

Study on the Mental Health Education Curriculum for Secondary School Students in the Context of Educational Digitization

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Abstract: Digitalization of education is a new direction of education curriculum reform, which is conducive to the development of mental health courses for secondary school students. However, the current mental health education curriculum has problems such as single teaching method, backward teaching mode, and inconspicuous teaching effect. Therefore, we explore the digital curriculum of mental health education for secondary school students, and promote the development of mental health education curriculum by reshaping the digital curriculum system of mental health education, optimizing the teaching methods of students' mental health, framing the digital mental health education platform, and strengthening the construction of the digital mental health education faculty.

The digital curriculum is a new issue in the development of education in the information age, and has shown vigorous vitality, and promoting the digitalization of education is the primary task of the current education reform. The report of the 20th CPC National Congress includes "promoting education digitization" in the section of "providing education to the satisfaction of the people", pointing out that education digitization is an important foundation for building a strong education country. According to the requirements of the Guidelines for Mental Health Education in Primary and Secondary Schools (Revised in 2012), all schools are actively carrying out mental health education, setting up psychological counseling rooms, and making full use of family and social resources to carry out all-round mental health education. Taking advantage of new opportunities in the development of digital research, attempts have been made to build digital curricula for mental health education. In April 2023, the Ministry of Education, the Central Propaganda Department, and seventeen other departments jointly issued the Special Action Plan for Comprehensively Strengthening and Improving Students' Mental Health Work in the New Era (2023-2025), which explicitly puts forward the idea of "adhering to the concept of health-first education, and effectively putting mental health in the forefront of education. In the Plan, it is clearly stated that "we should adhere to the concept of health-first education, and effectively place mental health education in a more prominent position". Previous studies have found that the prevalence of serious psychological problems among primary and secondary school students ranges from 13.1% to 36.7%. 10.86%-30.5% of primary and secondary school students have seriously considered ending their lives, and 2.7% of primary and secondary school students have taken suicidal actions [1-2]. However, China's mental health education curriculum has not yet formed a standardized teaching

system and a systematic curriculum framework. The traditional secondary school curriculum is centered on subject courses, which makes it difficult to promote the comprehensive development of students' psychology. Curriculum reform in schools is an effective way to promote the quality of teaching and learning, which is the key to improving the effectiveness of teaching and learning. In the context of digital education, the mental health education curriculum breaks the limitations of time and space, and as a new direction of curriculum development, it is conducive to the development of mental health curriculum to meet the individual needs of students. Therefore, how to make effective use of this teaching tool and use big data to build an open, shared and interactive digital mental health education platform to maximize its educational value and enhance the effect of mental health education is a key issue to be solved in carrying out students' mental health education.

1. Definition of relevant concepts

1.1 Concepts of digitization and digital curriculum

Digitization of education generally refers to the use of computer information processing technology to convert signals such as sound, light, point and magnetic signals into digital signals, or to transform information such as voice, text and images into digital coding for transmission and processing processes [3-4]. In this paper, it mainly refers to a method of integrating digital technology and Internet technology with secondary school mental health curriculum.

Educational digital curriculum refers to the processing of digital technology, the use of school education, can be understood as the subject and auxiliary teaching techniques and methods. In this study, the digitalization of education refers to a series of resources to achieve the objectives of the curriculum and promote the overall development of students through the processing of digital technology, the use of multimedia computers of the curriculum teaching materials, a variety of teaching and learning resources presented in digital form.

1.2 Concept of mental health curriculum

Mental health curriculum is an important way and method to carry out mental health education, which is long-term for all students to carry out mental health education. The goal of the mental health curriculum is to cultivate high-quality talents and their innovators, which is an important part of quality education and a key link in realizing high-quality education. Our scholars Ye Yidu(2003) believe that the current domestic mental health education curriculum is divided into three directions: The first is the disciplinary direction of mental health education curriculum, that is to say, the content contained in the psychological quality as the main line of the construction of the curriculum, emphasizing the systematicity and completeness of the knowledge of psychology; The second is the experiential mental health education curriculum, that is, in order to let the students get experience and experience as the support point of the curriculum, emphasizing the activities, practice and psychological training; the third is the problem-oriented mental health education curriculum, that is, taking the psychological problems that students will face as the entry point of the curriculum, emphasizing psychological counseling and psychological consultation [5]. Cui Jingui (2007) believes that the mental health curriculum is based on the class as the unit of activity, and the form of curriculum as the carrier, it is both an active course and a comprehensive course, an explicit course and an implicit course [6]. In summary, the mental health education curriculum is somewhat different from the traditional subject curriculum, is a comprehensive curriculum, has a high degree of flexibility, according to the local conditions.

