

The organic penetration of psychological counselling in subject teaching

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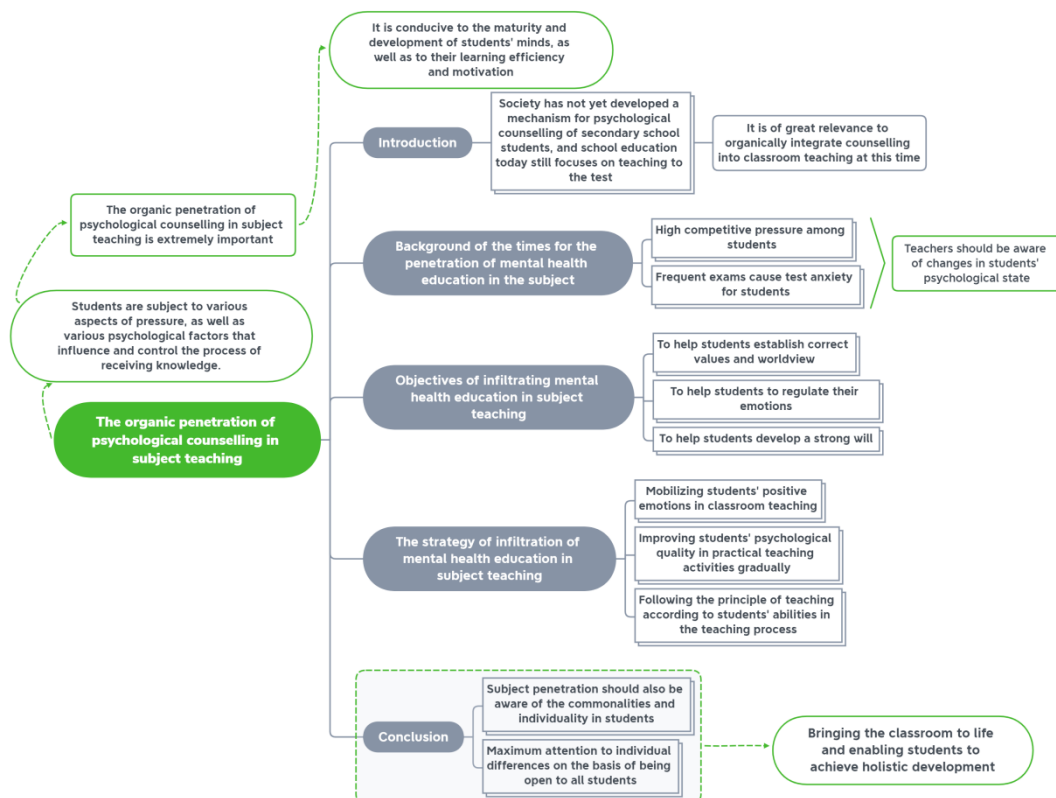
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Abstract: In recent years, society has paid more attention to the mental health education of secondary school students. In the process of cultivating secondary school students' psychological quality and subject competence in an all-round way, mental health education for students is essential. This article illustrates the importance of psychological counseling to middle school students through the background, goals and strategies of psychological health education penetrating into subject teaching. In the process of receiving knowledge, students are subject to pressure from all sides, as well as the influence and control of various psychological factors from various sources. Their own emotions, interest in learning, creative thinking, thinking skills, ability to plan rationally, communication skills, team spirit and ability to withstand setbacks all have a direct impact on the effectiveness of the teacher's teaching. It is thus clear that subject penetration is conducive to the maturation and development of students' minds, it is also beneficial to improve learning efficiency and motivation.

Key Word: Subject Teaching, Psychological Counselling, Subject Infiltration, Mental Health Education

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I. Introduction

Nowadays, society is developing at a rapid pace. However, such a fast-paced life inevitably puts more burdens on people's shoulders and makes competition more intense, which may lead to many psychological problems at the same time. Lacking sufficient social experience and self-awareness, secondary school students are often confused about their future. Furthermore, the multiple social roles that coming with the gradual

transition to adulthood can put a lot of pressure on secondary school students. Without a firm and optimistic mindset, it will be difficult for them to face the increasing social pressure in the future. Therefore, school education should make mental health education for secondary school students a priority in the classroom.

In recent years, the importance of mental tutorship in schools has been widely recognized by society, but it has not yet been widely implemented in its current form. On the basis that the functions of social psychological counselling, family psychological education, school psychological counselling as well as advisory bodies have not yet been fully utilized, it is essential for teachers to infuse mental health education subtly in the classroom. Mental health is inherently long-term and complex, because society has not yet developed a mechanism for psychological counselling of secondary school students, and school education today still focuses on teaching to the test. As a result, most school psychology courses cannot be conducted properly, so it is of great practical significance to organically infuse psychological counselling into classroom teaching at this time^[1].

