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PATHWAYS TO PSYCHOLOGICAL HEALTH EDUCATION INTEGRATION IN CHINA'S PRIMARY, SECONDARY SCHOOLS, AND UNIVERSITIES

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Abstract. Integrating psychological health education in primary and secondary schools and universities emphasizes the coherent development of psychological health education at all levels, which is critical. This approach requires that each level – primary, secondary, and university – takes into account the psychological developmental characteristics of students and carefully tailors the objectives and content of psychological health education to age and cognitive maturity. The aim is to introduce psychological education gradually and systematically, striking a balance between age-specific differences and the progressive development of educational content. As an essential part of the ideological and political educational framework of China's new era, psychological education plays a crucial role in promoting students' psychological well-being at all levels of schooling. Achieving full integration requires a theoretical foundation rooted in developmental psychology, pedagogy, and coordinated educational policies and systems. This includes consistently designing and implementing curricula, teacher training, and theoretical instruction. In addition, psychological health education should be provided both online and offline, including digital platforms, lectures, and mental health activities, and promote close collaboration between schools and families. Such coordinated efforts are essential for promoting children and adolescents' comprehensive development and mental and physical well-being.

Keywords: *primary, secondary schools, and universities, psychological education integration, pathways*

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Introduction

On December 26, 2019, 12 ministries and commissions of the State Council jointly issued the Action Program for a Healthy China – Action Program for the Psychological Health of Children and Adolescents (2019–2022), which states that “schools of all levels and all types should establish psychological service platforms or rely on school nurses and other personnel to carry out psychological health services for students.” [1]. In

2019, the concept of ‘integrating psychological health education into universities, secondary schools, and primary schools’ was introduced.

Presently, domestic research focuses more on interpreting policies and improving educational methods, while the problem of integrated psychological health education in China mainly focuses on how to link different school years together effectively. “Therefore, to promote ‘integration,’ it is necessary to explore the model of home-school connection, focus on the articulation of curriculum, and emphasize the application practice, following the characteristics of different levels of primary and secondary schools, to realize the organic unity of psychological health education in primary, secondary school and universities, from superficiality to depth, step by step and in a way that is interconnected.”[2].

What is the integration of psychological education in primary and secondary schools and universities?

“The integration of psychological education in all levels of education is to emphasize the articulation of psychological health education in primary, secondary schools and university, meaning that primary, secondary schools and university must follow the characteristics of students’ psychological development, accurately regulate the objectives and content of psychological health education at different age education stages, and carry out psychological health education step by step, so as to realize the unity of the age difference and the progressivity of content in psychological health education.” [3].

The importance of integrating psychological education in primary, secondary schools, and universities

1. Psychological education is one of the sub-systems of China’s new-age concept of ideology and politics

As one of the three recent sub-systems added to the Chinese New Age concept of ideology and politics, psychological education is a distinctive feature of current psychological health education in China. Human psychological education includes three major theoretical foundations: the theory of free and all-round human development, the theory of people-oriented development, and the happiness theory of positive psychology. Psychological education related to the creation of morality is a specialty of the current work of psychological health education in China. In the new era, psychological health education can only play an essential role in psychological education if it remains firmly focused on educating people and adheres to the combination of heart education and moral education.

2. Perspectives on the psychological well-being of primary, secondary school, and university students

The current situation of the psychological health of primary, secondary, and university students is unsatisfactory, e.g., “too much emphasis on examination education, neglect of quality education,” “rote learning, lack of training of potential development,” “only learning book knowledge, lack of practical exercises, leading to the belief that examination education is detached from the needs of human and social development to deal with the examination and the pursuit of higher education rate for the ultimate goal of the traditional education model” is not conducive to the psychological development of primary, secondary and university students. The one-sided emphasis on imparting knowledge, neglecting the healthy mental and physical development of minors and the healthy development of their personality, emphasizing intellectual education over moral education, physical education, esthetic education, and labor education, and weakening the extracurricular problems in their management, solution, and understanding have seriously affected the cultivation of minors’ physical and mental health. This condition is not only far from the requirements of parents but also contradicts the understanding of talent in modern times.

