the more conditions to deal with the issues, the stronger the self-confidence." Social support" includes individual social skills and social service systems that provide help with psychological problems, such as psychological counseling and psychological counseling. Mental health education is to help students learn and master "psychological coping skills," improve "self-confidence," and start the school, family, and society to promote the comprehensive social support and service system to promote students' mental health (Zeng, 1998) (Luo, 1999) (Lin, 1990) (Chen, 2000).

Different scholars have different educational theories about school mental health education.

Chen (2002) believes that school mental health education is an educational activity based on psychological theory and technology, combined with the daily education and teaching of the school according to the characteristics of students' physical and mental development and to cultivate students' good psychological quality, to promote the harmonious development of student's body and mind and improve their quality. The activity theory occupies the leading position in the concept definition of mental health education.

School mental health education is mainly based on the theory and technology of psychology and combined with the school's daily education, teaching work according to the characteristics of students' physiological and psychological development, and purposeful and planned training, including self-training students' good psychological quality, development of psychological potential, and then promoting students' physical and mental harmonious development and quality improvement of educational activities (Chen, 2002).

A researcher believes that mental health education is defined as an educational process. Students' mental health education refers to the educators, according to the characteristics of students' physical and psychological development and the law of growth, follow the requirements of specific mental health through to popularize knowledge of mental health, psychological health skills education, cultivate students' good psychological quality and sound personality, enhance the face in the future may be the psychological impact, promote the development of the mental health process (Wu, 2003).

Mental health education is education workers through various ways and using a variety of means, from the students' psychological reality, purposeful and systematic to all aspects of student psychological positive education and counseling, adjusting students' psychological function, developing students' psychological potential, promote students' personality comprehensive and harmonious development, improve the students' learning effect and quality of life, maintain and promote students' mental health system engineering (Zhang, 2003). According to Fan (2002), psychological education refers to cultivating psychological quality and preventing and treating mental diseases (Fan, 2002).

From a subject point of view, the school mental health education is education workers, using pedagogy, psychology methods, and techniques, found that students' psychological problems maintain students' mental health to cultivate the students' psychological quality to improve healthy development, make average intelligence, perfect personality and good ability to adapt to a science.

Looking at the school education activities, school mental health education is according to the students' physiological and psychological development characteristics; educators use psychology, pedagogy-related subject theory, and technology through the relevant ways and methods of mental health education, help students solve the various psychological problems of growth, to improve all the students' psychological quality, promote the healthy development of the cognitive function of a kind of education activities (Ye, 2002).

4. Literature review

4.1 Foreign Research Status on Mental Health Education

Compared to developing countries, developed countries, mainly European and American countries, the research on adolescents' mental health started earlier. Developed countries have done a lot of practical research and investigation, worked out detailed and used standards for the judgment of mental health, and made actual provisions and implementation in mental health education in the world's attention to adolescent mental health education. The United States has a specific typical (Jiang, 2008).

The United States is the first country in the world to carry out mental health education. After a hundred years of development, the United States pays attention to the investment in education and the research of educational theories, and mental health education in American schools has formed a relatively mature system. From the perspective of the practice of mental health education, the development is relatively lagging. The United States has permanently attached great importance to national mental health to improve the basic research level of mental health. The United States understands the causes of mental health and mental illness and understands the treatment and prevention of mental illness. The Institute of Mental Health is very well funded. The 1999 NIMH budget was \$859 million, with 83% for domestic out-of-hospital research, 13% for in-hospital research, and 4% for management (Qi, 2002). American psychologists have set up schools specifically for mental health education and believe that education should be conducted for students with psychological problems. This is the first time in human history that school and mental health education has been explicitly combined (Yang & Zhang, 2011).

