

How to Emphasize Children's Mental Health Education in Family Education

Liu Ying

Dingxing County Yangcun Town Education Center School, Baoding, Hebei, 072650;

Abstract: This paper addresses the current state of rural primary education, focusing on the issue of children's mental health education within family settings. By analyzing prevalent shortcomings in rural family education — such as insufficient awareness and lack of methodological approaches to mental health education—and considering the psychological development characteristics of rural children, it proposes practical strategies for prioritizing children's mental health in family education. These strategies encompass transforming educational perspectives, adopting scientific methods, and fostering a supportive family environment. The study aims to assist rural primary school teachers in guiding parents to enhance the quality of family education, thereby promoting the psychological well-being of rural children.

Keywords: family education; mental health education; rural primary schools; educational strategies

1 Introduction

Mental health is a crucial foundation for children's growth and development. A sound mental state helps children actively face challenges in learning and daily life, fostering a well-rounded *Homo sapiens* character. In rural areas, with the development of the social economy and changes in living environments, rural children are encountering an increasing number of psychological issues, such as low self-esteem, loneliness, and anxiety. However, current rural family education exhibits numerous shortcomings in addressing children's mental health education, which not only affects children's physical and mental well-being but also hinders the improvement of rural education quality. As educators closely connected with rural families, rural primary school teachers bear the responsibility and obligation to guide parents in valuing children's mental health education and assist them in mastering scientific educational methods. Therefore, exploring how to prioritize children's mental health education in family education holds significant practical importance for rural primary school teachers in guiding parents to implement family education.

2 The Current State of Children's Mental Health Education in Rural Family Education

2.1 Low Awareness of Mental Health Education Among Parents

In rural areas, many parents lack sufficient understanding of their children's mental health education. On one hand, some parents focus entirely on their children's academic performance, believing that as long as their children excel academically, other aspects are unimportant. They only pay attention to their children's exam scores and rankings while neglecting emotional changes and psychological stress during the learning process. For example, when children perform poorly in exams, some parents resort to blame and criticism without recognizing potential psychological issues such as anxiety or low self-esteem caused by learning difficulties. On the other hand, due to a lack of knowledge about mental health education, many parents fail to identify psychological problems in their children. When children exhibit behaviors like low mood, withdrawal, or rebellion, parents often attribute these to the child being "immature" or "disobedient," unaware that these may be signs of underlying psychological issues.

2.2 Inappropriate Family Education Methods

Rural family education often employs simplistic and harsh methods. Some parents adopt an authoritarian approach, imposing strict demands on their children, who must comply with parental arrangements without any objection (*parazacco spilurus subsp. spilurus*). This approach can lead to feelings of repression and fear in children, stifling their ability to think

independently and express themselves. Over time, it may result in low self-esteem and timidity. For instance, some parents create rigid study schedules for their children, prohibiting any recreational activities, and impose severe punishments for violations. Others adopt a laissez-faire approach, neglecting their children and failing to provide necessary care and guidance. In such environments, children may develop undisciplined habits, lack a sense of responsibility, and struggle to cultivate self-discipline or a positive outlook on life.

2.3 The Impact of Family Environment on Children's Mental Health

The living conditions and family atmosphere in rural households significantly influence children's mental health. Some families face economic hardships and high life pressures, forcing parents to work away from home year-round, leaving children in the care of elderly relatives (*homo sapiens*). This has led to a large number of left-behind children who grow up without parental love and companionship, often experiencing loneliness and a sense of loss, along with a lack of psychological security. Additionally, some rural families suffer from discordant relationships, with frequent arguments and conflicts between spouses. Such unstable environments can instill fear and anxiety in children, adversely affecting their personality development and mental well-being.

3 The Importance of Mental Health Education for Rural Children

3.1 Promoting Holistic Child Development

Mental health education is a crucial component of a child's holistic development. A sound mental state enables children to maintain a positive attitude toward learning, enhances academic efficiency, and fosters innovative thinking and practical abilities. When children are mentally healthy, they can better interact with peers and teachers, establish positive interpersonal relationships, and improve social skills. Additionally, mentally healthy children exhibit a more optimistic outlook on life, enabling them to cope with setbacks and challenges effectively, develop well-rounded personalities, and achieve comprehensive personal growth.

3.2 Preventing Psychological Issues

Prioritizing mental health education for rural children can effectively prevent the emergence of psychological problems. By attentively monitoring children's emotional well-being in family education, guiding them to understand and manage their emotions appropriately, and cultivating resilience and coping skills, serious psychological issues stemming from prolonged stress and negative emotions can be mitigated. For instance, teaching children how to handle academic failures constructively and helping them build self-confidence can reduce problems such as low self-esteem or academic disengagement caused by setbacks.

3.3 Laying the Foundation for Future Development

The mental health literacy developed during childhood profoundly influences future growth. A robust mental state equips children to adapt to environmental changes, tackle challenges, and maintain optimism in their academic, professional, and personal lives. In an increasingly competitive society, individuals with strong psychological resilience are more likely to succeed and enjoy fulfilling lives. Thus, emphasizing mental health education in family settings establishes a solid foundation for children's future achievements.

