

Exploration of Problems and Solutions in Psychological Health Education for Preschool Children

Yuxuan Li*

University College London, London, WC1H 0NS, United Kingdom

*Corresponding author: Yuxuan Li, huanglongweiqq@163.com

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Abstract: The preschool period is a crucial stage for children's physical and mental development, and the mental health status during this period directly affects children's personality shaping and lifelong development. In recent years, China's preschool education has flourished, with a continuous increase in the enrollment rate of children and an increasing emphasis on mental health education. However, there are still many problems in the current mental health education for preschool children, which urgently requires attention from all sectors of society. This article analyzes the main problems in mental health education for preschool children and proposes corresponding solutions, hoping to provide references for related research.

Keywords: Preschool children; Psychological health education; Strategy

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1. Introduction

Preschool children are in a critical period of life development, and their mental health not only affects their current quality of life but also relates to their future growth. In practical education, psychological health education for preschool children is often overlooked. The reasons for this are insufficient attention from social and educational departments, as well as the problem of relatively single and lagging educational methods. Educators overlook individual differences among children. If not addressed in a timely and effective manner, it will inevitably affect the quality of psychological health education for preschool children. Therefore, it is necessary to deeply explore the problems existing in the mental health education of preschool children and actively seek solutions.

2. Characteristics of children's mental health

2.1. High sensitivity

Preschool children are in a period of rapid physical and mental development, and have a very keen perception

of the external environment. They can quickly capture the subtle facial expressions of their parents, teachers, and peers, and make corresponding responses. At the same time, children are also very sensitive to changes in the environment, and a new toy or outdoor activity can arouse their strong curiosity and desire to explore ^[1]. This sensitivity is a normal manifestation of children's psychological development, but if not handled properly, it can have a negative impact on children's mental health. In the mental health education of preschool children, educators need to fully understand and respect the sensitive characteristics of children, adopt appropriate ways of guidance, improve children's emotional management skills, and promote their healthy growth ^[2].

2.2. Rapid emotional changes

The emotional changes of preschool children are very rapid, mainly due to the characteristics of their brain development and lack of life experience. On the one hand, the brain of preschool children is still in a rapid development stage, and the brain regions for emotional regulation are not fully mature, and their ability to control emotions is still relatively weak ^[3]. On the other hand, children have relatively limited life experience and often lack sufficient emotional management skills when facing new people and things, which can easily lead to emotional fluctuations and have a certain negative impact on their mental health. Educators need to help children gradually learn to recognize and regulate their emotions, and improve their emotional management skills ^[4].

2.3. Unclear expression

The language expression skills of preschool children are in the early stage of development, they are often unable to express their ideas clearly and accurately. Children have a relatively limited vocabulary, and many complex emotional experiences and abstract concepts cannot be expressed in appropriate language ^[5]. Children's logical thinking skills are not yet mature, and their expression lacks organization, often appearing chaotic and jumping. When children try to describe something that excites them, they can involuntarily increase their speaking speed, make sentences fragmented and incomplete, and even have difficulty expressing themselves ^[6]. Therefore, in the mental health education of preschool children, educators need to use various methods such as picture book reading, storytelling, and role-playing to help children enrich their vocabulary and improve their language expression skills.

3. Problems in psychological health education for preschool children

3.1. Insufficient emphasis on education

Firstly, in terms of educational philosophy, many educators and parents still have the concept of valuing intellectual education over moral education, paying more attention to children's cognitive abilities and academic performance, and neglecting their psychological health ^[7]. Secondly, in educational practice, many kindergartens still focus on imparting knowledge in their educational content and activity settings, lacking the cultivation of children's emotional, social, personality, and other psychological qualities. Thirdly, in terms of educational resource allocation, many kindergartens lack professional mental health education teachers and are unable to provide systematic and professional mental health guidance for children. Lastly, in terms of social support, the importance of mental health education for preschool children is not yet fully recognized by all sectors of society, and relevant policy support and financial investment are relatively lacking, which to some extent affects the improvement of children's mental health level ^[8].

