

Discussion on the Parents-School Bases Cooperation Mode of Mental Health Education in Middle Schools

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Abstract: With the comprehensive reform of China's education career, many new education models are being promoted for students. Students in middle school are teenagers who are in an important stage of physical and psychological growth and development, and they should be given more attention and care. Under this premise, there is a home-school based cooperation model. Through discussing the problems and countermeasures in parents-school based cooperation, this paper aims to make parents and schools work together to adjust cooperation strategies, so as to promote the healthy growth of middle school students.

1. Introduction

Education on mental health is a compulsory course for middle school students in modern times. It is very important to influence the mental health of students in middle school. Schools and parents of students are very important influencing factors, so when conducting mental health education for middle school students, schools and parents should pay attention to them and guide them. In the education on mental health for students in middle school, attention should be paid to the adjustment of guidance mode, instead of continuing education like that for students in primary school. Moreover, as students in middle school will enter puberty and gradually step into the society, many students even directly participate in social work after graduating from high school, which can impose them great psychological pressure [1]. Based on the above factors, in the process of education on mental health for students in middle school, we should timely adjust the correct way, so that middle school students can adapt to the campus and social environment faster, and have a bright future in development.

2. The Importance of Parents-School Based Cooperation to Education on Mental Health in Middle Schools

As for the focus and adjustment were not offered on the problems related to the mental health of students. In the usual way of education, education on mental health was conducted mainly through unilaterally guidance for students by schools, and parents demonstrated insufficient understanding to students' mental state. Besides, parents generally showed their dependence to schools, which lead to the failure to engage in the psychological counseling [2]. The cooperation between parents and schools can not only make parents pay more attention to students' psychological education, but also stimulate parents' learning and understanding of psychological education for students. And on the occasion of the continuous existence of examination-oriented education in the contemporary era, the cooperation mode between parents and schools can also have a certain influence on and is conducive to improve students' comprehensive quality in all aspects. With the development of education on modern mental health, mental health education should be paid more attention by parents and schools than to exam-oriented education. Therefore, it can be said that the

parents-school cooperation model is indeed a way to have the best of both worlds, which not only enables parents to have a better understanding of students' mental health, but also students will feel more comfortable to adapt to and have a deeper understanding of the society in a more quickly manner[3]. In today's world that mental health is becoming increasingly important, parents-school based cooperation model is not only a powerful measure to improve students' psychological problems, but also an important educational model to lay the foundation for the future development of education on mental health for student. In this paper, the core ideas and practical application methods of parents-school based cooperation model are comprehensively expounded. Through the core idea that parents are another teacher of students and the establishment of timely and effective communication ways and channels between schools and parents, the mental health of students in the parents-school based cooperation model is further improved [4].

3. Problems in Home-School Based Cooperation in Education of Mental Health in Middle Schools

3.1 The Low Level of Parental Participation in Parents-school Cooperation

The model of home-school based cooperation can be embodied in the following three aspects: First, low-level engagement, the concrete contents are about the specific training and education conducted by schools for parents to enhance the efficiency of family education [5]. Second, high-level engagement, the specific contents are on the full participation of parents in the teaching process, and providing financial support for the education on mental health of the school. Third, formal organizational participation, the specific content of which is that some parents are organized to set up parents committees to actively participate in and have certain rights in the process of education for students, so as to promote the development of schools and the improvement of educational level of the school. Based on such classification, most of the existing parent groups in China are passively involved in the education on mental health and various organizational activities of the school, and some parents remain resistant and unwilling to cooperate with the arrangement of the school [6]. In general, in the cooperation mode of mental health education between schools and parents, schools assume more responsibilities, while parents' participation is relatively low, actually at a low level of parents-school based cooperation.

3.2 Superficial Cooperation

In the context of the rapid development of modern communication, some parents are still in the original state of mind and cannot effectively use modern Internet based education resources, which leads to certain limitations in parents-school based communication and educational mode. There are more and more modern means of communication, such as WeChat, QQ and various communication software [7], but they are mainly used for basic communication between parents and schools, and a good Internet education system has not been formed, which limits the depth and diversity of home-school based cooperation. As the dominant power of the existing parents-school based cooperation model is still in the hands of the school, parents failed to be effectively engaged in the cooperation, leading to problems such as poor enthusiasm and lack of initiative. Moreover, due to the fragmentation of parents' time, the cooperation between the two sides of parents-school cooperation becomes much more difficult. The out-dated cooperation mode makes the parents-school cooperation mode unable to effectively have certain effect on parents, resulting in unsatisfactory cooperation effect and activities were conducted in the superficial form [8].

