The Preferential Principle of Mental Health Education in School of China

MAO Haidong, YAN Shisheng
Psychological Consulting and Treating Center of Yan’an University, Yan’an, Shanxi Province, China, 716000

Abstract: It is quite essential and imperative for school psychological health education to define and fulfill the following principles: individuality combines collectivity, prevention and cure couple development, waiting comes along with hunting, psychological education mixes mental education, tutoring unites influencing, and secrecy-keeping fuses with publicizing.

Keywords: Psychological health education, Educators for school psychological health education, students, principles

Up to the requirement of the times, there’s quiet great progress for the mental health education in school of China, which is admitted to be as the newly--growing point of the quality education. However, we are up against many problems in the implementation process. These problems have seriously restricted the standardization of the objective operation failing to agree to the education aims. No doubt, priority is to further clarify and earnestly implement the basic principle of mental health education. Under the current school education for young students and the actual situation, the following six articles should be received preferential attention.

I. The principle of combining individual with all

This principle refers to the mental health education is to pay attention to individual students, but also for all the students, to care for both the students’ particularity and their entirety. Who we are facing are one with different family backgrounds, abilities, needs, interests, experiences and values (and possibly other teachers, school administrators or parents, etc., but mainly students). Therefore, the same way can not expect to achieve the same effect, we should use the strategy flexibly, differing our way for different people, events, occasion so as to achieve the purpose of individualization. On the other hand, mental health education is still the complement for the daily educational activities and the strong, reasonable coordinate, or that it should be the organic subsystem of the school education, so mental health education should be offered to all normal students. Only is the vast majority even the mental health of all students maintained and improved, individual problems can be radically reduced and resolved, as is a basic standpoint for the mental health education.

Implementing this principle requires us focusing attention to individual students, concerning their specificity, providing them psychological counseling. Target orientation should be pointed to all students. Whether to plan, to determine the content or to organize activities we should consider the common needs of most students and general issues, taking all students as the object we are caring for. The third is to accurately understand the dialectical relationship between individual and all, through individualized, focused, driven overall by overall deployment so as to achieve common progress, to promote individual growth.

II. The principle of combining prevention with development

This principle tells us the mental health education should not only attach importance to the students who have psychological disorders and behavioral problems so as to help them out of the woods, towards health, but also fully aware of the need for prevention, with a developing perspective analyzing problems, combining the treatment, prevention and the development together organically. Mental health education has a negative and positive two goals. The negative is an aim to correct and prevent. The
positive is an aim to guide students according to his corresponding case to get to the best condition of their psychological function, to develop their potential, perfect their personality. From the treatment point of view, eliminate the symptoms, concord self and to rebuild personality; from prevention perspective, to teach knowledge, to give early intervention, to prevent harmful effects; from development perspective, to guide exploration, to improve the quality and to realize self-fulfillment at length. These aspects can not and should not be divided, would rather than grasping as a whole, applying to synthetically.

Implement the principle requires us first to ensure the high quality, through outside help to attain to self-help of the students. It is well-known psychotherapy should not be applied freely, or the result is nothing but harmful. What is more serious is the source of the disease which is not only one that who is responsible for. Secondly, we should pay attention to improving the pertinence of preventive work. On the basis of the researching universal rules about student how mind and body grow, we concern of their psychological situation. We should be careful in establishing mental files for everybody. The operation of the investigations should be compliance with requirements and intervene to timely. Third, we must correctly coordinate the relationship between treatment, prevention and development. By effectually combine the effective treatment, positive prevention and promotion of development to contribute to the improvement of the quality of students, to perfect their personality constantly.

III. The principle of combining reception with initiative

What this principle refers to the mental health educator not only do well conventional work at the same time they should also carry out active investigation, research and science popularization so as to stimulate students’ sense of self-reliance and motive of turning to help. Thus we will combine the passive counseling, treatment with the active education, intervention to ensure and develop the work efficiency. There always have such problems in school mental health education, the high level professionals being of serious shortage, and their work load not being rich. One important reason of these is the school and the whole society to the mental health education are far from adequate, in addition students’ status are differ in thousands of ways, in some cases, many of their motivations is not strong, or are lost. Consequentially it will bring about great waste of the valuable education resources and make many students passed the best opportunities by turn to scientists to realize self-help.

Implementing the principle requires us, first, to improve our theory knowledge and practical level continually to truly maintain the highest reputation of the professional activities. Secondly, we should do well mental health education publicity work, in order to eliminate the prejudice and misunderstanding of people mobilizing all positive forces effectively. Third we also assure the integration of theory to combine the guidance, treatment, mode of development and social impact together organically, gradually to set up an ideal atmosphere for school mental health education.

IV. The principle of combining pastoral education with moral education

The essence of this principle displayed that by the professional consultation and treatment to promote students’ spiritual growth and qualities reinforcement. Meanwhile by the integration and perfection of the personality to promote the human’s original quality of true-heading, goodness-heading, beauty-heading in order to achieve organic unity between personal best development and the social value creation. Mental health education is an important part of the social spiritual civilization construction; naturally the fundamental feature of socialism spiritual civilization; relevance and progressiveness are all fully embodied through it. Whether people are willing to concede, school education law is bound to determine inseparability of pastoral education and moral education. Pastoral care and moral tutoring are always unanimous.

