A Review of Home-School Co-education Strategies Aiming at Urban Primary School Pupil's Mental Health in the "Internet+" Context

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Abstract. The mental health problems of urban pupils have negative effects on society, family, school and individual. Home-school co-education can effectively solve this problem to a certain extent. However, there are some limitations in the traditional home-school co-education, such as the single communication content, the lack of equality in home-school relationship, and the single communication method. Combined with the "Internet +" background, the existing feasible measures of home-school co-education include improving communication efficiency through the network platform, reforming the concept of home-school collaborative education by using network resources, and building an evaluation system to improve the quality of parents' participation in co-education. It has the advantages of effectively making up for the shortcomings of traditional co-education mode, improving communication efficiency and providing data reference indicators. In the future, home-school co-education under the background of "Internet +" can strengthen the construction of school psychological counseling, and help people pay attention to preventing the drawbacks of Internet education.

1. Introduction

The Internet not only promotes economic development, but also makes today's educational resources more diversified. "Internet +" means "Internet + various traditional industries", but this is not simply the addition of the two, but the use of information and communication technology and Internet platforms to deepen the integration of the Internet and traditional industries and create a new development ecology (Science China, 2021). Home-school co-education refers to the unity of the family, school, and community to do a good job of coordination, maximize the expansion of educational resources, build a good education atmosphere, and allow children, parents, and schools to develop on the one track, so as to maximize the room for children to grow (Zhu, 2021). Compared with junior school students, high school students, and college students, elementary school students are at a critical stage of physical and mental health development. The leading and demonstrative role of family and school is particularly obvious. Therefore, most of the current researches on home-school co-education are aimed at the elementary school stage. At the same time, in the context of "Internet +", schools can use rich educational resources to promote the research progress of home-school co-education. Given the high plasticity of the primary students, moreover, home-school co-education can make higher achievement at the primary school stage.

We first summarized the current mental health status of primary school students and the problems of traditional home-school co-education, and analyzed the impact of these problems. In addition, based on previous research on "Internet +" and home-school co-education, we also put forward a prospect for this education model. Schools should make full use of Internet resources to deliver psychological knowledge to parents and children through micro-classes. It is necessary to give full play to the "micro-class pursuit of 'precise, accurate, convenient, and quick' development philosophy" to ensure that students' needs are effectively fulfilled, students and parents feel it

convenient to use, and their learning initiative can be mobilized (Cen, 2016). On the other hand, schools should regularly organize learning and educational activities to allow parents and teachers to know their own status and responsibilities, to enhance cooperation capabilities, and to allow schools, families, and children to resonate well, so that the process of home-school co-education can be carried out efficiently.

In summary, elementary school students are the follow-up force in building a great motherland and are indispensable for their psychological education. Now that we are in the Internet society, the psychological education of students should adapt to the times. More interaction changes should be offered to students, parents, and teachers, so that students can use new methods and standardized psychological guidance to ensure their good physical and mental condition.

2. Issues and impacts

2.1. Primary school students' mental health problems

Primary school students are at a critical stage of physical and mental development, but many studies have shown that their mental health status is not optimistic. Common problems include Internet addiction (Zhang & Zhang, 2018), school violence, bad family ethics (Liu, 2003), inappropriate school education policies (Yao & Liu ,2012), etc. In addition, the rate of mental illness among primary school students is on the rise. According to the Chinese National Mental Health Development Report (2019-2020) from the Institute of Psychology, Chinese Academy of Sciences, the detection rate of depression in primary school is about 10%, of which the detection rate of severe depression is about 1.9-3.3%, and 95.5% of primary school students sleep less than 10 hours per day. A series of data have shown that the mental health of primary school students will have severe impacts on society and themselves, which people should pay attention to.

