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# Research on School Countermeasures Based on Common Psychological Problems of Junior Middle School Students

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**Abstract** – At present, the work of mental health education in schools is difficult to be effective, one of the reasons is the lack of research on the level of students' mental problems, ignoring the individuality and pertinence of mental health education, and failing to adopt targeted education strategies and transformation skills. Middle school students are in a high-tide period of development in all aspects, which belongs to the shaping stage. Junior high school is the key stage of social values, outlook on life, learning ability and psychological quality training. However, due to the unsound development of body and mind and the influence of external factors, middle school students are prone to psychological problems during this period. Therefore, the psychological problems of middle school students become a constant pursuit of the topic of education. In order to provide teachers with timely and effective psychological guidance and survey students' psychological problems so that they can actively face the psychological cheek pouch problems, I conducted a survey on some common psychological problems of junior high school students. Based on the analysis of the existing psychological problems of middle school students, this paper finds that these problems are divided into five levels: learning maladjustment problem, compulsive problem, depression problem, anxiety problem and horror problem. Only by studying students' psychological problems in a targeted way can educators find out the corresponding strategies and measures to solve different levels of psychological problems effectively through accurate perspective of students' psychological problems. This paper puts forward the following three aspects of school countermeasures, first, for the school education work, to carry out a variety of mental health education activities. Secondly, strengthen the harmonious development of teacher-student relationship according to the moral education of teachers; third, according to the student individual difference, raises the student two-way psychological substitution. Based on the current situation of the school and the reality of students' psychological life, this paper probes into the levels of students' psychological problems and corresponding countermeasures of school education, and puts forward some strategies and propositions for students to borrow and sign.

**Keywords** – Junior High School, Students Mental Health, Common Psychological Problems, Countermeasures Research.

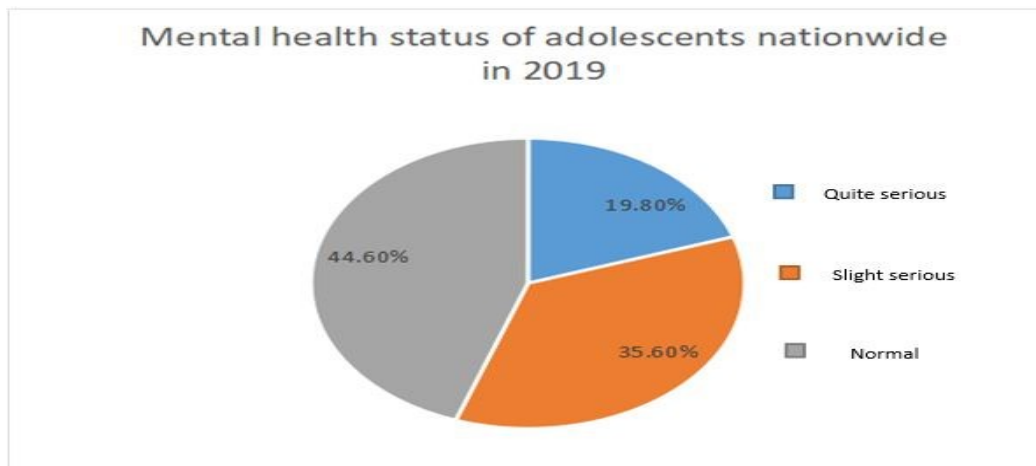
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According to the analysis data of China education statistics network in 2017, there are 25224008 ordinary high school students and 57208992 ordinary middle school students. This large group has long played a dual role of "family center" and "school edge". On the one hand, they are the focus of the family and loved by their parents and elders. The other side is must passively accept the school high pressure enter a higher school competition. They have no direct representatives and channels to express their interests, and it is often the educators and parents who find problems in the process of education and solve them in an "arranged" way. The murder of a teenager's mother in jinhua, zhejiang province, in 2000 shocked the nation.