At the same time, some undesirable social trends in the social climate are also a hidden force in society. They have a significant influence on the formation of minors’ outlook on life, the formation of their psychological characteristics, and the choice of their behavior. Hedonism, money worship, and extreme individualism have poisoned the minds of young people and led to personality problems such as hypocrisy and lack of openness, self-centeredness, lack of cooperation, enterprise, and sense of responsibility, weak sense of order and lack of self-discipline, a squandering of wealth and pursuit of high consumption, and so on. Obviously, poor social customs have become an important factor that affects the mental health of minors and students.

Theoretical basis for the integration of psychological education in primary, secondary schools, and universities

1. Developmental psychology – based on psychological characteristics of psycho-pedagogical integration of primary, secondary schools, and university

C. Eriksen, a renowned scientist in developmental psychology, has divided a person’s life into eight different phases, each associated with psychological conflicts and important tasks that need to be solved or

mastered. “There are five stages that are closely related to schooling, namely the primary school stage involving school age (7–12 years), the lower secondary school stage involving adolescence (12–15 years), the upper secondary school stage involving early adulthood (15–18 years), and the undergraduate and postgraduate stages involving young adulthood (18–25 years).” [4]. “Developmental psychology means the science of the study of purely individual mental development.” [5]. “Developmental psychology, as a psychological science that studies the laws of inner development of individuals at different times, studies the changing patterns of individual psychological development and maturity.” [6]. Human beings’ physical and mental development is a developmental process of continuous change, but different stages will show different psychological characteristics.

2. Pedagogic

From the point of view of pedagogical principles, it is an important principle of school education to provide an education that meets the developmental needs of students. We believe that education can only be suitable for each student if it is appropriate to the student’s age and stage of development. “The essence of promoting the integration of psychological health education in primary and secondary schools and universities is to make psychological health education deeper and more detailed, to ensure that students are the mainstay of psychological health education, and to meet their developmental needs. This is an important measure to promote the realization of independent, self-help mental health education, and a concrete manifestation of the shift from an educational model to a service model of psychological health education.” [7].

Requirements for the integration of psychological education

1. Policy and institutional integration

Rather than being a single guiding document for primary, secondary, and university levels, the currently available documents provide macro-guidelines for mental health education at primary, secondary, and university levels, respectively, and there are no guiding statements about the interface between mental health education at primary, secondary, and university levels. Such incoherence and incompleteness at the institutional level inevitably leads to ruptures and interruptions in the work of different school segments, which is not objectively conducive to promoting the integration of psychological health education at the primary, secondary school, and university levels and naturally prevents

the effective articulation and unification of the work and implementation process. As the integrated development of the educational situation continues to progress, it is objectively necessary to establish a system of effective articulation, integrated management, and overall promotion at the organizational, management, and policy levels.

For example, the construction and improvement of the psychological guidance system can ensure the promotion and implementation of psychological health education in schools. Promoting the integrated construction of the psychological guidance system is the fundamental prerequisite for integrating psychological health education. The Orientation Program for Primary and Secondary School Mental Health Education (revised in 2012) specifies the teaching contents for each level of primary and secondary school mental health education, which is significant for guiding the interface between primary and secondary school mental health education. However, there is no specific system governing the interface between university and primary and secondary school mental health education; mental health education exists and struggles in its own ways. University students are at a similar age to high school students. They are facing many transitions in their lives, such as leaving their families and entering into long-term romantic relationships, which must be taken into consideration when promoting the integration of mental health education.

2. Educational articulation

Teachers

Given the severe shortage of teachers, there is an urgent need for government authorities to pay attention to and support the development of a community of ‘full-time and part-time’ psychological health teachers.

