

# Research on Infiltrating Psychological Health Education into Art Teaching in Middle Schools Based on Creative Training

Yuxi Zhao<sup>1, a</sup>

<sup>1</sup>North China Electric Power University, Baoding 071003, China.

<sup>a</sup>18561887768@163.com

## Abstract

**Middle school students are a group with rapid psychological and physiological development but not yet fully mature. Heavy academic tasks, severe college entrance examination pressure and the impact of multiple values in the rapid social changes have led to their increasingly prominent mental health problems. Therefore, based on the cultivation of creativity, this article will study the infiltration of mental health education into the teaching of fine arts in middle schools. Research and analysis show that the traditional art education mode only pays attention to the cultivation of students' art professional ability, but does not know enough about the importance of mental health education. In the trend of quality education reform, art teachers must keep pace with the times, actively update educational concepts, innovate teaching models, and effectively infiltrate mental health education into middle school art teaching.**

## Keywords

**Creative training, middle school art discipline, mental health education.**

## 1. Introduction

The middle school stage is an important period for the formation of human psychological quality [1]. The cultivation of students' psychological quality in the middle school stage is not only related to the vital interests of students and their families, but also related to the improvement of the quality of the whole nation. Therefore, mental health education has been valued by more and more people [2]. Faced with the tremendous changes and complexities of the economy and society, China's demand for educational talents has also undergone some new changes [3]. In 1999, the "Opinions on Strengthening Mental Health Education in Middle Schools" promulgated by the Ministry of Education clearly pointed out that in the subject teaching, attention should be paid to the education of students' mental health, which is the main way of mental health education [4]. With the deepening of the reform of quality education, fine arts curriculum plays an increasingly important role in secondary education. Therefore, in middle school art teaching activities, we should not only impart knowledge and skills, but also make full use of various ways of art teaching to carry out penetrating mental health education and guidance [5]. For students, they do not dislike learning, but rather the boring learning environment. The basic goal of education is to train students to be optimistic and healthy, which is also the key to measure the success of education and teaching [6]. We should fully implement the Party's educational policy, implement the fundamental task of cultivating morality and cultivating talents, develop quality education, promote educational fairness, and train socialist builders and successors with all-round development of morality, intelligence, physique and aesthetics.

In the 40 years since the reform and opening up to the outside world, the rapid development of Chinese society has brought us great achievements. We are more closely connected with the world in all aspects of social development [7]. The Ministry of Education's "Guidelines for Mental Health Education in Middle Schools" clearly points out: "Developing mental health

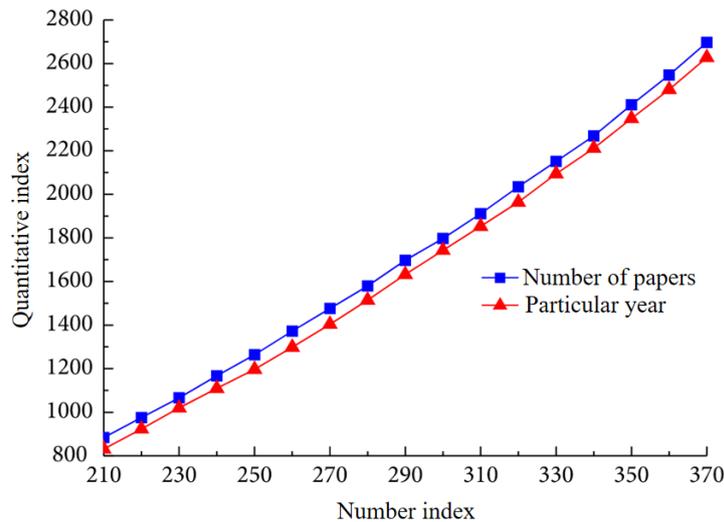
education in middle schools is the need for students to grow up healthily in body and mind, and is the inevitable requirement for promoting quality education in an all-round way [8]. In 2012, it was also emphasized in the Guidance Outline for Mental Health Education in Middle Schools that schools should always run mental health education through the whole process of education and teaching [9]. Judging from the current development of art teaching activities in middle schools, most teachers have not really realized the importance of students' mental health education, only paying attention to the cultivation of students' painting ability, and mental health education is almost in a state of lack [10]. Modern teaching theory believes that the teaching process is not only a process of imparting knowledge, but also an interactive process of teachers and students in terms of rationality and emotion. Teachers must do everything possible to find ways to reduce or eliminate the psychological pressure of students in learning, to motivate students to participate in learning activities, so that students are willing to learn. The author has made some attempts and explorations on how to implement mental health education in art teaching, and summarized the following points of understanding and experience. With the speed of information dissemination, especially in this age of self-media, students can easily access information through various channels.