Teenager xu li because malcontent mother is strict, control actually USES hammer to live to beat the mother dead. Then trigger a social reflection swept across the country, for high school students "burden" policy, how to take care of adolescent mental health has become the topic of social concern. According to the questionnaire survey, 19.8% of junior high school students more serious psychological problems, 35.6% of mild psychological

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problems in junior high school students, is not optimistic data according to the recent research found that as the growth of the age, psychological problems of rate increases year by year. We can understand the mental health status of teenagers through the pie chart shown below.



## **I. TYPES OF PSYCHOLOGICAL PROBLEMS OF JUNIOR HIGH SCHOOL STUDENTS**

### *A. Learning Maladjustment Problems*

Learning maladjustment is a common adaptive disorder in the learning process of junior high school students. Now junior high school students learn more and more courses, the pressure is also increasing, many students find it difficult to adapt to the high intensity and fast pace of learning atmosphere, feeling pressure. It also has many negative effects, such as decreased learning initiative, decline in academic performance, low spirit, negative, weariness and so on a series of psychological problems. It is mainly manifested in three aspects: emotion, behavior and physiological function.

#### *1. Emotional*

Aspect, anxiety, depression, compulsion, fear, boredom and withdrawal are common manifestations. Specifically, they are not focused in class, habitually slip away, hate learning and cannot keep up with thinking. Some students are even afraid to study, escape from class, or show a listless state; Some students are easy to get angry, have contradictory ideas and so on.

#### *2. Behavior*

Mainly in the following four aspects: first, ability to inhibit. Previously, I had good learning ability and good academic performance. Due to maladjustment learning, students' learning ability was inhibited and they had many difficulties in learning. They were distracted in class and could not listen to the teacher carefully. Because the student attention is not concentrated cannot continue to do a thing, in the study or reads a book the process always appears small action; Second, social withdrawal. Contact with classmates and friends reduced, no matter what you do activities can not lift the spirit, always alone, away from the group. Thirdly, character and behavior become worse. There will always be some behaviors against the school and social norms and norms, such as fighting, fighting, smoking, drinking, truancy and other phenomena. There are also some students excessively seeking pleasure stimulation, indulging in games, disturbing others study and so on. Fourth, behavioral regression. Act out of line with age, behave extremely childish, aimless.

(1) *Physiological Function*

Performance for class headache fever, arrhythmia, lethargy, limb weakness and other symptoms.

B. *Compulsive Problems*

Compulsive problems this is a kind of psychological problem that is main expression with compulsive idea, compulsive impulse or compulsive action. I can realize that these behaviors are unreasonable and unnecessary, but I cannot control and get rid of them. I am deeply anxious and upset. The schoolmate's study, the life and in school ADAPTS has the very big bad influence, should receive the counselling promptly. Specifically,

1. *Compulsion*

Such as the brain repeatedly whirl the melody of a song, others said to their own; I always feel that I have written the wrong words or done the wrong questions after homework or exams. I always feel confused and forget to bring books or stationery on my way to school. Always worried about test failure, criticized by the teacher, worried that they will get fat; See a knife will think will cut the hand; Meaningless thoughts such as "why  $1 + 2 = 3$ " and "chicken or egg come first" keep popping up in my mind.

2. *Compulsive Impulse and Compulsive Action*

If in the examination, always feel like to defecate, but do not go to the toilet; Seeing a teacher or parent always want to abuse, noisy or fight, but on the surface is obedient calm; Review any assignments or test papers. Always count stones or steps on the road.

C. *Depression Problems*

Depression is a kind of psychological problem caused by social and psychological factors and characterized by persistent depressed mood, accompanied by anxiety, depression, depression, depression, physical discomfort and sleep disorder. Students with this kind of psychological problems can generally adapt to school life, but psychological depression, emotional distress and the duration of a long time. It is harmful to students' physical and mental health. The specific performance is:

1. *Declining Interest*

This kind of student's interest in life obviously decreases, not only to the school, in the society all sorts of new things are not interested in, but also to oneself before interest hobby is lost basically.

2. *Lack of Confidence*

Low self-evaluation, self-abasement, guilt, regret and other self-blame tendency, mostly unpleasant life events and their own failure estimates. If academic record is better, but hold to oneself study very poor, cannot achieve ideal state for certain later.