By the middle of the 20th century, schools in the United States had carried out mental health counseling work, and in the school, communities opened psychological counseling or psychotherapy outpatient centers; its initial task was to "students" academic performance and ability test, and then arrange them to the improvement of the school psychological discipline and according to the different needs of different periods, the American school mental health education focus also gradually widened to teachers, students, parents, and even the whole education management system to provide comprehensive integration service (Yao & Liu, 2004)

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21 European countries have also conducted relatively early research on students' health education, with great achievements in studying students' mental health and educational characteristics. European middle school students' mental health education, mainly based on a lot of education practice and students' experience to improve the middle school students' mental health quality, according to the direction of specific and expected education, change the behavior of the cultivation of education methods, to improve the students' health quality, in line with the European education concept. Japan was very attentive to educating students' on mental health research early; as early as the 1960s, it began to pay attention to students' mental health education; in the 90s, it started to set up psychological counseling offices or psychological counseling offices until 2000 began to set up mental health counseling related school courses (Yang, 2006).

In Asia, Japan's mental health education is at the forefront: in Japan, school and family education pay more attention to students' mental health. In the process of students' growth, the psychological evaluation of students is conducted in stages, and psychological consultation rooms are set up in schools and communities to guide students timely. In the curriculum, many requirements are made for mental health education. Improve students' mental health and help and correct problems; this is the leading Japanese school students' mental health counseling, which not only pays attention to the students' study performance but also pays attention to improving students' psychological quality so students can quickly adapt to the changing social environment and social life laid a good foundation. In addition, in Japan, not only do schools attach importance to students' psychological quality, but the

Japanese government, society, and parents of students attach great importance to the problem of students' mental health, which is very conducive to the development of mental health education in Japan. Therefore, many aspects of Japanese students' mental health education are worth our reference(Liu, 2015).

To sum up, since the 1970s, western psychologists and educational scholars have opened a large number of experimental research on mental health education to explore the root causes of psychological problems. Scholars in Europe, America, and Japan have pointed out that many mental health problems of students appear in the early stage of education. In the 21st century, the research on mental health education in Western countries and Japan has been carried out rapidly, and the whole social education system has been formed. In Europe, the United States, Japan, and other developed countries, mental health education for students has been included in all school grades. With the improvement of the attention to mental health education, the mental health education system of school, family, and society has been formed, with all aspects and multi-dimensional escort for students' mental health.

4.2 B.Current Status of Mental Health Education in China

Mental health was included in modern science at the beginning of the 20th century, but mental health education in China began to be a concern in the 1980s. Compared with Western countries, China's mental health education is based on the reflection on the dilemma of moral education under the new situation of reform and opening up, so it has unique characteristics in the development process. In 1999, the Ministry of Education established the National Advisory Committee for Mental Health Education in Primary and Secondary Schools. In the same year, the Ministry of Education issued several Opinions on Strengthening Mental Health Education in Primary and Secondary Schools, taking mental health education in primary and secondary schools as an essential measure to promote quality-oriented education. In 2001, the magazine

Mental Health Education in Primary and Secondary Schools was first published, marking that the mental health education researchers in primary and secondary schools in mainland China have their independent academic journals. In 2002, the Ministry of Education issued the Guidelines for Mental Health Education in Primary and Secondary Schools, which made systematic arrangements for the promotion of mental health education in primary and secondary schools by stratification, gradually and orderly, put forward specific requirements, and pointed out the direction for the development of mental health in primary and secondary schools.

The development of mental health in China can be divided into several stages.

4.2.1 Ideological Preparation Phase (early 1980s — early 1990s)

Professor Lin(1983)proposed cultivating students' good psychological qualities in his book The Psychology of Middle School Students. Professor Yan(1989) raised the question of cultivating students' non-intelligence factors. Professor Ban(1986) put forward the concept of "heart education" for the first time, which aroused wide attention from the educational circle. Professor Yan(1989)proposed the problem of strengthening psychological education and cultivating psychological quality. (Professor Ban, 1991) published an article titled "Heart Education," which systematically elaborated on the issues related to heart education(Chen, 1995).

Zheng&Chen(1991) jointly published the textbook "School Psychological Consultation," which comprehensively discussed the nature, task, content, form, and method of school psychological consultation. Zheng(1993) clearly put forward the content, approaches, and methods of mental health education in People's Education and especially proposed that mental health education mainly focuses on activity experience (Zheng, 2001).