## **2. Using the Characteristics of Art Teaching to Promote the Development of Students' Psychological and Positive Health**

### **2.1. Art Teaching Plays A Unique Role and Has Irreplaceable Advantages in Forming Students' Healthy Psychology**

Art teaching is one of the main means and ways to implement aesthetic education. The main task of art teaching is to build up the ability of aesthetic discrimination in students' hearts. The training of educational talents should not only adapt to China's current economic and social development, but also to the needs of the diversified development of the world economy. School education plays an extremely important role in maintaining students' mental health, and teaching in various disciplines is also responsible for this task. Looking at the development trend of the curriculum, the modern curriculum has developed from an ethical and political orientation to an orientation that emphasizes personal development. It advocates that the curriculum should focus on the coordinated and unified development of students' intelligence and personality to form students' rich personalities. Art education is not only for students to master painting skills, but also for the purpose of cultivating students' correct aesthetics and cultivating students' sentiments. These characteristics determine that this subject is closely related to the students' health mentality. The students experienced the joy of creation in their studies and thus optimized their psychological qualities. Similarly, teachers should be good at encouraging students to participate in classroom activities. Cultivate its good psychological development, strive to correct bad psychology, make various psychological functions tend to be harmonious, stimulate their own potential and coordinate development, form a positive self-awareness, and enable students to develop in a comprehensive way.

In recent years, with the increasing attention of students' mental health education and the comprehensive implementation of the requirements of mental health education in the revised Guidelines for Mental Health Education in Primary and Secondary Schools in 2012, the mental health education ability of subject teachers has also begun. Received attention. According to the literature, the necessity and importance of the teacher's mental health education ability are mainly discussed in the early stage of the study. Figure 1 is the quantitative analysis of the research.



**Fig 1.** Quantitative analysis of the study

Quality education is an educational model aiming at improving the quality of the educated in all aspects. It attaches importance to the education of people's ideological and moral quality, ability cultivation, personality development, physical health and mental health. After students experience a series of small successes, their self-confidence gradually increases and their psychological suggestion is good, so their learning enthusiasm will naturally improve. In the process of cooperation, it can not only mobilize each student's subjective initiative and great enthusiasm for learning, but also cultivate students' good psychological quality in the process of cooperation. The development of teaching activities should take teaching materials as the carrier. There are many mental health education resources available to teachers in China's current high school art teaching materials. However, these resources are hidden behind the content of the textbooks, and teachers need to dig deeper to find the teaching content that is conducive to the penetration of mental health education. In addition, there is no fixed standard for children's paintings. Each student is an independent individual with a wide variety of personalities. Their paintings are also diverse, and students may not be able to draw the teacher's requirements, but the teacher should fully consider the students' abilities and the proficiency of the painting techniques.

## 2.2. Improve Students' Cultural Quality and Artistic Appreciation

Teachers use a variety of teaching methods and teaching methods in the teaching process, from different angles to let students understand social virtues, colorful life, the beauty of nature and all beautiful things, thereby stimulating the emotional experience of students deep in the soul, so that Their aesthetic feelings have been sublimated. Teachers should give full affirmation to students' speeches, questions, and questions, especially for students who are lagging behind. They should be more praised and less encouraged. This can help students overcome inferiority and fear, and students will have a successful psychological experience and psychological motivation. Therefore, in the part of "improving people's livelihood and strengthening and innovating social governance", the 19th Party Congress first talked about "giving priority to the development of education". In the process of teaching, teachers return freedom to students, so that students can learn to learn to learn, communicate and cooperate with others, and share the happiness of success with others in a free and relaxed environment. In the teaching process, the abundant mental health education resources mainly include two aspects: one is the subject curriculum itself; The second is the teaching process of subject courses. Therefore, it is of great significance to infiltrate mental health education into the current fine arts teaching in middle schools, which is an important direction for the reform of our educational system. It will

certainly promote the overall and harmonious development of students' physical and mental health and lay a foundation for shaping a sound personality.

### 3. Through Art Teaching Activities to Cultivate Students' Good Creative Thinking, Enhance Their Ability to Withstand Setbacks.

#### 3.1. Bring Learning Fun to Students and Motivate Students to Express Themselves

For example, in the art crafts class, organizing students to practice hands-on, first theoretically and then connected with the actual practice greatly mobilized the enthusiasm and initiative of students. At the same time, students are encouraged to use a variety of materials to create their own works and express their own individuality. Through repeated trials and unremitting efforts, the students have finally completed the work. These conditions have already indicated that these students have serious mental health problems. This is also a realistic problem that schools, society and families urgently need to pay attention to and solve, so as to help cultivate qualified successors in society. In this free and relaxed atmosphere, in every small successful experience, students learn to learn from each other, learn from each other, appreciate others, and improve their communication skills. Ideological and moral education in junior high school is the main course carrier for mental health education, which directly contains rich mental health education content. Teachers should actively establish modern teaching concepts, and schools should truly realize the importance of art education. The atmosphere in the classroom immediately became extremely active. The main speaker changed from a teacher to a student. The students explored heartily in such a free and happy atmosphere, gave full play to their imagination in a free and unconstrained manner, roamed in a dreamy pattern world, and weaved their dreams. Teachers should fully tap the individual potential of each student in teaching.

In this study, when the students were asked why they like teachers during the questioning process, it was found that the students' expressions focused on the description of some characteristics of teachers. Therefore, the reasons why students like teachers were sorted into the characteristics of teachers and the frequency of occurrence, which are listed in Table 1.

