

Exploration on the Integration Paths of Mental Health Education and Moral Education in Junior Middle Schools

Tao Xiao*

Xuezheng Middle School, 123# Tingtao Street, Qiantang District, Hangzhou, China
**corresponding author*

Keywords: Mental health education, Moral education, Integration path, Exploration

Abstract: Under the background of continuous promotion of quality education, the educational work of the school emphasizes five education aspects, including the students' moral, intellectual, physical, aesthetic, and working, should be cultivated simultaneously. Period of Junior Middle Schools is an important growth stage of life of the students and is also in a sensitive period of physical and mental development. The qualities and effects of Mental Health Education (MHE) and Moral Education (ME) in this period will directly affect students' learning experience and psychological development. It has important application value and development significance to do the optimization and integration of MHE and ME in the schools. This article expounds the basic situation of MHE and ME in the schools, and points out the possibilities and importance of the integration of MHE and ME in the schools, and analyses the dilemma of ideas and goals, contents and methods, resources and teams in the integration of MHE and ME in the schools, then puts forward the integration paths and development strategies of MHE and ME in the schools, in order to make certain contribution to the improvement of the effectiveness of MHE and ME in the schools.

1. Introduction

The students during the period of junior middle schools are in the youth rebellious period, the students' psychology in this period is very sensitive. Doing well in the work of Mental Health Education (MHE) and Moral Education (ME) in this period, can effectively promote the students' ME, and help the student to realize the physical and mental health development, which has the important value to the student's future growth.

Moral Qualities and Mental Health are important components of students' comprehensive accomplishment. Moral qualities play an important role in students' growth paths and future development, as well as their life opinions, world outlook and common values.

Good mental health can help students maintain good attitude while facing setbacks and difficulties, correctly treat existing problems in study and life, and then promote students' all-round development. Integrating MHE and ME in junior middle schools, can promote the renewal of educational model, and make MHE and ME complement each other's advantages better and promote students' all-round growth.

2. Concepts of MHE and ME in Junior Middle Schools

2.1. What is Mental Health Education (MHE)?

MHE in junior middle schools is mainly carried by ideological and moral lessons in this period, which emphasizes on providing systematic and scientific guidance for the healthy development of students' ideological and moral characters so as to help students develop better psychological qualities and sound personalities [1].

2.2. Organic Interaction between MHE and ME in Junior Middle Schools

Both MHE and ME in junior middle school act on students' inner world, emphasizing the education of students' psychology [2]. The integration between MHE and ME in the schools is the integration of students' psychological problems and ideological and moral problems. Both seem to have certain differences, but in fact they are the relationship between exterior and interior. Students' missing problems in moral qualities can be solved from the deep-seated mental health. For example, when students often appear psychological self-denial, self-complaint and other problems, the moral cultivation of students will inevitably cause certain difficulties.

2.3. Common Psychological Problems of the Students in Junior Middle Schools and Related Causes

The students in junior middle schools are in the sensitive stage of physical and mental development, the students in this period are in the period of self-consciousness development, the corresponding self-emotion characteristics and personality characteristics are relatively stronger. If there is no correct guidance, it is most likely to lead to students' wrong psychological state, even not benefit to the healthy growth of students. Especially in 2020, a sudden epidemic situation destroyed people's original life order. Long-term home living seriously threatened people's health, and affected people's mental health, especially the mental and mental immature of the students [3]. Under the control of the tension and anxiety of epidemic situation, and the relatively closed living space for a long time, some problems are inevitable in the students' psychology. Therefore, the students urgently need teachers' professional guidance to help students do a good job of psychological adjustment.

In addition, the students themselves in the schools due to physical and mental development stage and social environment often appear the following types of psychological problems.

First, students are tired of learning in their learning process. Under long-term exam-oriented education and intense educational competition, students are often in a psychological state of overload and high tension, which leads to psychological inhibition. Some students with poor psychological regulation and uncontrol ability and weak willings tend to escape and tire of learning [4].

Secondly, there are some problems in interpersonal communication, either because the students live in the spoiled family for a long time, or because the family is over-regulated, some students have big problems in the interpersonal communication, difficult to join the main body of the classes, and often appear some isolated, fallen into a smaller circles, pranks and other phenomena.

Thirdly, the problems such as out-of-control emotion, over-grown-up feelings and premature love in adolescent psychology are caused by lack of correct understanding and handling of adolescent psychological problems.