In 1994, the term "mental health education " was formally used for the first time in the Opinions of the CPC Central Committee on Further Strengthening and Improving Moral Education in Schools. The guideline points out mental health education and guidance for students of different ages and levels to help students improve their psychological quality and personality and enhance their ability to adapt to environment studies and discussions. Mental health education in primary and secondary schools provides the necessary guidance and support in the primary field.

4.2.2 Preliminary Exploration Phase (early 1990s — late 1990s)

The mental health status of middle school has been paid the attention of researchers. A series of investigations were conducted on the emotional and behavioral problems of middle school students, and the seriousness of the issues was found, which has attracted the attention of people from all walks of life. The former State Education Commission planned several critical topics during the "Eighth Five-year Plan" and "Ninth Five-year Plan" and discussed the problems of students' mental health from different perspectives. Based on specific practice, the theoretical research of mental health education was gradually deepened, embodied in the research topics that began to guide the practice field.

4.2.3 Government Push Phase (late 1999-present)

In 1999, the Decision of the CPC Central Committee and The State Council on Deepening Educational Reform and Comprehensively Promoting Quality-oriented Education for the first time pointed out for the first time to strengthen the mental health education of students for the characteristics of their growth under the new situation to cultivate students' spirit of indomitable will, hard work, and hard work to enhance the ability of young people to adapt to the society. In August, the Ministry of Education, for the first time specially, issued several opinions on strengthening mental health education in primary and secondary schools on school mental health education. On April 20, 01, the Ministry of Education issued the Opinions on Strengthening the Mental Health Education of College Students in Regular Colleges and Universities, which officially adopted the name of mental health education. However, on the whole, development is slow, and in the shadow of deep-rooted exam-oriented education, implementing mental health education is still very difficult. Mental health education for middle school students is promoted from the private sector to the official-led development, marked by the Opinions (1999) and the Outline (2002) issued by the Ministry of Education. Mental health education in primary and secondary schools has been explored from the basic level to the national plan, and the mental health education of middle school students in China has gradually been on the right track to development(Liu & Zheng, 2012).

It was only developed in the late 1990s, which laid a sure foundation for researching students' mental health education in the later period. However, in the early days, China was disturbed by traditional educational ideas and mistakenly confused moral education with mental health education to some extent. In the conventional sense, moral education is emphasized, thus ignoring mental health education. With the continuous development of The Times, such an educational concept has been challenging to adapt to the development and change of society. With the promotion of the research on students' mental health education, scholars in the educational field combine the thought of mental health education with the concept of quality education, and the development of quality education with Chinese characteristics cannot be separated from the students' mental health education. At the present stage, many survey studies have shown that there are different types of mental health problems among adolescents. However, school mental health education has made significant progress in China. But to deeply analyze the current situation of mental health education in middle schools in China, We can still find that there are many problems and deficiencies in this work: with the deepening of educational reform, Quality education is gradually being implemented and implemented, Schools mental health education is increasingly becoming a new growth point of quality education, But in the specific implementation process, There are also problems such as fuzzy mental health standards, mental health education model medical, mental health education work is not standardized enough, psychological counseling and education is not scientific and professional, no formation of psychological service system; besides, There are also many places to be improved in the construction of teaching staff, the standardization of organizational structure and the absorption of foreign advanced experience(Zeng, 2001).

The current state of China's mental health education management system in Chinese schools is in urgent need of normative and professional standards. The institutions responsible for this management are found to be lacking in these crucial areas. Research has identified five major problems that demand immediate attention: an outdated organization and management system, a lack of high professional level among teachers, a lag in the development of mental health education and its research, and inadequate hardware facilities (Luo, 2011).