3. *Decline in Energy*

Feeling tired and weak, unable to perform complex thinking and strong movement. This kind of students often feel that when listening to lectures and doing homework, their mind can not be excited, but generally no distractions but a blank, physical education or even daily life unable or do not want to bear, there is a sense of powerless.

#### *D. Anxiety Problems*

It is normal for anxious individuals to feel anxious when they are in a certain state of stress. The psychological problem of anxious type is a kind of anxiety state that does not have clear object, cannot cast off, can divide for acute anxiety and chronic anxiety two kinds of forms.

##### *1. Acute Anxiety*

Acute anxiety also known as panic attack. Typically characterized by sudden panic attacks, it is characterized by a feeling of "impending disaster" accompanied by a rapid heartbeat, difficulty breathing, dizziness, sweating, shivering and abdominal pain. Acute anxiety attacks are sharp and difficult to predict, but do not last long, usually 1-20 minutes, as long as several hours. Weakness after the attack, but anxiety experience is not obvious, a few days after the recovery.

##### *2. Chronic Anxiety*

Chronic anxiety, also known as generalized anxiety. It's more common in anxious types. Constant tension and restlessness; Upset when learning and activities, memory and thinking blocked; Nervous and irritable in communication; When things go wrong, lose your head and hope for the worst. Knowing that objectively there is no threat, danger and failure of the outcome, is the subjective filter, but can not control, panic. Palpitations, dry mouth, sweating, paleness, tremor, trembling, muscle twitch, tension pain, sleep disturbance, dream disturbance, etc.

#### *E. Scary Questions*

Horrible problem, this kind of psychological problem points to be opposite certain certain thing, situation, or produce abnormal fear when interpersonal communication and avoid actively to eliminate upset. Social phobia and specific phobia are more common among middle school students, and the former tends to increase.

##### *1. Social Phobia*

The main characteristics of interpersonal communication is self-feeling shy, embarrassed, awkward, clumsy, slow, afraid to become the object of ridicule and dare not speak in public, do homework, eat, and so on, and can not communicate normally; Look at the other side that is feeling flushed, facial expression and afraid of being perceived by the other side, thus avoid eye contact, serious will develop to stay indoors.

##### *2. Specific Terror*

Refers to all kinds of terror related to the specificity of the individual's own activities, such as flying terror, injection terror, etc. Some middle school students have a fear of school, such as fear to see the school gate, fear to see teachers and classmates, avoid school life, also known as school terror. If the above problems are not solved in time, then students will face great difficulties, and even affect the development of students in all aspects, forming a serious psychological disorder or personality defects, the school should pay great attention to the psychological problems of junior high school students, psychological maintenance is imperative. The following effective countermeasures are provided for school education and psychological problems.

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## **II. JUNIOR HIGH SCHOOL STUDENTS PSYCHOLOGICAL PROBLEMS SCHOOL COUNTERMEASURES**

### *A. Carry Out a Variety of Mental Health Education Activities*

#### *1. Carry out Publicity and Education to Popularize Mental Health Knowledge*

To improve the importance of mental health, and develop the corresponding education system, so that students can have more opportunities to solve their own possible psychological problems; All primary and secondary schools should be equipped with professional psychological teachers within the scope of their abilities to provide psychological health counseling for students in school, so as to minimize the occurrence or severity of psychological problems. For example, the school can carry out lectures on mental health, invite some psychological consultants or psychological experts to assist, correct channel students psychological problems.

#### *2. Improve School Education*

First of all, we should recognize the importance of students' mental health problems. Mental health is the foundation of effective learning, and mental health is the obstacle of effective learning. Organize staff to study educational theory and psychology knowledge regularly. If can invite concerned expert and education model to introduce law of adolescent body and mind development and the experience that educate a student, establish psychological advisory organization, establish student psychology archives, popularize the knowledge of mental health respect to the student; School education should pay attention to students' personality training, actively guide them to overcome their own character weaknesses and defects in the collective life, strive to cultivate optimistic, constant, tolerance, perseverance and other good qualities, and strive to make the interpersonal relationship to the harmonious and happy development.