A team of teachers with excellent professional knowledge and entrepreneurial skills is the guarantee of the resources and strength of mental health education. At present, schools at all levels and in all types of schools are facing a shortage of teachers, most schools and universities in recent years in accordance with the requirements of the Ministry of Education to meet the basic standards, but also with the help of part-time staff to complete the work, primary and secondary schools are equipped with full-time teachers with psychological health education in a handful of schools, only a few demonstration schools to pay relative attention. “Moreover, not to mention the fact that so many part-time teachers have no professional background in psychology, even

professional counselors lack a sound guarantee of continuing education and training and a system of supervision, and it is difficult for them to meet the needs of the general public of teachers and students in terms of their operational ability. It should also be emphasized that psychological health education has been marginalized in the day-to-day management of schools and has become a ‘work of conscience,’ with much of the work relying on teachers’ professionalism and pedagogical sensibilities.” [8].

It is recommended that a platform be set up to appoint panels of experts to implement the various tasks. Currently, primary and secondary schools are relatively weak in terms of teacher strength due to the lack of clear regulations. Through the platform, primary and secondary schools and universities can jointly discuss and share psychological health experts on the design of graded and classified activities, curriculum contents, and teaching methods. “Universities can use their professional strengths to advance primary and secondary schools by regularly organizing flexible and lively teaching seminars and exchanges on psychological health education in primary and secondary schools and universities (e.g., case studies, high-quality teaching materials, and teaching videos).” [9].

Curriculum integration

Integration of psychological health education programs is a core element of integrating psychological health education in primary and secondary schools and universities. There are three undesirable trends in the current mental health education: firstly, the psychological health education curricula of universities, secondary, and primary schools repeat each other, and there is no difference in the contents of the psychological health curricula received by the university, secondary and primary schools students; secondly, there is a misalignment of curricula, that is to say, the psychological health education curricula received by students do not conform to the characteristics of the stage of students’ psychological development and the contents taught cannot be adapted to the actual psychological needs of the students; and thirdly, there is a disjunction of the psychological health education between different school segments, and there is a lack of understanding between students and their psychological development. For example, some students may not have received courses on peer interaction in primary and secondary schools, and when they go to university, they are directly taught about romantic interaction, which will be much less effective. “Therefore, the integration of psychological health education should make full use of the

findings of the study on the integration of moral education programs, and work on the preparation of scientific and unified syllabuses, standards, and teaching materials.” [10]. There are differences in the theory of psychological health education programmes in primary, secondary schools, and universities, and how they can be coherent as a whole is a pressing issue for curriculum integration.

Curriculum construction, as the core carrier of mental health education, in the new era, we should first take “establishing morality and nurturing new generations to take up the great responsibility of the nation” as the starting and ending point and plan the curriculum system in an integrated manner from the high level of psychological nurturing. At the same time, we should follow the universal law of developmental psychology on individual development, satisfy the psychological needs of students in different stages of their schooling, and promote the development of positive psychological qualities in students as the goal. For example, the development of interpersonal skills, social adaptability, emotional regulation, and self-awareness should be taken into account at all levels of study so that the curriculum requirements for psychological health at all levels of study can be effectively promoted in accordance with the tasks of students’ psychosocial development.

In recent years, the quality of teaching materials for psychological health education in schools at all levels and of all kinds has varied, and there is a great deal of confusion and variety. “The content and structural design of many textbooks do not focus on the psychological development tasks of the age group and the new problems of the times. The content is old and out of touch with students’ real lives, and there is no organic combination of knowledge with activity design and case presentation, so they cannot satisfy students’ interest in learning and teachers’ enthusiasm for teaching. This situation is reflected in the fact that primary and secondary school students’ preference for psychological health programs is significantly lower than that of colleges and universities.” [11].

Care is taken to analyze and manage the various elements of the system in order to achieve a systematic approach to management. As an independent system, the structure of psychological health education, its internal elements of the structure of management, the structure of objectives, the structure of the curriculum, the structure of teaching materials, and the structure of activities have a certain hierarchy and relationship, with each element occupying a certain position in the whole system. Against the background of the new needs of the new era, it is

necessary to systematically study the integration of universities, secondary schools, and primary schools and continuously adjust and improve their irrationalities to meet the needs of development.

