

Life Adaptation Teaching and Its Content of Mental Health Education in Primary School

Miao Han*

Department of Psychology, College of Education and Sports Sciences, Yangtze University, Jingzhou 434023, China

*Corresponding author: Miao Han (Email:548793951@qq.com)

Abstract: Life adaptation is an important component of the adaptation dimension of the psychological quality structure of primary school students, and it is an important index to evaluate the mental health of primary school students. Abstract: Life adaptation is an important component of the adaptation dimension of the psychological quality structure of primary school students, and it is an important index to evaluate the mental health of primary school students. When teaching life adaptation, teachers should take the goal and nature of life adaptation course as their own teaching action guide. On the basis of grasping the basic concept of the course, teachers should flexibly design course ideas and implement course implementation suggestions. Life adaptation teaching in the mental health education course can help primary school students improve their adaptive ability and mental health level. When teaching life adaptation, teachers should take the goal and nature of life adaptation course as their own teaching action guide. On the basis of grasping the basic concept of the course, teachers should flexibly design course ideas and implement course implementation suggestions. Life adaptation teaching in the mental health education course can help primary school students improve their adaptive ability and mental health level.

Keywords: Life adaptation, Mental health education, Primary school, Teaching.

1. Introduction

The Guiding Outline of Mental Health Education for Primary and Secondary Schools (2012 revision) clearly points out that the key contents of mental health education include: self-understanding, learning, interpersonal communication, emotional adjustment, career selection, life and social adaptation, etc. Life adaptation is an important component of the adaptation dimension in the psychological quality structure of primary school students, and an important index to evaluate the mental health of primary school students [1]. However, parents arrange the life, and teachers take scores as the only or main standard to evaluate students. This kind of education has caused many students today to have low self-care ability, role adaptation ability, frustration tolerance and other basic life ability. This is far from the requirements of the "four pillars" of modern education proposed by UNESCO, namely, learning to be a person, learning to seek knowledge, learning to survive, and learning to coexist with others, which should be taken seriously and considered by us.

2. Life Adaptation

2.1. The meaning of life adaptation

Life adaptation refers to the process in which individuals can actively and effectively adjust their physical and mental state to coordinate themselves with the new living environment when the daily life environment changes. On the contrary, life adaptation problem, namely life maladjustment, refers to the phenomenon of life disturbance in which individuals cannot actively and effectively adjust their physical and mental state with the changes of life environment, and thus their living ability cannot reach the due development level [2]. Life adaptation in a broad sense refers to the adaptation of individuals to the social life environment, including the adaptation of their own behavior to meet the social requirements for survival and the adaptation of efforts

to change the environment so that they can obtain better development, which is a concept at the level of social adaptation. In a narrow sense, life adaptation means that individuals have the basic life ability of their own age stage, and can actively, actively and effectively adapt to the new life and new changes of their age stage. Specifically, they include the ability to adapt to new life roles, self-care ability and frustration tolerance, and leisure skills.

2.2. The goal of life adaptation teaching in primary school

The goal of primary school life adaptation is to improve the adaptability of primary school students to the changing living environment, help them adapt to the life role more quickly, cultivate their optimistic life attitude, good living habits, improve their psychological tolerance to setbacks and the spirit of sociability, independence and self-improvement [2,3]. Specifically, it can be reflected in the following: (1) cultivate children to form a positive attitude towards life and optimistic spirit. (2) cultivate children's self-care ability at this age. (3) cultivate children's strong willpower and frustration bearing ability, and enhance students' self-control and self-management ability. (4) Help children understand the importance of leisure life, learn to arrange their leisure time reasonably, improve the quality of leisure, and promote the healthy growth of their body and mind. (5) To cultivate children's self-protection awareness and skills, so as to achieve the purpose of enhancing children's self-protection ability.

3. The Character of Life Adaptation Teaching in Primary School

3.1. Life characteristics

Life is the most prominent character of life adaptation teaching. The standard of life adaptation curriculum takes students' life as the core, and is oriented to personal life,

family life, school life, community life, national and world life, and other life fields. It follows students' physical and mental development characteristics and life logic, and builds the curriculum system according to the principle of spiral rise in the three grades of low, middle and high [4-6].