2.2. Problem impact

Current researches pointed out that the mental health problems of primary school students will have adverse effects in many aspects. At the social level, scholars such as Zhang (2018) pointed out that the mental health of primary school students was not conducive to the sustainable development of our society and slowed down the speed of economic development. At the same time, Xie (2019) agreed that the mental health problems of primary school students may lead to a variety of anti-social behaviors in adulthood, which will bring a serious burden to society. Ding (2020) pointed out from the health level that the mental health of primary school students affected the health level of the whole society. At the home-school level, scholars such as Xie (2019) believed that because the time that student spent with families was the longest, mental health problems of primary school students would cause serious family burden. The lack of interest in learning among primary school students proposed by Li (2018) and the campus bullying caused by the unhealthy state of primary school students proposed by Xie (2019) would not be conducive to the promotion of school management and quality education. Hu (2017) pointed out that positive psychology of primary school students was conducive to forming a good learning atmosphere and creating a favorable environment for learning activities. At the individual level, the mental health problems of primary school students were not conducive to their comprehensive development. Many scholars have conducted in-depth researches from different perspectives. For example, in terms of individual ability, many researchers pay attention to the relationship between mental health and academic performance of primary school students. For example, Li (2019) pointed out that there was a significant correlation between mental health and academic performance of primary school students. Fan (2020) investigated the mechanism of pupils' mental health between test immersion experience and academic performance, pointing out that pupils' mental health might play a positive predictive role in test performance, and have a positive regulatory role between test immersion experience and academic performance. The learning anxiety factor of mental health diagnostic test for primary school students had a reverse moderating effect between test immersion experience and test performance. There is also a considerable amount of researches on personal emotions. Scholars have discussed such issues as pupils' psychological problems and

loneliness (Wang, 2018), learning pressure (Huang & Wang, 2020), gratitude and subjective well-being (Wang, 2021). At the level of individual behavior, Zhu et al. (2019) believed that the mental health of primary school students could promote the development of healthy behavior. In terms of personal thought, scholars such as Zhang (2017) and Hu (2017) pointed out that it would have a negative impact on students' personal outlook and personality. In a word, the mental health problems of primary school students are extremely harmful to their all-round development.

3. The current issues of traditional family-school co-education

With economic development, people's material living standards have improved, and my country's education system reform has continued to deepen, which puts forward higher requirements for the implementation of "home-school co-education". However, in the new era of "Internet +", there are still many problems in the practice of traditional "home-school co-education".

3.1. The content of home-school communication is single and narrow

The purpose of education is to cultivate students development of morality, intelligence, physical education, art and labor. However, most parents and teachers currently have a stagnant understanding of education (Sun, 2000). The content of home-school communication is mostly about children's school performance, grades, and existing behavioral problems, while ignoring their physical health, hobbies and other aspects. This kind of co-education model that pays too much attention to children's performance and ignores other aspects of development weakens the effectiveness of home-school cooperation and is not conducive to children's sustainable development.

3.2. Lack of equality in the family-school relationship

Previous studies have shown that schools and parents should be on an equal footing of children's education. However, some parents and teachers have different thoughts, and sometimes it is difficult for them to cooperate with the school in carrying out work. Parents think that education is only the responsibility of the school, and they often become the "hands-off shopkeeper" and do not cooperate with the school to provide joint feedback on students' homework, grades, and behaviors. Some schools believe that they are in a dominant position in the process of their children's growth, requiring parents to cooperate unconditionally, failing to establish an equal dialogue relationship, and failing to resolve problems under the premise of mutual consultation. Parents lose their right to speak in the process of children's education. The relationship between home and school is unequal. The long-standing unequal relationship has made parents tired and bored, making it even more difficult to implement home-school co-education (Liao & Yi, 2018).

3.3. The method for family-school co-education is single, and the timeliness is not strong

In the traditional work of home-school co-education, the method of contact between elementary schools and families is single, which only limits to telephone communication or parent meetings, and there is almost no way to communicate through other channels. At the same time, parents' thoughts about home-school co-education only stops at communicating with the teacher on the child's learning situation and attending parent meetings on time (Zhang, 2017). In addition, traditional parent meetings are held less frequently and it is difficult to guarantee the participation rate of parents. When students encounter some problems, they cannot solve them in a timely and effective manner with their parents. Therefore, this traditional single and solid home-school co-education method is difficult to mobilize parents' enthusiasm for primary school education and affects the quality of home-school co-education (Liao & Yi, 2018).