2. The current situation of the digital curriculum for secondary school students' mental health education

In the context of education digital education, summarize the existing research results and analyze the status of school mental health education for secondary school students at home and abroad. The results of the study show that mental health education courses have been opened in many schools, but face some challenges and dilemmas. Some students believe that schools have not paid attention to the innovation of mental health education means, and in the daily mental health education activities, schools still use the traditional education methods, which are single and serious [7]. This shows that the digitalization of education in China needs to be further strengthened. Furthermore, some schools lack a digital education platform. Wei Cuixia (2017) applied information technology to integrate the whole process of high school mental health education [8]. In addition to this, the digitalized background has brought new challenges to mental health education. For example, the proliferation of network information and the dissemination of false information may have a negative impact on students' mental health, while the application level of digital technology is still relatively low and cannot meet the actual needs of students. Finally, there is a shortage of specialized teachers. Cheng Chunhua (2015) proposed the improvement of teachers' ability and literacy in the digital classroom, which requires teachers to comprehensively improve information literacy through changing concepts, bold innovation, and deepening teaching and research [9]. This undoubtedly puts forward higher requirements for teachers. To summarize, the digital curriculum of school mental health education in China has problems such as single teaching method, backward teaching mode, and insignificant teaching effect.

2.1 A Study on the Basis and Objectives of Mental Health Curriculum Development

On the basis and orientation of curriculum setting. According to Taylor's theory of curriculum goals, the basis of school mental health education curriculum setting includes determining mental health education goals, selecting mental health education experiences, organizing mental health education experiences, and evaluating mental health education programs. So, how should mental health education and education digitalization be integrated? Yin Zhang pointed out that there are currently three orientations for the study of digital curriculum, of which the ideological orientation is the best way to integrate, that is, neither overly concerned about what kind of technology can be used in the curriculum, nor immersed in the study of the existing digital technology in the curriculum how to get direct application. Instead, the focus is on the curricular climate (cultural, contextual, and conceptual) provided by digitization, and examining the insights and intrinsic motivation for change provided by this climate [10].

In terms of curriculum objectives, the curriculum objectives of mental health education for secondary school students mainly focus on five aspects, including self-knowledge, learning ability, interpersonal communication, emotional adjustment, and social adaptation, using digital education and teaching tools and methods, so that after passing the mental health course, the students' psychological level is raised from the level of general knowledge to the level of consciousness, and finally to the level of behavior. Under the background of education digitalization, secondary school students' mental health education curriculum is developmental and constructive, with developmental as the starting point, the mental health curriculum is constantly generated in the process of activities, independent construction, the use of digital teaching means, find the students' "nearest development zone", according to the students' characteristics and needs, give full play to the students' initiative, active construction. It is constructed on its own initiative.

2.2 A study on the implementation of mental health education curriculum

Curriculum implementation is an important part of curriculum reform, a part of curriculum development, and teaching is the main way to implement the curriculum. The traditional mental health education classroom is difficult for personalized information collection, teachers are difficult to provide one-on-one psychological counseling, while the digital mental health classroom is more accurate and comprehensive for information collection and analysis. It can be divided into four segments - collection evaluation, attitude evaluation, group work, psychological assessment, etc. [11], which is more targeted to students, more specific teacher-student interaction, can mobilize students' learning initiative, save time and improve the scientific nature of the test. As educators, we should follow the pace of reform, not mechanically copy and reproduce, but to understand and create the curriculum. Parsons proposed 12 factors to promote the successful implementation of the curriculum as time, technology in change, recognition of the school culture, encouragement and reward, sharing and responsibility in work, motivation for change, constructs of cooperation, leadership, culture at the level of the cognitive system, a political perspective, the support of allies, and the perception of individual roles [12].

2.3 Research on digital curriculum resources and principles of mental health education

In terms of digital curriculum resources and principles, mental health education digital curriculum resources include multimedia courseware, Internet information resources and various resource libraries, such as microclasses, virtual reality VR, PPT, MG animation, holographic projection technology, e-reading books and so on. At the same time, the principles of scientific, systematic, adaptive, and integrated curriculum should also be followed when designing the mental health digital curriculum. The principle of scientificity means that the digital curriculum of mental health education must follow the relevant theories of pedagogy and psychology; the principle of systematicity means that the digital curriculum of mental health education should be done in a hierarchical manner; the principle of adaptability means that the digital curriculum of mental health education should adapt to the growth and development of the students, and satisfy the different differences of the students of all ages; the principle of integration means that the digital curriculum of mental health education is not developed unilaterally, but also has to be integrated into the curriculum. The principle of integration means that the development of the digital curriculum for mental health education is not unilateral, but also pays attention to other aspects of the curriculum reform, not only to improve the teaching effect of mental health education, but also to meet the needs of students' active learning, and also to promote the teachers' own professional development.

