

Research on the Path of Pre-school Children's Mental Health Education from The Perspective of Psychological Capital

Yuhao Shi¹, Yangsen Li^{2,*}

¹ Sichuan University of Light and Chemical Engineering, College of Education and Psychological Science, Preschool Education Program, Postal Code 643000, Zigong, China

² Sichuan University of Light and Chemical Engineering, School of Management, Management Science and Engineering, P.O. Box 644000, Yibin, China

* Corresponding author: Li Yangsen (Email: 2933433373@qq.com)

Abstract

As a positive and relatively stable psychological resource in the process of growth, psychological capital is a positive psychological state that has a subtle influence on the mental health development of preschool children. Mental health education for preschool children can provide children with positive psychological energy by incorporating psychological capital based on the four dimensions of self-efficacy, hope, optimism and resilience. As the starting point of the education system, pre-school children's mental health education should cultivate children's self-efficacy through kindergarten's day-to-day activities, cultivate children's mental resilience through frustration education, cultivate children's optimism through all-around cultivation in the home, and cultivate children's hopefulness through reasonable expectations, so as to improve the level of children's mental health.

Keywords

Mental capital; mental health education for preschoolers; positive mental health states; psychological resources.

1. Introduction

The Guidelines for Kindergarten Education (for Trial Implementation) clearly states, "Kindergartens must put the protection of young children's lives and the promotion of young children's health at the forefront of their work, establish a correct concept of health, and attach great importance to young children's mental health while emphasizing their physical health." [1] The Kindergarten Work Regulations also state, "Kindergartens should pay attention to the mental health of young children, focus on meeting the developmental needs of young children, and maintain the positive emotional state of young children." [2] These programmatic documents can only be "words" but not "operation", although it involves the mental health of preschool children, but mostly in the form of infiltration sporadically appeared in the five major areas of health, language, science, art, society and other objectives. Meanwhile, relevant documents such as the Guidelines and the Outline do not explain much about how to promote the mental health of preschool children, and the incidence of mental behavioral abnormalities among 3-5 year olds is significantly higher than it was ten years ago, and the mental health of preschool children has a bearing on the future development of the country and the nation. Therefore, this paper is based on the psychological capital theory, according to its value of empowering preschool children's mental health education, from the sense of self-efficacy, hope, optimism and mental toughness and other four dimensions of the preschool children's mental health education teaching and implementation of the grasp, to promote the development of preschool children's mental health education, and to effectively improve the current situation

of the preschool children's mental health, so that the preschool children can get the physical and mental all-round development.

2. The Meaning of Psychological Capital

Preschool children's mental health can be defined as young children's emotional-social-behavioral health, specifically refers to the social, school and family context, children from birth to 6 years of age to express their emotions and feelings, and gradually form close interpersonal relationships such as peer relationships, adapt to the environment, follow the behavioral norms, and the formation of a perfect structure of personality. The concept of mental health education for preschool children can be divided into two areas: psychological and physiological. Therefore, both the school, society and the family have to go through the educational activities, take the law of physical and mental development and age characteristics as the starting point, and adopt the correct and scientific psychological education methods, in order to effectively cultivate the strong psychological quality of preschool children, promote the comprehensive development of preschool children's body and mind, and further promote the comprehensive quality of preschool children.

2.1. Connotation

At first, psychological capital does not belong to psychology, but comes from the field of sociology and economics. So psychological capital is called the fourth capital of the enterprise, that is, in addition to financial, human and social capital. In the early days, it was the enterprise managers who, in the context of the era of rapid economic development, saw that their employees were in urgent need of psychological comfort under the real pressure problems such as work pressure, growth pressure, life pressure and salary pressure, for which they sought management methods to build healthy mental states of their employees, thus deriving psychological capital. According to Luthans, "Psychological capital refers to the positive psychological state exhibited by an individual, the psychological resources that can promote individual growth and ability to improve." [3] With theoretical research and practical refinement, three main schools of psychological capital have emerged, one of which is the trait theory, which believes that psychological capital is composed of a variety of positive psychological traits, which affects the individual's ability, including personality traits, emotional traits, etc. The second is the state theory, which believes that psychological capital is composed of a variety of positive psychological traits, which affects the individual's ability. The second is the state theory, which believes that psychological capital is a positive psychological state that is developed and managed through reasonable means, so that the cognition and attitude toward things are characterized by change and transience. The third is the state-like theory, which believes that psychological capital is a synthesis of state-like positive psychological elements that are both state-like and trait-like. From these three definitions of psychological capital, it can be seen that they have a unified commonality. One is that psychological capital has a positive developmental orientation; two is that psychological capital is a psychological state or a psychological trait; and three is that psychological capital enables one to generate positive energy, especially in the face of challenging things.