4. Construction of Parents-school Based Cooperation Model of Education on Mental Health in Middle School

4.1 Building a Multi-party Participation Platform of "Internet + Mental Health Education"

Through the analysis on actual implementation of parents-school based cooperation, it is clear to us that parents' participation on promoting the buildup of parent-school cooperation is lower, which

is caused by the fact that the traditional way of parents-schools is no longer meeting the requirements on communication between parents and schools in the context of the rapid development of Internet information. As a result, the Internet information technology can be made full use of to strengthen the construction of "Internet + mental health education" platform and to actively develop online education resources. Knowledge related to mental health can be shared to parents through the platform, the platform provides parents with diversified forms of education on psychological health and knowledge resources. Parents can not only get articles and cases, but also learn relevant mental health knowledge by browsing pictures and receiving sounds, which improves parents' knowledge acceptance ability and participation enthusiasm. On the whole, in the process of constructing the psychological education platform, a school has few resources of knowledge related to mental health education, so it is relatively limited to share an educational resource on the platform, which is also a major problem hindering the development of the mental health education platform [9].

In recent years, the state has been attaching more and more importance to educational resources, and has made it clear that the coverage of high-quality resources is ready to be expanded and actively develop online educational resources, so that parents and schools can have access to more high-quality educational resources and promote the development of educational equity[10]. But by analysis on master degree of Internet, it is obtained that parents discriminate in educational background and learning ability, which led to relatively huge differences in the mastery of Internet. Therefore, the operability should be taken full consideration for parents in designing budget Internet based psychological platform to ensure the operability and simplification of the platform, which can effectively promote the development of the platform and improve parents' participation enthusiasm and initiative. Thus it will lay a solid foundation for parents-school cooperation.

4.2 Making Proper Use of the Traditional Parents-school Interaction that Parents are Familiar With

Besides the exchanges activities conducted by parents and schools based on Internet, various interactions can be adopted to promote parents-school based cooperation: First, making full use of the platform of the parents committees to enhance the communication and exchanges between the school and parents neighbourhood committees so that parents neighborhood committees can truthfully and fully reflects the main problems between parents and schools to schools, and the responsibility of the parents committee and the school can be well distributed. By doing so, targeted solutions and plans to problems between the parents and school can be put forward to effectively resolve the contradictions. Second, to actively carry out classes for parents. In the process of carrying out class for parents, parents should be fully mobilized to participate in the class, and professional psychological instructors should be invited to impart correct education methods and concepts to parents, so that parents can correctly guide their children to overcome learning difficulties and effectively improve their academic performance. Thirdly, educational publications are regularly distributed to parents. After parents report their opinions to the school, the school should timely summarize and analyze their opinions, and issue corresponding educational publications based on parents' opinions, so as to enhance the communication and exchange between parents, which can cultivate parents' good educational ideas. Fourthly, the school should assign corresponding homework for parents to enhance the interaction and communication between parents and students, and parents can understand the homework situation of students. Fifth, to actively hold campus cultural activities and club activities, and fully mobilize students to participate in campus cultural activities, so that students maintain a positive and optimistic attitude, relieve students' learning pressure. At the same time, also need to regularly carry out corresponding psychological construction activities, timely understanding of students' psychological change and living conditions, the students' life state and psychological activity timely reflect to parents, enhance the communication and exchanges between the parents, at home under long cooperate together to solve students' psychological problems, promote the healthy development of students.

4.3 Expanding Parent-child Communication Channels

Parents-school based cooperation should be targeted. Compared with the early parents-school cooperation, the current parents-school based cooperation requires parents to have a deeper understanding of psychological knowledge and parents should learn to make friends with their children by affirming their advantages, sharing their happiness and pain, as if parents were children's allies. To protect the mental health of their children, parents should first cultivate a good parent-child relationship. It is very important to listen to each other. When there is a contradiction between the two sides, it is necessary to avoid verbal injury, with patience and modesty. It is necessary to tolerate and give sincere feedback on the essential mistakes in the growth of children. At the same time, the mind and actions of children should be influenced by their parents in form of proper and rational manners.

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