The causes of the above problems are quite diverse and complex. Firstly, the moral education work in schools has not been effectively implemented. Under the influence of thought of

examination-oriented education, some schools and parents do not pay enough attention to ME, students also regard ME as boring preaching, and the important carrier of ME in the schools, the ideological and moral character curriculum has not given full play in [5-6]. Secondly, the speed of social reforms and the continuous progress of Internet technology provide the students with convenient accesses to information. Students can get accesses to various values. Some wrong ideas, such as utilitarianism, comparison psychology and consumerism, play a bad demonstration role for the students.

3 Possibilities of Integration of MHE and ME in Junior Middle Schools

3.1. Consistency of Objectives

The functional objects of MHE and ME are all for the students of junior middle schools, among which the main goal of MHE is to help students eliminate psychological problems and psychological obstacles, the work of ME is to promote the establishment of good moral characters and sentiment of the students. The fundamental foothold of both of MHE and ME is to promote students to realize comprehensive healthy growth of body and mind, although both of them have different emphases, both have the same destination and unified educational original intention, and both are working together for the improvement of comprehensive accomplishment of the students [7].

3.2. Intersectional Content

From the views of education paths, whether MHE or ME in Junior middle schools, it is necessary to carry out the educational infiltration by means of the main channels of classroom education, and conduct behaviour guidance and value demonstration to students through classroom contents, to help students better realize their healthy growth. In terms of teaching content, MHE and ME have quite large overlapping parts [8]. From the perspective of all-round development of human beings, healthy people need to ensure both of their psychology and personality to be healthy first. Only in stable emotional and psychological state can they be carried out further moral education, and then be realized by the cultivation and promotion of their moral cultivation and sentiment edification. It can be said that MHE is the basis of ME. Only in healthy psychological state can moral education be promoted efficiently.

From the educational content, MHE and ME in junior middle schools are mainly carried out according to the teaching materials of morality and rules of law, among which there is much content about the growth of teenagers and the change of youth group, which is beneficial to form a certain joint force of education. Under the complementary and coordinated conditions, the psychological world of students can be better guided and analyzed.

3.3. Differences in Methods

Firstly, both of the theoretical basis are different from each other. The main purpose of ME is to standardize students' levels of ideological and moral, and to promote students' ideological and moral qualities under ME. MHE is mainly based on psychology, emphasizing the analysis of students' psychological problems and putting forward corresponding improvement suggestions to help students cultivate healthy and stable psychological state, paying more attention to students' self-identity and self-level, emphasizing the persuasion of students' psychological problems [9].

Secondly, from the viewpoints of working methods, teachers usually play the role of guide while carrying out moral educational work, and explain and tell students the correct values and

knowledge systems, and help students form correct opinions. However, in MHE, students are in the main position, students explain their own psychological situation, teachers are in the role of monitor and debugger, through dialogue with students and observation in peacetime, understand students' psychological dynamics, to find out the problems in students' psychology in time, and guide them. The integration of MHE and ME in junior middle schools has a natural fit, but what should be noted is that the integration of these two is conditional. According to the development laws and internal mechanism of MHE and ME in this period, it is necessary to continuously coordinate and cooperate, combine the theories and practice effectively, and find the best way to improve the overall effect of both two, and realize the educational goals of establishing moral educator better.

4 Importance of Integrated Development of MHE and ME in Junior Middle Schools

4.1. It is Beneficial to Enhance the Effectiveness of ME Work and Promote the Comprehensive and Healthy Development of Students

In the traditional ME of junior middle schools, preaching, criticism and setting examples are relatively common forms. Although these forms have certain effect, they are easy to arouse students' rejection and disgust, especially the junior middle school students are in the counter-reaction stage, and it is difficult to obtain effective results simply by moral education. The integration and development of MHE and ME can enrich the forms of ME by means of psychology, and optimize the educational mode and working content of MHE and ME, and further improve the pertinence of education. With the support of MHE, we can mobilize students' positive emotions with the help of some psychological knowledge, and make students have a higher degree of cooperation with ME, and greatly improve the scientificity and effectiveness of ME, and help students to realize overall healthy growth.