3.4. Implementation Measures and Advantages of Home-school Co-education in Primary Schools under the Background of "Internet +"

3.5. Implementation measures

3.5.1. Use the network platform to improve the communication frequency

Nowadays, network technology is highly developed, and many network platforms that promotes home-school communication make home-school dialogue diversified, real-time and simple, such as QQ group, Wechat group, nails and so on. The advantage of these network platforms lies in the real-time transmission of information, which can release dynamic information such as video, audio and pictures at any time. Teachers can use these network platforms to publish the teaching materials or teaching feedback at any time, as well as extra learning materials for the expansion of textbook knowledge, so as to realize online and offline synchronous teaching. Parents can understand their children's school situation more conveniently and quickly, which greatly improves the efficiency of home-school co-education. To a certain extent, it can alleviate the contradiction between home and school and improve the relationship between home and school. (Liao & Yi, 2018)

3.5.2. Use network resources to reform the concept of home-school collaborative education

The impact of the Internet on education includes the curriculum content, curriculum implementation and evaluation of school education. Many curriculum resources on the Internet can not only enable children to learn, but also enable parents and schools to further integrate and cooperate with the work of home-school co-education. To a certain extent, it has changed the fixed thinking mode of "education is only school's theory", and made the concept of equality of home-school co-education gradually penetrate into parents' consciousness. In the future home-school cooperation, parents and schools gradually have equal status in children's education.

3.5.3. Improve the quality of parents' participation in co-education and build an evaluation system under the background of "Internet +"

Compared with the co-education under the traditional background, the home-school co-education under the Internet background has a certain Internet + technology platform, which can expand the methods for parents to participate in co-education, and improve its quality and efficiency. At the same time, the Internet provides a dual-way platform. Not only can teachers respond to children's problems through the network, but parents can also express their opinions through the network. In addition, with the deepening of educational reform, the development of education tends to be more democratic. The evaluation system makes the content of home-school communication more comprehensive and substantial.

3.6. Measures and advantages

3.6.1. The efficiency of the network platform makes up for the shortcomings of the traditional model

The home-school dialogue on the Internet platforms presents the characteristics of diversification, real-time and simplicity, which helps to make up for the disadvantages of traditional home-school co-education, and has a positive significance in solving the mental health problems of primary school students. Researchers all believe that home-school co-education in the context of Internet + can promote efficient solutions to primary school students' mental health problems. For example, Yao (2017) pointed out from the perspective of parents, teachers, and students that combining home-school co-education with software systems could promote parents and teachers' comprehensive understanding of students, thereby helping to solve their mental health problems.

3.6.2. The Internet enhances the efficiency of home-school feedback and communication.

Using its free, equal, extensive, and open features in daily teaching, use the Internet's big data analysis function to promote elementary schools to regularly issue questionnaires, collect parents' opinions and suggestions on school education, and use big data to analyze current existence. The problem makes the development of home-school co-education more rational, objective and comprehensive (Yang & Yang, 2016). Duan (2018) and Feng (2019) both believe that the use of WeChat platform can not only improve the efficiency of home-school co-education, and can promote timely and effective solutions to primary school students' mental health problems; it can also help students with their personality development and improve their self-confidence.

3.6.3. The education evaluation system provides clear data reference indicators for home-school education.

Qiu (2016) mentioned that the Internet + home-school cooperative education evaluation system included teaching evaluation system, learning evaluation system, home learning, and feedback system, which was a comprehensive evaluation of basic teaching resources, teaching process, home-school communication, feedback, etc. This can clearly transform the data into the required educational information, which is conducive to solving special problems in home-school co-education and mobilizing parents' enthusiasm for participating in co-education.