In addition, although many primary and secondary schools carry out mental health education, it is not standard such as "some school's psychological counseling room in the teacher's office or school conference room, chairs,

tea tables, and other facilities are not scientific; some schools mental health education curriculum is not implemented to the curriculum, only occasionally use self-study class" (Yao & Huang, 2002). There are too many non-standard phenomena, and there is no good effect. There are many problems in constructing the teacher system in mental health education. It is mainly reflected in the first: some teachers' teaching concepts are relatively backward and lack a comprehensive and systematic understanding of mental health education, which seriously affects the classroom effect of mental health education. Therefore, the problem of specialization and standardization of teachers is particularly prominent; secondly, the slow construction process of mental health education, low quality and neglect, often 1-2 teachers responsible for thousands of psychological counseling tasks, and a considerable number of teachers have not received relevant professional training. Third, although in recent years, students' psychological problems have been more and more concern by society, and various related organizations have also carried out different kinds of psychological counseling courses because it is not close to life reality, the practical significance of this kind of counseling is not great, which eventually led to the low overall professional level of Chinese psychological counselor.

In China, the policy and system of mental health education are not perfect enough. As early as August 1999, the Ministry of Education pointed out in "Several Opinions on Strengthening Mental Health Education in Primary and Secondary Schools" that mental health education based on experience should further promote mental health education; since the autumn of 2000, large and medium-sized cities should gradually develop mental health education. Primary and secondary schools in small towns and rural areas should also start from the specific reality and gradually create conditions to carry out mental health education. " (Zhang, 2005).

However, today's education system is still in line with the enrollment rate, and the policy does not explain what kind of schools are "qualified" schools. As a result, many teachers and schools ignore students' mental health education, and some schools have not even offered mental health education courses. From this point of view, most "mental health education" schools are not true to the name. It can be seen that although China has issued relevant policies, they have little to no corresponding responsibility, and there is no sound management mechanism to supervise them, which is a lack of operability. At the same time, these top-down policies and regulations make it challenging to fit the reality of what grassroots schools need and need more detailed management and humanistic care (Shuang, 2007). As Chinese students have grown up in the "exam-oriented education" mode for a long time, their mental health status is not optimistic. About 20% of the students in China have different degrees of psychological behavior problems (Chen, 2002).

Through combing and analyzing a large number of literature data about students' mental health education at home and abroad, it is not difficult to find these studies. The research on mental health education in the world is relatively early, and a relatively perfect education system has been formed. In some developed countries in the United States, Europe, and Japan, these developed countries attach great importance to students' mental health education. The development of mental health education for Chinese students is relatively lagging behind that of developed countries.

With the complexity of social problems, students' mental health problems are becoming increasingly complex. The research on mental health education is not student-centered, scientific, or in-depth enough and lacks effectiveness in other issues. In the process of mental health education, students lack subjectivity, lack of mental health needs, and lack of internal driving force. The research development of students' mental health and mental health education is unbalanced, including basic research and applied research. The research on mental health education is not scientific and normative: the quantitative research on mental health education is single; the comparative research on students' mental health education has not attracted the attention of the measurement tools, and the localization situation is not happy (Xiao, 2005).

China's scientific research on school mental health education has increased its attention. Although some achievements have been made in school mental health education, some problems also appear. At present, there are some apparent or potential negative tendencies in school mental health education: (1) formalization, (2) individualized, (3) medical, (4) curricular, and (5) moral (Li, 2006).

The research and development of students' mental health and mental health education are unbalanced. There is theoretical, practical, essential, and applied research, and the degree of mental health specialization in China is poor. Mental health awareness and concepts in the whole society are relatively weak, ignoring the mental health needs of students, and mental health education lacks effectiveness(Xiao, 2005).

Schools do not pay enough attention to mental health, and the formality and professionalization of students' mental health courses are not enough. Due to the mode of exam-oriented education in China, schools neglect non-college entrance examination subjects, which face significant problems affecting students' mental health education(Gu,2013). Parents neglect the education of students 'mental health, and home-school students lack cooperation in students' mental health education(Yang, 2006).