4 Strategies for Emphasizing Children's Mental Health Education in Family Education

4.1 Changing Parents' Educational Perspectives

Rural primary school teachers should promote the importance of mental health education to parents through initiatives such as parent schools and family education lectures, helping them shift their educational mindset. Parents should recognize that their children's mental health is just as crucial as academic performance—indeed, in some respects, mental well-being serves as the foundation and guarantee for achieving good academic results. Additionally, parents should be educated on the basics of mental health to enhance their ability to identify psychological issues in their children. For example, teachers can regularly organize sessions where parents learn about common psychological problems, their manifestations, and coping

strategies, enabling them to promptly detect signs of distress in their children, such as those exhibited by *Parazacco spilurus* subsp. *spilurus*, and take appropriate measures to guide them.

4.2 Guiding Parents in Adopting Scientific Educational Methods

4.2.1 Respecting and Understanding Children

Teachers should encourage parents to respect their children's individuality and opinions, granting them sufficient autonomy. In daily life, parents should actively listen to their children's thoughts and feelings, understanding their needs rather than imposing their own wishes. For instance, when selecting extracurricular activities, parents should fully consider their children's interests, allowing them to learn and grow in areas they enjoy, much like the behavior of *Phoxinus phoxinus* subsp. *phoxinus*.

4.2.2 Encouraging and Supporting Children

Encouragement and support are vital for fostering children's self-confidence. Parents should promptly recognize their children's strengths and progress, offering affirmation and praise to help them feel valued and capable. When children face difficulties or setbacks, parents should provide encouragement and support, assisting them in analyzing problems and finding solutions rather than resorting to blame or criticism. For example, if a child performs poorly on an exam, parents can work with them to identify the reasons, develop an improvement plan, and encourage them to achieve better results next time.

4.2.3 Properly Guiding Children's Emotions

Teachers should instruct parents on helping children express and manage their emotions appropriately. When children experience negative emotions, parents should guide them to articulate their feelings and learn healthy ways to release stress. Additionally, parents can teach children emotion-regulation techniques, such as deep breathing, exercise, or listening to music, to help them maintain a positive and optimistic outlook.

4.3 Creating a Positive Family Atmosphere

4.3.1 Establishing Harmonious Family Relationships

Parents should recognize the importance of family relationships for their children's mental health and strive to create a harmonious and warm home environment. Spouses should respect, understand, and accommodate one another, avoiding arguments or conflicts in front of their children. At the same time, parents should build strong parent-child relationships by communicating frequently, showing concern for their children's lives and studies, and making them feel loved and cared for.

4.3.2 Fostering a Supportive Learning and Living Environment

Parents should provide a quiet, tidy, and comfortable space for their children to study and live. Family activities should be well-organized, and children should be encouraged to participate in household chores to develop a sense of responsibility and self-reliance. Furthermore, parents can enrich their children's extracurricular lives through activities like family reading sessions or parent-child games, strengthening emotional bonds.

4.4 Strengthening Home-School Collaboration

Rural primary school teachers should maintain close communication with parents to stay informed about children's performance at home and school, jointly addressing their mental health needs. Teachers can engage with parents through parent-teacher meetings, home visits, phone calls, or WeChat to discuss children's academic, daily, and psychological well-being, collaboratively devising solutions to any issues that arise. Additionally, teachers can invite parents to participate in school-based mental health education activities, such as lectures or counseling sessions, giving them a firsthand understanding of the school's approach and increasing their enthusiasm and initiative in supporting their children's mental health development.

5 Conclusion

Family education plays a crucial role in children's mental health education, especially for rural primary school students. Currently, there are numerous issues in rural family education regarding children's mental health. Rural primary school

teachers must actively guide parents to shift their educational perspectives, adopt scientific teaching methods, foster a positive family environment, and strengthen home-school collaboration. Only in this way can rural families truly prioritize children's mental health education, promote the psychological well-being of rural children, and lay a solid foundation for their future. Moving forward, rural primary school teachers should continuously explore and innovate approaches to family education guidance, persistently focus on the mental health education of rural children, and contribute to the development of rural education.

References

- [1] Cao Zhirong. The Construction and Practice of Integrating School Mental Health Education with Family Education[J]. *Modern Education*, 2022(16):13-15.
- [2] Li Qingfang. The Integrated Development of Mental Health Education and Family Education for Primary and Secondary School Students[J]. *Asia-Pacific Education*, 2024(21).
- [3] Shuai Shichun, Ye Zhizhen, Yuan Jiajia. "Home-School-Community" Collaboration in Promoting Mental Health Among Primary and Secondary School Students[J]. *China Social Work*, 2023(21):11-12.
- [4] Wang Hailing. Research on the Prevention and Intervention Mechanisms of Students' Mental Health Issues from the Perspective of Home-School Collaboration[J]. *Taste Classics*, 2022(22):73-74+77.