Psychological health activities

In the whole school education work, psychological health education can include teaching various subjects, psychological counseling, various activities, campus culture, public relations, home-school liaison, classroom teachers' work, and other aspects. In terms of scope, it may be directed to all students, to a small number of struggling students, or to individual students; in terms of purpose, it may be corrective, preventive, or developmental; in terms of domain, it may be cognitive, emotional, personality, behavioral, and so on. And no matter what specific activities are carried out, they can focus on the actual situation of the school and allow students to participate fully, so the traditional meaning of psychological health education activities is currently the primary way and effective carrier of the school to carry out psychological education.

Network activities can create an emotional buffer zone for students to alleviate and relieve all kinds of misunderstandings, contradictions, entanglements, and pressures in their daily learning and life in society, family, and school. Traditional psychological health education development is targeted by collecting, evaluating, and analyzing valuable data in the network to keep up with the actual situation.

3. Cooperation between families and schools

In psychological health education for minors, we have found that relying solely on schools to carry out this work often results in half the effort or even in vain.

Family education plays an extremely important and irreplaceable role in improving the nation's quality and creating a new generation. "The advantage of family education lies in the fact that parents have sufficient time and conditions to provide their children with early and individual education and can influence their children's development through meticulous daily life. However, some parents lack the awareness to participate in school education and do not regard participation as their right and duty, and once their children have gone to school, they shift the responsibility of educating their children entirely to the school; there are also some parents who have an incorrect outlook on talents, parenthood, children and parenting, or whose parents are of low caliber, lacking in good personal and interpersonal skills, which to a large extent hampers

the all-round development of the child and the fulfillment of the child's personality.” [12].

Therefore, cooperation between home and school should be strengthened so that parents support school education, schools guide family education, and the quality of parental education is improved. so that family education and school education harmonize with each other and form a synergy to promote the all-round development of children and adolescents and their healthy physical and psychological growth.

Conclusion

The integration of psychological education in primary, secondary schools, and universities requires the use of developmental psychology and pedagogy as a theoretical basis, the integration of policies or systems, the articulation of education at all levels of schooling, including the holism and consistency of teachers and theoretical curricula, the implementation of online psychological education, offline lectures and other mental health activities, and close cooperation between families and schools to form a synergy that promotes the all-round development of adolescents and children and their physical and psychological health and growth.

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ИССЛЕДОВАНИЕ ПУТИ ПРОСВЕЩЕНИЯ В ОБЛАСТИ ПСИХИЧЕСКОГО ЗДОРОВЬЯ В НАЧАЛЬНЫХ, СРЕДНИХ ШКОЛАХ И УНИВЕРСИТЕТАХ КИТАЯ

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Аннотация. Интеграция просвещения в области требований психического здоровья в начальных, средних школах и университетах подчеркивает их связность в просветительской с образовательной деятельностью в учебных заведениях. Это означает, что начальные, средние школы и университеты должны учитывать особенности психологического развития учащихся, точно определить цели и содержание педагогической деятельности на разных возрастных этапах обучения, а также осуществлять психологическое просвещение сопровождение постепенно и упорядоченно, чтобы обеспечить единство возрастных различий по возрасту и с последовательностью развития содержания в просвещении в области психического здоровья. В качестве одной из подтем идейно-политического воспитания Китая, просвещение в области психического здоровья обучающихся нуждается в интеграции на всех уровнях образования, для того, чтобы осуществлять интеграцию политических курсов или систем, обеспечивать последовательности просветительной деятельности на разных этапах образования, в том числе и преподавателей и теоретических занятий. Кроме мероприятий на тему психического здоровья в онлайн и офлайн форматах, родители и образовательные учреждения должны прилагать совместное усилие с целью способствовать развитию детей на всех аспектах, в том числе и физическому и психическому.

Ключевые слова: *начальные, средние школы и университеты, просвещение образование в области психического здоровья, пути реализации психического здоровья*

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