5. Finding

Chinese students 'health education development compared with the development of foreign relative lag, mental health education research level overall low, imperfect school mental health education system, family attention to students' mental health education degree, and lack of home-school cooperation affects the development of middle school students health education and practice. The development of mental health education is embodied in the following aspects:

In the aspect of mental health education in schools, the policies and system of mental health education are not perfect enough: the work of mental health education is not standardized; the organization of the mental health education management system lacks standardization and professionalism, the mental health education management concept is backward; the schools pay insufficient attention to mental health education, the implementation and specialization of students' mental health curriculum are poor. There are problems in the construction of the mental health education teacher system: the professional level is not high, the psychological teachers are insufficient; the psychological counseling is not scientific and professional; family for students 'mental health education: parents neglect students' mental health education, and the home school lacks cooperation in students' mental health education. In the research of mental health education, the development of students' mental health and mental health education is unbalanced. Theoretical study and practical research, primary research and applied research; Chinese mental health specialization is poor, the whole society is relatively weak, ignoring the students' mental health needs, the mental health education lacks effectiveness; the lack of mental health education: more quantitative research; the comparative research of mental health education has not caused the emphasis of measurement tools and the localization is not optimistic.

6. Educational countermeasures

The study of the current situation and development of foreign students 'mental health education is beneficial in studying the status and development of students' health education in China and formulating relevant policies. It is also significant to the development of mental health education in China.

6.1 School Mental Health Education

Strengthening mental health education and publicity can promote the construction of a campus mental health environment. The relevant part of education should attach great importance to students' mental health education, formulate appropriate policies, set up corresponding supervision groups, and check the development of mental health education at any time to ensure the implementation of mental health education. Set up special psychological counseling institutions to conduct psychological counseling, hire and train professional psychological teachers, and conduct regular training for mental health teachers. The relevant courses of mental health education are not subsidiary courses of other courses and should not be crowded out to ensure the class hours of psychological courses—mental health education in various forms. In addition to the theory of system, can also carry out related group activities about psychological courses, psychological reading month activities, correspondence projects, sand games, etc., according to different problems in different periods in psychological lectures to help students adapt to learn the school life, stimulate students 'learning motivation, alleviate the students' test anxiety. Help students cultivate creativity and good study habits, maintain healthy psychology, cultivate sound personalities, and improve students' psychological quality.

6.2 B.The Research of Mental Health Education

Increase the scientific and professional research of mental health education and combine the theory and practice of mental health education. Drawing on the experience of foreign mental health education in Hong Kong and Taiwan and combining it with the social and humanistic environment with Chinese characteristics, the theory and practice of mental health education in middle schools are further deepened, developed, and improved. Enhance the importance of society to students' mental health problems, establish a scientific and standardized network system at the three levels of the state, society, and school, and carry out good mental health education according to local conditions and school conditions according to different conditions in each region. According to the needs of students' mental health, the timeliness of mental health education should be increased. Exploring the diversification of research models in mental health education.

6.3 C.Family Mental Health Education

Family is one of the most important support systems in a person's growth and plays a vital role in students' mental health. Family support and care are of great significance in helping students deal with psychological problems and improve their mental health.

Family support can provide emotional security and support. Listen to and understand children, give emotional support to students, and let them feel the support and care of their families. A warm, supportive, and caring family environment is conducive to cultivating students' positive mental health attitudes and habits, improving their self-esteem and self-confidence, enhancing their ability to resist setbacks and adapt, and better deal with all kinds of pressures and difficulties. Increase joint support for mental health education from families and schools. Only when schools and families, teachers and parents coordinate can we form a joint force of education so that children can get a good education at school and with family. Through home-school cooperation and interaction, mutual communication, harmonious home-school relationships, teacher-student relationships, and parent-child relationships can be promoted so students can grow healthy.

Primary and middle school students mental health education work is the school education workers must pay attention to and adhere to continuous development and specialization of mental health education work, let school, family, and society be involved in the adolescent mental health education work, purposeful, scientific, and comprehensive to carry out the work, jointly create an excellent mental health environment, make the adolescent mental health education orderly, scientific development, and cultivate a new generation of joyous, healthy national talent.

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