### *B. Strengthen the Harmonious Development of Teacher-Student Relationship*

#### *1. Create an Active Classroom Atmosphere. Teachers should Pay Attention to Creating a Classroom Atmosphere.*

The teacher in the classroom teaching, don't acting the absolute authority, the dominant in the classroom, and should serve as a teaching "organizers", "" to" speak ", strengthen the subject consciousness of the students, encourage students to put forward his own views and opinions to the classroom into a kingdom of enlighten students' positive thinking, let the student good moral character in equal pleasant teaching atmosphere. The teacher must grasp the classroom atmosphere. Teachers can adjust the classroom atmosphere flexibly and skillfully, understand and grasp the pulse of students' thoughts, and set up an emotional bridge between teachers and students, so as to transform the teaching requirements into students' own strength to develop their own creative thinking ability.

#### *2. Strengthen the Moral Education of Teachers*

In the way of moral education, "focus on practice, experience process". According to the survey, 89% of the students think the ideal teacher should have the following qualities: "respect for students" and 83% of the students want the teacher to be "knowledgeable". Therefore, to improve the quality of teachers is the prerequisite for students to form a healthy psychology. For this, the teacher must study the psychology knowledge earnestly, grasps

the junior high school student's psychological characteristic. If teachers can do this, they can aim at the target when students have psychological problems, and can better deal with the psychological problems among students, which is beneficial to students' mental health.

### *3. Strengthen the Communication between Teachers and Students*

"Communication is a bridge between people." The same goes for teachers and students. Although teachers are with students every day, the lack of communication can also lead to psychological problems. Strengthening the effective communication between teachers and students can enable teachers to have a deeper and comprehensive understanding of students' psychological activities, find teaching opportunities, and carry out teaching activities in a targeted way. Students will feel that teachers are very close and willing to speak their mind. This is the principle of "loving his teacher and trusting his way" in the book of learning.

### *C. Cultivate Two-way Psychological Replacement of Students*

#### *1. Reasonable Psychological Counseling and Evaluation*

Different from the lecture, psychological counseling can be carried out for individuals to remove students' ideological concerns and keep secret. Teachers can teach students in accordance with their aptitude, which can effectively improve their psychological quality. Psychological evaluation is an advanced measurement method commonly used in schools. It refers to a scientific measurement method that measures students' individual psychological quality level and individual difference by quantifying their psychological characteristics through a series of means. Schools can use observation, interview, questionnaire and other physical methods to evaluate. The school can carry on the evaluation regularly and in a planned way according to the student's situation, which is helpful for the school to grasp the student's psychological condition, and give timely help to the student who finds out the psychological problem, which is beneficial for the student's mental health development.

#### *2. Carry out Two-way Psychological Replacement*

Psychological replacement refers to the educators in the psychological and psychological problems of the students exchange position, and heart for heart, filled with enthusiasm to help them, counseling, in order to obtain the students' trust and understanding, so as to help. "Never forget that you were a child," the former Soviet educator sukhomlinsky warned teachers. What he means is that teachers should pay attention to thinking with the method of psychological replacement when facing students, and adopt the way that students can accept. Students should also have the idea of empathy in this process, especially in the process of getting along with classmates, and learn to understand the inner feelings of others, so as to achieve "do not do to others what you do not want to do to yourself". To promote the common development of psychological well-being among students.

In a word, mental health has always been the top priority in the education circle. The psychological problems of junior high school students come from many aspects. As a school educator, I have the obligation to improve the mental health of the school and create a positive and good environment and learning atmosphere for students. Only when families and schools make concerted efforts to care for students' mental health problems can junior high school students grow up healthily and happily.

### III. CONCLUSION

Overall, at present, the junior middle school students mental health education research has involved in the current situation of students' mental health, the main problems, causes and countermeasures, the setting of the in many aspects, and has obtained certain achievements, there have been some unique point of view, but the study of the problem is not in place, especially the treatment on the junior middle school students mental health problem is still in a backward stage, subject to our further study and discussion.

Junior high school students are in the puberty, is an important stage of life development. We want to let our students laugh in the sun bright, we must let our students have a healthy heart, let us work together, the real students into the golden period of adolescence!

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