3.2. Practical characteristics

Practical is the main character of life adaptation course. Life adaptation teaching emphasizes that students can learn, practice and operate in a real and natural living environment. Teachers should choose a teaching organization form suitable for students according to students' existing life experience, physical and mental development characteristics, learning styles and methods, so that students can obtain life experience and adapt ability through experience, operation and exploration, so as to better integrate into society and survive in society. Teachers' teaching resources should not only come from real life situations, but also serve the real life of students [4].

3.3. Open characteristics

Openness is the most flexible nature of life adaptation courses. The life adaptation course is open-ended in nature. One is reflected in the teaching content. From personal life to family life, from school life to community life, from understanding the country to understanding the world, from basic life knowledge to the ability to adapt to society, from self-protection to life attitude, the teaching content runs through all grades and all areas of life. Teachers should be good at selecting real social life events as teaching content according to the development and changes of The Times and social environment. Second, it is reflected in the space-time aspect of teaching. The teaching space can be extended from the class to the function room, from the school to the family, and from the family to the community. Places closely related to life (such as station, shopping mall, museum) can be used as teaching places. At the same time, teaching resources such as micro-courses, micro-videos and classroom records can be pushed to students and their parents, so that students' learning time can be extended from day to night, from peacetime to weekends, winter and summer vacations, and the learning space can be extended from inside to outside the school, from offline to online [4].

4. Contents of Life Adaptation in Primary School

In special schools, life adaptation is divided into five areas: "personal life", "family life", "school life", "community life" and "national and world" [5]. However, in regular schools, the content requirements of primary school life adaptation are consistent with the goals of primary school life adaptation. Therefore, according to the goal of primary school life adaptation, we believe that the content of primary school life adaptation mainly includes the following aspects:

4.1. Self-care ability

Self-care ability refers to the individual's ability to undertake or take care of life, so that daily life activities can be successfully completed. Primary school life self-care ability refers to the primary school students have the age should have the ability to undertake or take care of life, and can make life tasks successfully completed personality psychological characteristics. Psychological quality is a very

broad concept, including a lot of content, self-care ability is a kind of psychological quality, and for teenagers is a very important psychological quality. It is connected with other psychological qualities and complements each other. The development of students' self-care ability will affect their other psychological qualities such as independence, operation ability and self-control ability directly or indirectly to different degrees. Generally speaking, the students with strong self-care ability have strong independence, weak dependence and strong practical ability. However, students with poor self-care ability have poor independence, great dependence, and poor practical operation ability. In the future, they will suffer more setbacks and experience more failure emotions when they enter the society, which is also a big obstacle to the success of their career. It is an undeniable and obvious fact that the pupils' self-care ability is poor at present. Therefore, strengthening pupils' self-care ability is a main content of enhancing their life adaptation ability. Self-care ability can be divided into three interrelated parts: life attitude, life habits, and life skills. Among them, life attitude is the cognitive component, life skills are the behavioral component, and life habits are a relatively fixed cognitive and behavioral model.

4.2. Life role adaptation

In psychology, role refers to an individual in a certain social status, according to the requirements of the society, with the help of his own subjective ability to adapt to the social environment. Each individual has a status, identity, rights, obligations and a behavior pattern system that is consistent with his role, so as to restrict, control and regulate his behavior. In the process of growing up, the life of the individual is constantly changing, and the role played in life is also changing. If such changes are too drastic or the individual lacks the necessary psychological preparation to adapt to these role changes, it will have a serious impact on the individual's mental health, thus hindering the improvement of their psychological quality. This is especially true for primary school students. The guidance of life role adaptation in primary school is mainly to achieve the purpose of helping pupils to understand their life roles and the requirements of life on these roles, exercise and improve their role playing ability, so as to deal with and coordinate all kinds of disharmonic role expectations, reduce role conflicts, and thus maintain the mental health of pupils. The guidance for primary school students mainly focuses on two aspects: role cognition and roleplaying ability.