2.4 Research on Evaluation of Mental Health Education

In terms of curriculum evaluation, the digital curriculum of mental health education is different from the evaluation of subject performance, and it is necessary to highlight the diversification of evaluation subjects, covering as much as possible all the subjects related to the teaching process, such as teacher evaluation, student evaluation, school evaluation, expert evaluation, etc. At the same time, it is necessary to enhance the exchange of subjects, promote mutual evaluation among teachers and among classmates, and promote mutual learning and self-reflection among the subjects. The main modes of curriculum evaluation are goal evaluation mode, gap evaluation mode, CIPP evaluation mode, response evaluation mode, explanation evaluation mode and so on. Staver Beam believes that the most important function of curriculum evaluation is not to verify whether the curriculum is good or bad, or to hold the subject of the curriculum accountable, but to promote curriculum improvement, i.e., "Evaluation is used as a tool to help people to make the teaching

program better" [13]. In addition to this, the different effects of mental health education suggest that mental health education should be targeted according to the individual differences of students [14]. The assessment of mental health courses should be based on the usual learning performance or practical application, focusing on students' learning feelings and gains, so that students feel that mental health courses do help them, forming a warm and harmonious class atmosphere and enhancing class cohesion.

3. Suggestions for Teaching the Digital Curriculum of Mental Health Education for Secondary School Students

3.1 Reshaping the digital curriculum system of mental health education

According to the Ministry of Education's relevant documents on mental health education and the requirements of professional talent training, the curriculum system is divided into four major curriculum modules: personalized, basic developmental, and intervention [15]. It should be student-centered, improve all-round support for students, and promote the development of students' comprehensive personality through digital services in teaching, management, evaluation and other aspects. Finally, it is obvious that one textbook is not enough to cope with the psychological growth of students, and the systematization of the curriculum should be based on the relevant textbook system [16].

3.2 Optimize the teaching method of students' mental health

As a new concept spawned in the context of the new era, blended teaching is an "online" + "offline" teaching mode that combines the advantages of online teaching and traditional teaching [17]. In mental health education teaching is the same, "online" classroom is student learning-oriented, emphasizing student independent learning, teachers are responsible for the design of mental health teaching content, students can choose the appropriate content according to their own situation, learning more targeted: and "offline" teaching is more emphasis on teachers. The "offline" teaching emphasizes more on the guidance of teachers, based on the knowledge system, and makes up for the shortcomings of online education through discussion and Q&A. Using a blended teaching mode, on the one hand, students can be interested in the development of personalized mental health learning content, on the other hand, teachers can use online learning resources to provide students with richer mental health education course content. In addition, through digital statistics, teachers can clearly understand the number of students' online learning, homework completion, which enables teachers to strengthen teaching supervision and improve teaching quality.

3.3 Constructing a digital mental health education platform

First of all, use digital technology to develop high-quality online courses. Using rich network resources, teach students the basic courses of mental health education through cloud classroom, microclasses, catechism, etc., adopt online tests of mental health, realize personalized push and customization of course content for students, and stimulate students' interest in mental health knowledge. Second, establish an instant communication platform. Through QQ, WeChat, Study Pass and other APPs as the main line, with the help of online communication to intervene in the psychological state and emotional feelings of students, to enhance the effectiveness of learning mental health. At the same time, a series of activities such as psychological knowledge competition, psychological theater, psychological games, group psychological counseling, mental health

education lectures, etc. can also be broadcast on the platform through recording or live broadcasting, and students are invited to participate and discuss [18]. Attention should also be paid to the negative impact of the misuse of digital teaching tools on secondary school students, for example, cell phone dependence can not only directly affect mental health, but also indirectly through the mediating role of academic burnout.

3.4 Strengthening the construction of teachers for digital mental health education

In the context of educational digitization, it is necessary to strengthen the construction of mental health education teachers, encourage teachers to use digital teaching methods, improve teachers' educational digital literacy, deepen teaching content, and innovate teaching modes. Teacher teams, funding inputs, psychological counseling rooms and so on belong to the visible material resources, which are the prerequisites for the operation of school mental health education; organizational structure, regulations, supervision and inspection, and teachers' operational capacity can directly or indirectly affect or even dominate the acquisition of material resources [19]. Teachers are the carrier of the realization of digital mental health education, and they are the formulators and practitioners of the goals of digital mental health education. In terms of students, teachers are the guides for students to learn digital mental health knowledge, and they are the guides and pacifiers of students' minds. Therefore, strengthening the introduction of digital mental health teachers is essential to the development of mental health education. Secondly, teachers are encouraged to adapt to digital teaching tools. Teachers can use digital platforms to transmit mental health education knowledge to students, and use software and web pages to conduct psychological assessment of students, so as to strengthen teachers' knowledge of the value of the application of digital teaching means. Furthermore, the professional learning and operation of teachers' digitalization is enhanced to escort the development of digital mental health education. Through a series of activities such as hands-on training, case sharing seminars, centralized training and outbound learning, they are able to acquire certain theoretical and practical operational knowledge, focus on training and guidance for mental health teachers, and regularly carry out academic

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