II. Background of the times for the penetration of mental health education in the subject

With the rapid development of today's society and the pressure that comes with it, the ability of secondary school students to resist stress is now facing an extremely significant test. China is a large country with a large population, which determines that not every student can receive an average good education, they must go through a series of healthy competition, i.e. secondary school exams, college entrance exams, etc. to get the opportunity to enter the school of their choice. Such condition has caused schools and parents to pay attention. On the school side, in order to pursue the rate of advancement, many schools nowadays not only frequently organize a majority of exams, but also judge a student by scores after the exams. These grades rankings have put a lot of pressure on students in effect and are one of the causes of test anxiety and even psychological problems.

Therefore, in the process of school education, mental health education should be fully penetrated. As a teacher, we should pay attention to the changes in students' psychological state and provide timely help and guidance to students with psychological problems arising in the course of subject teaching. Subject teaching and psychological counselling complement each other, and one cannot be without the other. Teachers should consciously use psychological theories and techniques in the teaching process in order to stimulate students' interest in learning, helping them build and improve their self-cognition, emotion and behavioral skills gradually during classroom activities. Thus, it can foster students' initiative and motivation and allow them to become mentally sound.

Secondary school students are under academic pressure and their main task at school is to improve their knowledge and performance. Sometimes they are unable to relieve their stress in time and are prone to suffer from psychological problems. When teachers are unable to provide students with one-to-one, face-to-face psychological counselling, they can organically combine mental health education with subject teaching and use subject knowledge and subject thinking to educate and inspire students in the classroom. This way can not only complete the teaching task but also solves students' psychological problems. To a certain extent, it can be said that conducting subject infiltration is a two-for-one thing.

III. Objectives of infiltrating mental health education in subject teaching

A. To help students establish correct values and worldview

Correct cognition is the basis of sound psychology. For instance, these correct cognition including students' self-cognition, their perceptions of others, interpersonal relationships, the conduct of social relations, their perceptions of moral codes, the law, learning and school life, as well as the processing of information outside school. As secondary school students grow up, they have more and more contact with the community, but they are not mature enough to face the storm on their own for the time being, so they can easily be influenced by the negative social climate and become rebellious. As the saying goes, "If you are young, it is natural to be young." In the teaching and learning process, we must pay attention to cultivating the correct values and worldview of students and empowering them with the ability to distinguish between right and wrong. Schools and teachers must focus on developing appropriate, positive values for secondary school students. Only when they know themselves correctly, know others, understand society, evaluate themselves and those around them objectively, and look at things dialectically and rationally, can they develop a sound and well-rounded personality.

B. To help students to regulate their emotions

The primary condition for psychological health is the ability to overcome all kinds of bad emotions in learning and life. Everyone has a different personality and temperament, and each person has his or her own distinctive personality. Bad emotions and extreme emotions can even develop into bad personalities and greatly hinder the overall development of students. An important criterion of the mental health for secondary school

students depends on the ability to control their emotions effectively. Teachers should pay attention to the development of a sound personality and mindfulness in situations, and promptly stop abnormal developments or certain excessive tendencies in students' personalities and emotions. The first step in subtle psychological counselling through classroom teaching is to be good at mobilizing students' emotions. Secondary school students are prone to irritability or depression due to academic pressure. In this case, teachers should actively help students to vent their emotions and encourage them to express their thoughts. At the same time, reasonable guidance and encouragement from teachers can effectively relieve students of academic stress and the pressure exerted by the surrounding environment, so that students can learn in a better mental state.

C. To help students develop a strong will

Some students are naughty, irritable, addicted to smoking, addicted to the virtual world of the Internet, unable to study properly and unable to be disciplined. Often knowingly breaking the rules and challenging the bottom line are all signs of a lack of willpower to discipline themselves. Many students want to go to a good university, but sometimes they back out when faced with a learning process that is full of difficulties and pressure. Sometimes there is a sudden spur of the moment determination to study hard enough to get good grades, but they usually give up within a few days due to a lack of willpower. Most students who do well in their studies have more willpower than those who are bored with their studies. They can overcome their inertia in learning and persist in studying efficiently and conscientiously, doing their best to accomplish high quality and effective learning^[1]. When teaching subjects, as there are outstanding talents in all subject areas, they often stick to their dreams and eventually succeed. These outstanding talents can be used as positive role models for students. The power of role models is unlimited and can urge students, guide them and gradually enhance their strong willpower.

IV. The strategy of infiltration of mental health education in subject teaching

A. Mobilizing students' positive emotions in classroom teaching

The emotional state of students in the classroom is a measure of whether they are serious about participating in classroom teaching. At the same time, emotions and moods also play important roles in students' academic performance. When students are enthusiastic and engaged in exploring classroom teaching and learning, they will naturally think positively, so that they can receive knowledge efficiently and learn more effectively.