Implementing the principle requires us first to build up the concept of humanism, to believe the true humanity is true moral. We usually believe that so-called “bad” character is essentially maladjustment for environment or personality flaw. Perfect personality is moral character. Only those actualize might naturally, pain-free practice his superego demand. Secondly, we should make clear the difference
between the mental health education and ideological and political work, make clear what the difference of them in the fundamental objective, contents, theoretical basis and the operation way to follow the basic law to expand job. Third, we should attach importance to uniting scientific and ideological level, to uniting self-improvement and social adjustment, to getting to internal integration of personal value orientation and social’s in meticulousness.

V. The principle of combining counseling with permeating

The principle of combining counseling with permeating in mental health education in schools is to pay attention to professional counseling and teaching also to the settlement of the tendency to institutionalize. Permeating and combining the basic concept in the whole school education process. To a greater degree students are ‘reactor for environmental changes’ rather than ‘the prime originator’. Simply for institutionalize mislead us taking the mental health education as the science education on psychology or mental health education course. This very likely result in psychological counseling and psychological education lessons become a necessary condition for teachers to teach students how to develop normally. In other subjects, teaching management, the teachers and the related managers are lack of mental health education information and ideas causing adverse impact. The goals of mental health education are difficult to fully materialize.

Implementing the principle requires us first further enhance the professional standards and professional work, especially to be strict with the other members in service sector activities. In addition, it needs to strengthen the overall permeability of the mental health education. In various science fields to reflect the ideal of the mental health education, merging to all education concepts of all teachers. Let the whole school be an organism to implement the mental health education. The third is to combine normal psychological counseling and professional teaching with permeation of positive concepts and environmental match. Professional psychological counseling is a flag, a battleground so won’t to appear the tendency of institutionalization, but to promote the overall growth background fully optimized for the purpose of the highest efficiency.

VI. The principle of combining keeping secret with making open

This principle means educators should put the interests of students in the first place, focusing on students true growth, focusing on the fundamental interests of students to be long-term and optimized while looking to the relation between security and public. When one case happened that a direct conflict between the confidentiality obligation and individual interests bother us, what we first do should hold a responsible attitude toward the disposal. This is showing the greatest respect to students’ personality and privacy meanwhile ensuring students being openness and establishing a trust relation, too, all of which are psychological premise, especially in individual counseling and treatment, we can learn a lot of personal privacy, the secret, defects, and the resultant psychological and conduct of the contradictions and conflicts, etc, we have responsibility and obligation to be confidential with such information. If lacking of the protection and respect for the deepest self-exposing of visitors, which likely to aggravates conflicts and causes troubles, or even result in negative consequences not to restore. These problems can not handle in proper measure, the work will be unsuccessful, and we will be disqualified.

Implementing the principle requires us first strictly keep secret, this point is extremely important for us completing the task and self-improvement. Take voluntary recognition for the priority of students’ interests and the sense of alliance from the point of professional ethics, legal responsibility, and professional standard to understand the necessity to keep secret. Second we should clearly classify the boundary between public and security, keeping strict confidentiality for the secret, for the public let it be. The secret for teaching and research required for we should ask the parties agreed, and to take appropriate technology. Third we have to improve and perfect the supervise mechanisms, in this way, we can basically guarantee implementing the principle of combining confidentiality with public really. Of course, the mental health education should also follow the principle of combining help with self-help, the principle of combining respect with sincerity, the principle of combining practice with research, the
principle of combining guidance with demonstration etc. However, more accurately, these principles are all the common standards the mental health education must follow. Therefore, the above six principles should be received priority attention in Chinese school mental health education.

**Conclusion**

Mental health education in school of China should abide by the preferential principle as following: The principle of combining individual with all; The principle of combining prevention with development; The principle of combining reception with initiative; The principle of combining pastoral education with moral education; The principle of combining counseling with permeating; The principle of combining keeping secret with making open.

**Acknowledgement:**

‘Shaanxi elementary education research sector of the planning issues —Research on the Theory and Supervise Practice of childhood mental health education (the research project number: 06JK025) ; Shanxi education department plans to the modern scientific research projects, the Contemporary Yanan Person’s Life and Psychological Treatment (project number:YDJPKC06—05) .

**About the author:**

Maohaidong (1961.12-), male, Yanchuan county Shanxi province, graduated Shaanxi Normal University, majoring in psychology, from 1997 to 1998 as a visiting scholar to Beijing University researching psychotherapy. Now serving as an associate professor of psychology at College of Education Science of Ynan University, Psychological Advice Centers deputy director, a member of the World Psychotherapy Society, Contributing Editor Advisor of the World Press, a member of the International Union of Psychological Treatment, a director of International Chinese Research Association of Applied Psychology, a member of Chinese Psychological Society of Clinical and Counseling Psychology Professional Committee, a member of the Mental Health Association, a member of the Identification of Scientific Research and Technology Assessment Experts, Member Libraries Yanan city. Participating and presided over many research items of levels the country, province and the school subjects, and have a Teaching Prize for Achievement of Yanan University, Yan'an Shaanxi province of China and its papers honorable mention for the second prize of human nature. Advocating human nature and technology assessment of new scientific research on the identification, Clamoring for direct analysis therapy; character and psychology treatment. Courses taught: the Psychic and Therapy, the Personality of Psychology, the Clinical Psychology, the Focus of Abnormal Psychology, the Ordinary Psychology, the School Management of Clinical Psychology. Clinical the lord: neurosis.

Tel: 13310918133  0911—2332393      E-mail:maohd@vip.sina.com

**References**