4.2. It is Conducive to Forming Harmonious and Good Teacher-Student Relationship and Reducing Students' Psychological Burden

Under the traditional ways of education, teachers are always in the authoritative position. Teachers carry out moral education theories, one-way output of psychological knowledge, passive reception of students, and some fear psychology to teachers, which not only makes the effect of educational work greatly reduced, but also tends to cause tension between teachers and students. Promoting the integrated development of MHE and ME in the schools, and taking the mental health of students as the starting point of ME, and fully considering the psychological state and internal needs of students, can close the relationship between teachers and students, and help to form harmonious and good relationship between teachers and students [10]. In this kind of communication atmosphere, students are more active to communicate with teachers, and can effectively open their hearts. For teachers, we should actively improve their educational ideas and teaching methods, and consider the actual needs of students, and help them lighten their psychological burden and improve the effectiveness of MHE and ME.

4.3. Beneficial to Promote Quality Education and Practice Curriculum Reform, and Assist the Cultivation of High-Quality Talents

Promoting the effective integration of MHE and ME in junior middle schools can improve students' psychological qualities and better implement quality education. The students are in the psychological sensitive period, doing good integration work of MHE and ME, can carry on the effective guidance to the students, which is beneficial to maintain the healthy growth of the

students. In the Full-time Compulsory Education Ideological and Moral Curriculum Standard (experimental draft), China, new requirements are made for the ideological and moral courses in the schools, and the important value of MHE is further emphasized. As the important education fields of mental health, moralities, laws, and national conditions when carrying out ideological and moral courses in the schools, teachers need to pay special attention [11]. The integration of MHE and ME in the schools can better promote the reforms of ideological and moral character curriculum and provide important assistance for the training of high-quality talents.

5. The Dilemma in the Process of the Integration of MHE and ME in Junior Middle Schools

5.1. Dilemma of Ideas and Objectives

The main carrier of MHE and ME in the schools is the course of “Ideological and Moral Character in Junior Middle Schools”. When carrying out MHE and ME, some schoolteachers have some misconceptions of development. Schools do not pay enough attention to MHE and ME, teachers still use the old moral education ideas when implementing curriculums and organizing teaching activities, mainly by preaching and indoctrinating education. Some teachers also appear the phenomenon that educational ideas and teaching behaviours are disjointed. In the investigation, they can realize the important value of MHE and ME, but it is still difficult to change into practical operations effectively. In the combination of MHE and ME, the derailment between them is also a prominent phenomenon. On the one hand, in ME, students’ psychological state is ignored, their personal feelings and psychological feelings are not paid attention to, and the organic unity of the whole is only pursued. This “rigid” educational mode easily causes students to have negative emotions such as negative feelings, antagonism and study weariness [12]. On the other hand, in psychological education, students’ individualization is over-emphasized and over-protected. The result is that the educational effects of students in knowledge, abilities, emotions, attitudes, values and so on will be affected. The psychological education under this mode does not follow the development requests of ME, which greatly reduces the educational values of psychological educations.

From the views of current MHE and ME in junior middle schools, there is a certain cognitive deviation among teachers about MHE, and quite a few teachers only focus on students with mental health problems when they carry out MHE. However, the connotation of MHE is quite extensive, and the function of prevention and health care has not been brought into full play. Some teachers also mistakenly draw equal numbers between MHE and ME or put the emphasis of MHE and ME on helping students to improve their achievement. This cognitive deviation has great influence on the integration of MHE and ME in the schools. In fact, for MHE and ME in the schools, the overall and systematic development goals are needed to design, but as far as the actual development situation, many teachers in the development of MHE, often do not do well in the system arrangement, the setting of the class hour-goals, and exist problems of the front and back disjoint, no clear level and disorders. Teachers have the bigger problems to the goal of MHE and formulate, the overall setting is more general. The discipline standards and knowledge standards are more prominent, which lacks for the content settings of the student’s psychological qualities and personality cultivations.

5.2. Dilemma in Contents and Methodology

With the continuous advancement of the new curriculum reforms, the contents of ideological and moral teaching materials in junior middle schools are updated continuously, and many contents promoting MHE have been added into, which has become an effective platform for MHE in the

schools. For ideological and moral teachers, how to organize the content according to the actual needs of teaching and the development requirements of MHE and ME is an important research content. Because of their weak abilities, some teachers just stack different contents simply, or make some hard copy of psychological contents while organizing the work of MHE and ME. In the process of the integration of MHE and ME, it is emphasized that students should memorize and recite concrete concepts and methods, even in fact that the students do not understand the actual connotation and requirements at all. In the process of the integration of MHE and ME, the form means are far more than the actual effects. Under the influence of the long-term examination-oriented education, the teacher-centered teaching modes still have some certain application markets. Although this mode has been improved greatly under the impetus of the curriculum reforms, the educational concepts of emphasizing preaching while neglecting practice, and emphasizing scores while neglecting processes still exerts great influence on educational work.