Therefore, in order to arouse students' initiative and enthusiasm for learning and to adjust their mindset to an optimistic and positive one, teachers can take the following measures: firstly, create a positive and relaxed teaching environment and a good classroom atmosphere. There are three types of classroom climate: positive, negative and confrontational. A positive classroom atmosphere has a perfect blend of both the active and the calm, the relaxed and the rigorous. A negative classroom atmosphere is characterized by students who are inattentive in class, unresponsive and unable to understand the knowledge or questions posed by the teacher in a timely manner. An adversarial classroom atmosphere is one in which students do as they please, cause deliberate trouble and are undisciplined. The way the teacher teaches and acts, the empathy with which the teacher treats the students, the high expectations the teacher has of the students and the apprehension which teacher shows all affect the atmosphere in the classroom^[2]. Thus, it is important that teachers themselves adjust their mindset.

Secondly, create a safe teaching environment. A safe teaching environment means that teachers should accept students and work with them on the basis of mutual understanding and mutual acceptance. To this end, teachers should never use punitive means when teaching, should not mock or sarcastic students, and should help them discover their own shining points without hurting their self-esteem, so that they can become the people they want to be and fulfill their dreams.

B. Improving students' psychological quality in practical teaching activities gradually

When they enter secondary school, some subjects are extremely experimental and exploratory. In the arrangement of teaching experiments, teachers should pay special attention to developing students' hands-on skills and closely linking the abstract knowledge of concepts with intuitive experimental investigation activities. In the practical process, teachers should set up inquiry problems for students to make them explore on their own, instead of making students memorize the laws by rote directly. Teachers should organize students to solve problems in a hands-on process, while learning new knowledge, the pattern can not only reflect the investigative and practical nature of the subject, but also enables students to learn for fun in the practical process, so as to stimulate students' desire to learn. Such learning method can stimulate students' curiosity and overcome the psychological pressure and aversion to learning that students feel during the learning process.

At the same time, teachers should actively encourage students to experiment and express themselves, giving them self-confidence and providing them with a variety of opportunities and platforms to showcase themselves. Teachers should seize various opportunities, adopt flexible and varied teaching methods, explore

and design new forms of teaching, encourage students to participate more, express themselves more, practice more and create unlimited possibilities. Of course, in the process of student participation, teachers should pay attention to the language used and encouragement should be the main focus. Every word and deed of the teacher will have an impact on the students' psychology. Avoid using negative words to evaluate them.

C. Following the principle of teaching according to students' abilities in the teaching process

Teachers should start with students' learning conditions and their own differences and carry out differentiated teaching purposefully so that each student can complement their strengths and avoid their weaknesses. In this manner, they can take fewer detours and have the opportunity to achieve maximum development. Due to the influence of their upbringing, social environment, family condition and friends around them, each student has their own unique character. Each student has a sparkle worth discovering. This requires teachers to get to know their students well in the classroom and to differentiate their teaching strategies according to their physical and mental characteristics, so as to promote their all-round development, make full use of their talents^[3], develop their potential and find the right path for their development. In practical activities, teachers can set different tasks according to the differences in students' personalities or work habits. Introverted students can be arranged tasks that involve more communication with other people. Careless students can set tasks that require careful attention to complete. Students who are efficient learners, teachers can arrange tasks that are more difficult and have more room for them to reflect.

V. Conclusion

In the process of infiltrating mental health education in subject teaching, teachers must not only reasonably and effectively study and deepen the depth of subject knowledge so that students can easily understand and accept it, but also apply it purposefully to students' mental health, paying full attention and grasping the main points on the one hand, taking full account of the practicality of knowledge on the other hand. Taking its essence and discarding its dross, so as to give students the essence of knowledge.

In addition, subject penetration should also take note of the commonalities and independent personalities in students. "Grasp the whole, based on local". On the basis of all students, teachers should pay the maximum possible attention to individual differences, care for each student, teach students in accordance of their aptitude and implement personalized education for students. Teachers should also deal with the contradiction between psychological counselling and exam results, telling students that grades do not necessarily mean everything. Instead, they should learn new knowledge and experience life in a positive way. Finally, teachers should also pay attention to self-education on mental health issues, not only as a responsibility to students but also as a requirement to improve their own development. By organically infusing mental health education into subject teaching, organic mental health education can be piled on every bit of life at any time without additional class time to motivate and engage students. By this means, we can reduce the burden and increase efficiency in all subjects.

We are looking forward to innovating more classroom teaching models which can combine teaching and mental health education organically, making the classroom vibrant in the future of education. Only in this way can students be able to develop holistically. Their uniqueness will be fully reflected by this method, and the effectiveness and efficiency of teachers in the classroom will be significantly enhanced^[4]. Through the reform of the new curriculum standards, the quality of education and teaching can be improved while the learning mentality of secondary school students can be adjusted.

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