4. Future prospects of family-school co-education under the background of "Internet +"

4.1. Strengthen the construction of school psychological counseling facilities

For primary school student psychological counselors, their target clients are minors. They, accordingly, need to bear heavy responsibilities from multiple aspects, such as schools and students, students and parents, and schools and parents. Therefore, it is necessary to avoid letting non-professionals do this work. The education and training of psychological counselors should also be strengthened through having seminars, supervision, training, examinations and other methods for professional ethics education and standard psychological counseling practice (Yao & Liu, 2012). At the same time, schools should also organize home-school activities on a regular basis, so that parents can also participate in psychological construction, fully aware of their responsibilities, and can better cooperate with the school.

On the other hand, in addition to WeChat and QQ, schools can also conduct psychological education through the micro-classes. Micro-classes are different from ordinary online classes, they pay more attention to "study-oriented", to help students build knowledge systems and learning paths, rather than blindly indoctrinating them. Micro-classes is a fragmented curriculum, a special product under the background of "Internet +", with the characteristics of "structured, visualized, fragmented, and nonlinear" (Cen, 2016). Therefore, the school can spread the corresponding psychological knowledge for students and parents on micro-classes, so that both parties can resonate at the same frequency and promote better practice on home-school co-education.

4.2. Preventing the drawbacks of Internet education

Although the Internet is convenient, many problems exist. Although online teaching ensures diversity, openness, and fun, it lacks the interactive nature of offline teaching. Teachers cannot detect the status of students in time. Therefore, online education cannot ensure learning efficiency, especially when taking online exams since, it is easy for students to cheat due to lax supervision. At the same time, if there are too many people in a class, network crashes, delays, etc. are likely to occur, which will affect the teaching progress. According to keyword search, there is currently little research on online education issues. In the future, therefore, we should also focus on how to solve these problems and make more efficient use of network resources.

4.3. Future research directions

It is not difficult to see from the existing research on primary school students' home-school co-education in our country. Most of the research adopts a single research form, generally questionnaire

method, interview method, literature analysis method, etc., but empirical research methods are rarely used. The research results cannot go deep into elementary schools (Zhao, 2018). Therefore, in the future, more attention should be paid to in-depth researches, and more attention to the concept of home-school education, not just the status quo of home-school co-education. At the same time, researchers should also pay attention to whether the educational environment inside and outside the school is synchronized to ensure that home-school co-education does not only occur in a specific environment (Zhao, 2018). For example, in addition to parents and teachers, whether the grandparents can also set a normative example for the child and practice family-school co-education in a natural environment.

5. Conclusion

The research on the mental health problems of urban primary school students have found some important results. In terms of improvement measures, home-school co-education has been studied by many scholars, and some problems have been found. With the development of the Internet, more and more researchers have begun to seek help for this technology, aiming at the combination home-school co-education with "Internet +". More specific measures have been taken, and certain results have been achieved in research and practice. However, there are still some problems, and future research can focus on the following aspects.

First, the home-school co-education measures combined with "Internet +" lack systematicness and are not conducive to implementation in practice. At present, many scholars and front-line teachers have put forward relevant measures from different perspectives, but they are scattered and lack of a systematic theory. In order to promote the guidance of practice, researchers need to further strengthen the systematicness and integrity of research.

Second, we need to promote home-school co-education under the background of "Internet +" from the perspective of teachers. At present, in the process of practice, it is found that there are some problems, such as the increasing burden of teachers and the lack of professional family guidance knowledge (Yang, 2021). Therefore, the follow-up study needs to further consider how to promote the development and improvement of teachers.

Third, we need to strengthen the change of parents' concept and promote the home-school co-education under the background of "Internet +". In the process of practice, it is also found that there are difficulties in changing parents' ideas and lack of family education knowledge (Huang, 2021), so further research needs to start from the level of parents and explore relevant measures.

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