**Table 1.** Main Characteristics of Students' Liking Teachers

Teacher characteristics	Frequency of occurrence	Teacher characteristics	Frequency of occurrence
Care for students	5	Young	3
Pay attention to yourself	4	Head teacher	2
Kindness and kindness	2	Be knowledgeable	4
Humor	4	Love to laugh	1
Likes communication.	3	Pay attention to yourself	5
considerate and thoughtful	2	Ready to help others	2

#### 3.2. To Cultivate Students' Endurance and Strong Willpower in the Face of Setbacks

Competition in modern society is increasingly fierce, and everyone is always facing the test of life. Only in a democratic, equal, harmonious and active teaching atmosphere can the enthusiasm of the students' main body be brought into full play, and teachers and students can respect each other, respect each other, love each other and learn from each other. Teachers should respect the personality of students and treat each student fairly. The penetration of

mental health education must be natural and appropriate in order to have a good effect. If it is too formal and applied mechanically, it will inevitably arouse students' antipathy. Therefore, the choice of teaching methods is very important. Junior high school Chinese teaching has unique advantages in psychological education. Many art students have a slightly inferior ability in learning in the middle school. The students' self-confidence is frustrated, the enthusiasm for learning is not high, and the learning efficiency is also affected. Therefore, at this stage, it is still necessary to strengthen the research on the infiltration strategy of mental health education in the teaching of ideological and political courses. Teachers should actively and unconditionally pay attention to students, and use the heartfelt smile and sincere care to bridge the gap between teachers and students, and strive to create a warm and harmonious teacher-student relationship. As a teacher, it is particularly urgent to use the characteristics of his own curriculum, strengthen the psychological education for students, and cultivate students' tenacious will and courage to withstand setbacks.

#### 4. Summary

In the art teaching, the teacher tries his best to discover the characteristics and strengths of each student, and praises the students' merits in the process of homework display and commenting, in order to mobilize the students' enthusiasm and enterprising spirit. Teachers should create some situations and opportunities for students to show their talents. Students in the middle school stage are faced with relatively heavy learning pressures. At the same time, this stage is also a crucial period of psychological maturity. If the mental health status of students is not guided in teaching, it may cause problems in students' psychology. Students in the middle school stage are faced with relatively heavy learning pressures. At the same time, this stage is also a crucial period of psychological maturity. If the mental health status of students is not guided in teaching, it may cause problems in students' psychology. Teachers must adapt to the development of the times and the society at all times, so as to have their own broad development space, cultivate more high-quality and competitive students, effectively realize the purpose of art education in normal universities, and enable students to have a foothold in the society. Teachers must adapt to the development of the times and the society at all times, so as to have their own broad development space, cultivate more high-quality and competitive students, effectively realize the purpose of art education in normal universities, and enable students to have a foothold in the society.

#### References

- [1] Ulger K. The creative training in the visual arts education. *Thinking Skills & Creativity*, Vol. 19(2016) No. 32, p. 73-87.
- [2] Acharya B, Hirachan S, Mandel J S, et al. The Mental Health Education Gap among Primary Care Providers in Rural Nepal. *Academic Psychiatry*, Vol. 40 (2016) No. 4, p. 667-671.
- [3] Schwind J K, Lindsay G M, Coffey S, et al. Opening the black-box of person-centred care: An arts-informed narrative inquiry into mental health education and practice. *Nurse Education Today*, Vol. 34(2014) No. 8, p. 1167-1171.
- [4] Lamont S, Brunero S. 'eSimulation' Part 2: Evaluation of an interactive multimedia mental health education program for generalist nurses. *Collegian*, Vol. 21(2014) No. 1, p. 3-9.
- [5] Bracke P, Van d S V, Missinne S. Education, Mental Health, and Education-Labor Market Misfit. *Journal of Health and Social Behavior*, Vol. 55(2014) No. 4, p. 442-459.

- [6] Higgins A, Carroll M, Sharek D. Impact of perinatal mental health education on student midwives\' knowledge, skills and attitudes: A pre/post evaluation of a module of study. *Nurse Education Today*, Vol. 36(2016) p. 364-369.
- [7] Ng L C, Ahishakiye N, Miller D E, et al. Life after genocide: Mental health, education, and social support of orphaned survivors.. *International Perspectives in Psychology: Research, Practice, Consultation*, Vol. 4(2015) No. 2, p. 83-97.
- [8] Liu C, Yanling L, Guo C, et al. Preliminary Exploration of the Mental Health Education Competency Survey of Primary and Middle School Head Teachers. *Journal of Education & Training Studies*, Vol. 2(2015) NO.1, p. 73-80.
- [9] Ananat E O, Gassman-Pines A, Francis D V, et al. Linking job loss, inequality, mental health, and education. *Science*, Vol. 356(2017) No.6343, p. 1127-1128.
- [10] Consultant L B M S P. Education and Mental Health: New Directions for Interaction. *Journal of Counseling & Development*, Vol. 47(2014) No. 9, p. 855-858.