3.2. Single educational method

Currently, many educators in mental health education place too much emphasis on imparting knowledge, while

neglecting guidance on children's emotional experiences and practical operations, resulting in children being unable to truly understand and internalize what they have learned^[9]. At the same time, many mental health education activities in kindergartens lack systematicity and continuity, with often scattered and independent theme activities, which cannot form sustained and in-depth educational effects. Lastly, in terms of educational evaluation, many kindergartens still rely mainly on the subjective judgment of teachers, lack scientific and diverse evaluation methods, and cannot accurately grasp the psychological health status of children, which restricts the effectiveness and pertinence of psychological health education^[10].

3.3. Lack of cooperation between family and school

On the one hand, many parents do not have a comprehensive understanding of mental health education for preschool children, believing that kindergarten education is sufficient. Some parents have a one-sided focus, focusing only on intellectual development and neglecting emotional and social development^[11]. On the other hand, there is a lack of sufficient and effective communication and cooperation between kindergartens and parents. Teachers do not have much understanding of children's performance and family education situation in the family, and parents also know very little about the content and methods of mental health education in kindergartens, making it difficult to form a consistent educational force and coordinate targeted intervention measures.

3.4. Lack of attention to individual differences in children

In terms of setting educational goals, many kindergartens often impose uniform standards on all children without fully considering their individual developmental levels, resulting in educational goals deviating from the actual needs of children^[10]. In terms of educational content selection, many kindergartens adopt a "one-size-fits-all" approach, where all children learn the same content and conduct the same activities, without personalized design tailored to the characteristics of different children. In terms of the application of educational methods, many teachers are accustomed to using unified teaching strategies and rarely make flexible adjustments based on children's individual characteristics and acceptance levels, resulting in unsatisfactory educational results^[12].

4. Strategies for solving the problems in psychological health education in preschool children

4.1. Increasing the importance of education

At the social level, government departments should increase policy support for mental health education of preschool children, incorporate it into important content of preschool education, and strengthen guidance and supervision of mental health education in kindergartens^[13]. At the school level, kindergartens should regard mental health education as an important component of childcare and education work, incorporate it into the work plan of the kindergarten, and organically combine it with other educational and teaching activities, forming a work pattern of overall planning and cooperation among all parties. The principal and teachers should enhance their awareness and ability in mental health education, actively participate in relevant training, and continuously update their educational concepts^[14]. At the family level, parents should establish a correct educational perspective, fully understand the importance of mental health for children's growth, pay attention to the cultivation of children's emotions and personalities in daily life, and create a good psychological environment for children.

4.2. Enriching educational methods

Teachers should design lively, interesting, and diverse educational activities based on the age characteristics and

interests of children, mobilize their multiple senses, and stimulate their enthusiasm for participation^[15]. Teachers should pay attention to creating real situations and guide children to understand and apply the knowledge they have learned in practice. For example, when cultivating good qualities in children, teachers can design challenging games that allow children to experience the importance of quality for individuals and teams in processes such as cooperation, competition, and perseverance^[16]. In addition, teachers should be good at utilizing multimedia technology, creating vivid teaching scenarios, enriching teaching resources, and improving teaching attractiveness.

4.3. Strengthening cooperation between families and schools

Kindergartens should actively communicate with parents through various forms such as home visits, parent-teacher meetings, and home contact columns to timely convey their children's performance in kindergarten, listen to their opinions and suggestions, and enhance mutual understanding. At the same time, kindergartens should regularly hold parent guidance activities to help parents master scientific educational methods and improve the effectiveness of family education^[17]. For example, kindergartens can invite mental health education experts to explain the characteristics of children's psychological development to parents, organize parent salons and symposiums, and exchange educational experiences. Kindergartens can also organize activities such as "Parent Open Day" and "parent-child games," inviting parents to serve as "volunteers" to assist teachers in organizing activities^[18].

4.4. Focusing on individual differences in children

It is helpful to establish complete children's files based on information such as development level and behavioral characteristics, providing a basis for implementing personalized education. For children with different competency levels, teachers should set goals of different difficulty levels, allowing excellent children to fully develop while also giving underperforming children a sense of achievement^[19]. For children with different interests and hobbies, teachers should provide diverse activity choices so that each child can find their preferred activity.

5. Conclusion

In summary, mental health education for preschool children is a complex and systematic project that requires the joint participation of the government, schools, families, and society to form an educational synergy. Educators should strengthen their learning, enhance their professional competence, actively explore scientific and effective educational concepts, continuously enhance the pertinence and effectiveness of education, and create a good growth environment for children^[20].

Disclosure statement

The author declares no conflict of interest.

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