In the processes of the integration of MHE and ME in the schools, there are some problems in content settings and activity organization. Some teachers who are determined to reform hope to promote the vigors and vitalities of MHE and ME by the means of activities and experiences, which is worth affirming and encouraging, but there are many problems in classroom organization due to lack of theoretical guidance and concrete practical experience of MHE in practical operations. Firstly, overemphasis on students' individualized development and value neutralities, which leads to the lack of effective guidance to students' ideological and moral characters. This kind of educational mode without evaluation and judgment causes the lack of ideological and moral education in the subject of ideological and moral characters. Secondly, under these modes of both too prominent of the main status of students and a state of complete letting-go teachers, The MHE and ME are very inefficient. Thirdly, during the period of MHE, too extensive, and no planning and design in advance for some detailed organizational problems can lead the classroom organization processes more confused, which seemingly the whole education forms are very rich, and activity contents are more abundant, but in fact, the students really get very limited gains from them. In view of these situations, it is imperative to carry on optimization and improvement on MHE and ME in the schools.

5.3. Dilemma in Resources and Teams

At present, the common problems in MHE and ME in junior middle schools are that students pay less attention and lack of enough investment in students' MHE, school leaders put more resources and energy into subject education in consideration of enrolment rate, teachers can not actively integrate MHE and ME with daily teaching. However, the students themselves are lack of consciousness of mental health, and can't judge their own mental state in time, and can't recognize their own psychological problems. And the schools are not in place on the propaganda on mental health knowledge. Many students or students' parents affected by traditional ideas, mistreat the psychological problems as mental diseases, and produce certain avoidance psychology, although the school has set up a special room of Mental Health Counselling, but students go to seek help rarely actively. As far as the mental health of concerned teacher teams, it is not optimistic. In fact, teacher teams with good psychological qualities and sound personality characteristics can not only maintain positive attitude towards life and work, but also play an important role in promoting students. At the same time, if there are some problems in the psychological and moral qualities of teachers themselves, it will also have relatively worse influence on the students.

In today's increasingly fierce social competitions, teachers face much more pressure from the aspects of entrance to high schools, curriculum reforms and so on, and quite a few teachers are easy to produce tired feelings and psychological pressure in their work, which makes teachers have low

self-evaluation levels, the enterprising consciousness of career and professional pride as being teachers are much lower. Under the influence of these comprehensive factors, it is difficult for teachers to play a big role in the integration of MHE and ME in the schools. To improve the conformity qualities of MHE and ME and to optimize the development path of MHE and ME in the schools, it is necessary to analyse the educational ideas, professional cognition and educational strategies of teachers, especially ideological and moral teachers, to improve the effectiveness and pertinence of MHE and ME in the schools.

6. Integration Paths of MHE and ME in Junior Middle Schools

6.1. Effective Penetration of MHE and ME in Junior Middle Schools

As an important part of quality education, ME is always the key field in school education. In the process of the integration of MHE and ME, we should give full play to the basic advantages in curriculum system of ME, and do well in the infiltration of MHE and ME. The schools should encourage and support teachers of each discipline to dig out the elements of ME of their own subjects scientifically and effectively and carry out effective infiltration of ME from different teaching angles. In class management, teachers in charge of classes should organize class meetings and social practice activities with the theme of moral and mental health education actively so as to help students master mental health knowledge better, and be able to use these knowledge in concrete practice activities flexibly in order to enable students to study and live in a wide space of healthy mental health, and effectively improve their moral levels and spiritual realm, and better realize all-round growth. In daily teaching activities, teachers should build up a rich integration situation of MHE and ME for students, to create good environment for students, and to help students establish correct life opinions, world outlook and common values in practical discussion.

Teachers can use different teaching forms of ME, such as homework tasks and interactive debates to help students realize their self-cognition better. In teaching activities, teachers can help students master correct knowledge of interpersonal communication, and form basic accomplishment of interpersonal communication, and gradually master correct psychological adjustment strategies in study and practice so that they can develop correct moral values and psychological systems in their future study, life and work.

6.2. Adopt the Method of Teaching Students According to Their Aptitudes to Improve the Scientific of ME Work

The lack of scientific is an outstanding problem in MHE and ME in junior middle schools, which is mainly manifested in the lack of scientific in teaching system and teaching scheme. Teachers and political and educational workers engaged in moral education should study and analyse the students' actual situation and psychological needs, and sort out the typical psychological problems among the students in our class, grade and school, and explore the deep-seated causes of these problems, and do a good job in locating the problems, and then be able to organize MHE and ME in a targeted way, which can greatly improve the effectiveness and scientific of MHE and ME.