4.3. Frustration tolerance

Frustration tolerance refers to the degree to which individuals can endure and eliminate frustration, but also the ability of individuals to adapt to frustration, resist frustration and deal with frustration. Frustration tolerance is a kind of psychological quality, and it is an important symbol for individuals to adapt to the environment and maintain mental health. Frustration tolerance is an important psychological quality to ensure pupils' success in life and study. Students with strong tolerance to setbacks can endure or resolve greater setbacks and obstacles, and overcome them with rational attitudes, correct strategies and methods, and positive actions, so as to succeed. Frustration tolerance of weak students encounter slight setbacks, will be upset, at a loss, with irrational attitude and incorrect strategy to deal with setbacks, not only cannot succeed, but also because of new failure to

cause mental illness or personality tends to split. In addition, the characteristics of pupils' physical and mental development determine that they are more vulnerable to setbacks and respond more strongly to setbacks. "In the development of the nervous system, excitatory processes predominate over inhibitory processes, and the intensity and nature of the response often do not correspond to the nature of the stimulus that elicits the response." In psychological development, their will is generally weak, easy to be hinted at, poor self-control, more sensitive, rich mood, easy to change, easy to produce passion. Therefore, in the face of setbacks, they are prone to act out of control and emotive behaviors without goal orientation. These adverse emotional reactions and negative behaviors will affect the formation and development of their personality, and affect their mental health. Therefore, the training of the ability to withstand setbacks is one of the important contents of our life adaptation guidance for primary school students. The training of frustration tolerance for primary school students focuses on making them get the correct understanding and attitude of frustration. In the face of setbacks, primary school students can carry out calm, objective, reasonable attribution, and on this basis to take the corresponding positive response measures. To improve primary school students' ability of self-regulation of frustration and psychology, so as to maintain their psychological tension relief or balance.

4.4. Healthy leisure counseling

Leisure time refers to the time that each person has left after completing study, work and self-care, and is free to control by himself. Leisure life is an essential and important part of everyone's life. The school implements healthy leisure counseling for primary school students, mainly uses the theory and technology of mental health education to help primary school students establish the correct leisure concept and attitude, acquire the necessary leisure knowledge and skills, and learn to arrange beneficial leisure activities, so as to promote their leisure life healthy and high quality, and effectively promote the improvement of their mental health and psychological quality. The content of healthy leisure counseling for primary school students mainly includes the following aspects: understanding the function of leisure, learning the choice of leisure activities, and understanding the ethics of leisure.

4.5. Self-protection ability

Self-protection ability here refers to the narrow sense of self-protection ability, which only means that individuals

have the basic knowledge and ability to ensure that their physiology is not harmed. Self-protection ability is the most basic ability of a person to preserve individual life in the society. It is a reliable guarantee for children to live independently and help them to get rid of the shelter of adults as soon as possible and become an independent individual with survival ability. Pupils' body and mind are in the process of growth and development, their development is not perfect, and lack of life experience, lack of understanding of things around them, so their adaptation to the external environment is relatively poor, self-protection ability is relatively weak. Therefore, it is very important to strengthen the guidance of pupils' self-protection ability, which has long-term and inestimable value for pupils' own development.

5. Conclusion

To sum up, in the life adaptation teaching of primary school mental health education, we should combine the curriculum objectives and nature to grasp the teaching content, respect the subject of students and be close to the reality of students [7], so that the principles of life, practicality and openness can be truly integrated into the teaching implementation, so as to help primary school students improve their cognition and ability of life adaptation.

References

- [1] Ministry of Education of the People's Republic of China. (2012). Notice of the Ministry of Education on the issuance of the Guiding Outline of Mental Health Education for Primary and Secondary Schools (Revised in 2012).
- [2] Wang, S. & Li, X. (2003). Modern Primary and Secondary Education (08),45-47.
- [3] Zhang, T., Jiang, Q. & Jian, Q. (2005). Middle School Students' Life Adaptation Counseling and Its Content. Journal of Chongqing Polytechnic (03).
- [4] Yao, J. (2018). Follow the principle of life, practice and openness to improve the efficiency of life adaption to classroom teaching. Modern Special Education (21),42-45.
- [5] Lin, K. (2018). Practice and thinking of life adaptation to school-based curriculum construction. Modern Special Education (07),57-60.
- [6] Qiu, Z. (2020). Grasping the requirements of course standards and improving the effectiveness of life adaptation teaching. Modern Special Education (15),46-49.
- [7] Tian, C. & Peng, J. (2022). The concept, characteristics and approach of adaptation education for primary school entrance. Teaching and Management (17),1-4.