Teachers should fully understand students and understand their psychological state. They can carry out high-efficient MHE and ME by establishing mental files of junior middle school students and teaching students according to their aptitude. Setting up students' psychological files, mainly involves the students' height, weight, educational experience, family members and other basic information materials. In addition, taking some psychological investigation as the main content as the form of questions, such as "What do you feel in your family life", "Do you have a common language with your parents", "What is your self-evaluation" and so on, through the test of these

questions, can help teachers more accurately analyse their own psychological state, and can be adjusted pertinently.

For some students with potential psychological problems, teachers can guide the students in time by talking and communicating in time. In view of some universal problems, teachers should make the most suitable scientific ME plan, and carry out targeted improvement in daily teaching activities, which can greatly improve the effectiveness of ME, and can significantly improve the quality of MHE.

6.3. Enriching the Content of MHE and ME and Optimizing the Integration Effect

When carrying out MHE and ME, teachers should broaden their horizons, not just put educational activities in ideological and moral character courses and realize that there are a lot of moral elements in class activities in daily time. Teachers should fully integrate MHE and ME into the concrete practice processes of school activities, and help students master mental health knowledge, and improve moral accomplishment, and strengthen psychological adjustment ability, and better advancement in the correct and healthy direction.

Teachers should make full use of the education opportunities of in daily time to effectively extend the elements of MHE and ME. For example, organizing students to review and summarize the actual experience and psychological process of the sports meeting after that, and guiding the students to further improve their team consciousness and collective sense of honour. In the concrete practice, students can actively participate in it, and take the actual situation as the discussion cut-in point, which can help students better establish the consciousness of discovering and solving problems, so that students can have positive and correct psychological attitude when facing problems and help students to form a good and perfect mental health system.

The junior middle school students themselves are active in thinking, and accept the new things relatively in high degree, and have the stronger pioneering consciousness, enterprising spirit, creativity. Aiming at these characteristics, in the integration processes of developing MHE and ME, teachers should innovate much more education methods and paths with the help of various channels, various forms, and help the students in the colourful campus activities and various practical activities, and improve their own psychological adjustment abilities, and further develop perfect personality, and form good psychological qualities. In the activity organization, teachers can draw lessons from class basketball match, table tennis match, moral debate meeting and other concrete activity forms actively. In the activity organization a good summary and overall planning should be done, to improve the effectiveness and scientific of the activity organization.

7. Strategies for the Integration of MHE and ME in Schools

7.1. To Establish the Scientific and Effective Goals for the Development of MHE and ME

In order to establish the educational goal of MHE and ME, we should not copy the ideological and moral goals of junior middle schools directly according to the actual situation of the class students but should combine ME with MHE effectively to embody the hierarchy and systematisms.

Firstly, on the goal setting, we should form a system, which can involve many levels and development goals. Each small goal relates to each other to serve the whole development goal.

Secondly, it is necessary to decompose the goals, to classify the integrative goal of MHE and ME according to cognitive goals, emotion and attitude value goals and ability goals respectively, and adopt a concise way of expression to make the goal more convenient for operation and execution. On the design of the goals, we should set the difficulty coefficient scientifically according to the physiological and psychological characteristics of the students to meet the actual

cognitive levels and learning abilities of the students. According to the mental state of the students, the general goal of MHE and ME can be designed as "active adaptation and initiative development", and set classification targets for several major areas, specifically from improving students' ideological qualities, enhancing self-esteem and self-confidence, shaping good characters, establishing healthy psychology, and edifying elegant taste.

In the organization of educational activities, we can explore effective forms of activities according to the development themes of mental health, abilities to adapt to society and self-development, and the establishment of positive attitude towards life, to help students take part in more actively, to get practical gains, and improve students' mental health qualities.

7.2. Improve the Overall Qualities of Psychological Health Education Teachers and Enhance Their Professional Abilities

Teachers are the main implementers in the integration of MHE and ME. The qualities of teachers' teams are directly related to the overall qualities of the integration of mental MHE and ME. Teachers should fully realize the value of the integration of MHE and ME. As an important part of quality education, students' psychological accomplishment and moral quality are related to the quality of talent cultivation. Teachers should actively study and improve themselves and strengthen their theoretical accumulation in psychological health education and so on, and improve their professional abilities. Teachers, especially ideological and moral teachers, should pay more attention to educational psychology, adolescent psychology, mental health and problems, to establish professional views of MHE, and provide solid professional support for the integration of MHE and ME.

Teachers should also evaluate their own mental health and improve their psychological qualities. Teachers should realize that MHE and ME itself is the work of "cultivating the mind". Teachers' mental health status has an important influence on the qualities and effect of MHE. Therefore, it is of great value to do a good job in the construction of mental health of teachers.

In addition, the basic abilities and skills of teaching psychological health education are also the contents that teachers need to study deeply and master fully. Teachers should do a good job of insight and guidance to students and find out the problems of students' mental health in time, and help students to make psychological adjustment by means of heuristic education and dialogue education.

7.3. Increasing Investment in MHE and ME in the Schools

Schools and the society should pay more attention to the MHE and ME in the schools. Schools should provide sufficient human, material and financial support for the integration of MHE and ME in the schools and create good campus environment for the integration of MHE and ME. Schools should make use of the subtle effect of campus culture on students, and support the recessive educational environment for mental health, and do a good job of extending, supplementing and perfecting moral education. Through corridors and walls of mental health culture, month of campus mental health and other forms and activities, improve students' attention and coordination degree of MHE and ME. For MHE and ME of the students, the role of family can't be ignored. We should do a good job of effective connection between family education and school education, teachers and parents should communicate actively, and make families and schools cooperate actively, and extend the time and space of school education in family education, to give full play to the scientific and effectiveness of the integration of MHE and ME, and promote the construction of high-quality talents smoothly.

8. Summary

The effective integration of MHE and ME has sufficient possibility and necessity. On the one hand, both MHE and ME have the same development goals, and there are some overlapping parts in educational approaches and teaching contents. On the other hand, the integration of MHE and ME helps to improve the effectiveness of ME, to form a harmonious relationship between teachers and students, to promote quality education and practice curriculum reform. In view of the dilemma of concepts and goals, contents and methods, resource, and teams in the process of the integration of MHE and ME, in the future development, we should do a good job of effective infiltration of MHE and ME in junior middle schools, and adopt the ways of teaching according to their aptitude, and improve the scientific of ME and enrich the content of MHE and ME. In the process of integration, we should do a good job of integration practice, explore the scheme of more scientific and effective integration, so as to make MHE and ME give full play to the goal of cultivating high-quality talents.

References

- [1] Lihua Han. *Organic combination of junior middle school Chinese teaching and mental health education under epidemic situation*. *Heihe Education*,2021 (02):10-11.
- [2] Weiwei Zhan, *Research on Mental Health Education Management Strategy of Junior Middle School*, *New Wisdom*,2020 (27):26-27.
- [3] Ying Li, Hua Sun. *How to Improve the Efficiency of Moral Education with Mental Health Education*. *Jilin Education*,2020 (25):37-38.
- [4] Xiaoyan Peng. *Research on the Integration of Moral Education and Mental Health Education*. *College Entrance Examination*,2020 (28):93 -95.
- [5] Ying Zhang. *On the Effective Combination of Moral Education and Mental Health Education in Junior Middle School*. *Heihe Education*,2020 (06):20-21.
- [6] Chunqing Zhang. *Exploring How to Carry out Mental Health Education in Moral Education of Junior Middle School*. *Masters Online*,2020 (06):13-14.
- [7] Jiajia Sun, *Research on Importance and Countermeasures of Mental Health Education in Junior Middle School*, *New Wisdom*,2019 (31):102.
- [8] Ze Fu. *On the Relationship between Mental Health Education and Moral Education in Junior Middle School*. *Zhonghua Cifu*,2019 (02):29-30.
- [9] Juncheng Wen. *System Construction Analysis of Integration of Moral Education and Mental Health Education in Junior Middle School*. *China Off-campus Education*,2018 (30):28-29.
- [10] Jinfei Ge. *Integration Strategy of Moral Education and Mental Health Education in Junior Middle School*. *Zhonghua Juvenile*,2018 (30):193.
- [11] Qiang Xu. *Discussion on the Integration of Moral Education and Mental Health Education*. *Masters Online*,2018 (29):55-56.
- [12] Pei Pei. *Preliminary Study on Mental Health Education and Moral Education of Junior Middle School Students*. *New Curriculum (Middle)*,2017 (06):230.