2.2. Dimensions and their relationship

Psychological capital is a positive and relatively stable psychological resource that an individual possesses in the process of growth, which has a positive contribution to the activities and behaviors of an individual in the face of difficulties. Luthans and Youssef proposed that psychological capital has four dimensions, which are Self-Efficacy, Hope, Optimism, and Resiliency [1]. Resiliency.[4] Self-efficacy refers to one's subjective judgment of one's ability to accomplish a successful behavior; Hope refers to one's motivation to be able to accomplish a

goal and to find a feasible way to do so; Optimism refers to an individual's ability to attribute past successes to internal, persistent, and pervasive causes; and Resiliency refers to an individual's ability to withstand frustration, resist stress, and adapt to the environment when in a difficult or stressful situation. stress and the ability to adapt to the environment.

The four dimensions of psychological capital are interactive and mutually reinforcing, and are the four basic psychological states of an individual, as well as four psychological resources that together have an impact on an individual's mental health. Self-efficacy is the goal, hope is the kinetic energy, optimism is the process, and resilience is the result. When we complete a task, human self-efficacy generates goals, evaluates self-competence, faces the goal with hope as kinetic energy, and keeps approaching the goal, and in the process we deal with all the difficulties encountered with optimism, so as to finally realize the improvement of resilience ability and complete the task.

3. The Value of Psychological Capital to Preschool Children's Mental Health Education

Mental health education in the modern sense originated in the United States and has taken the lead in the United States and European countries, among others. However, the West has relatively more research with the mental health of preschool children and less research on the mental health education of preschool children. Therefore, we should not only consider the psychology of preschool children and their care, but also pay more attention to their education. The education of pre-school children's mental health should not only start from the practical level, but also from the theoretical level. Scholar Xiao Xia confirmed the role of psychological capital in regulating the professional happiness of college teachers. [10] Li Yongzhan verified the regulatory effect of psychological capital on emotional labor and emotional burnout of special education teachers. [11] Based on the positive impact of psychological capital on the physical and mental development of preschool children, as well as empirical studies related to psychological capital, this paper finds the positive educational value of psychological capital for preschool children.

3.1. Providing multiple supports for the creation of psychological environment

The cultivation of psychological capital of preschool children can lay a good foundation for them to enter elementary school. Especially for older children, psychological capital plays a transitional role in bridging the gap between early childhood and primary school. The four dimensions of psychological capital provide a theoretical basis for the creation of psychological environments. The creation of psychological environments for preschool children can be centered on the four dimensions of self-efficacy, hope, resilience and optimism as a starting point, cultivating preschool children's self-efficacy to achieve successful behaviors, their belief in accomplishing successful goals, their resilience in the face of stress and frustration, and their optimism in successful behaviors. For example, resilience, one of the dimensions of psychological capital, can help young children improve their ability to adapt to unfamiliar environments, and also enable them to recover quickly from adversity and stress. Secondly, the current "double reduction policy" and "de-primarization" policy require teachers not to teach young children cultural knowledge and literacy, which also provides space and opportunities for the creation of a psychological environment for young children. Teachers can utilize psychological capital to enrich the content of the psychological environment and provide a basis for the development of psychological activities. For example, when kindergarten carries out frustration education, psychological capital can play a diversified supporting role in grasping the degree of frustration and establishing the center point of activities.

3.2. Indirectly promote the healthy growth of children's body

Mental capital not only cultivates positive mental qualities in young children, but also promotes the healthy growth of young children's bodies. Because mental health and physical health are closely related, just like the relationship between fish and water, a fish has to live in water in order to live. Life is sustained by both mental and physical health. The body is the basis for mental activity, but healthy mental activity also guides physical activity and keeps the body in good shape. Self-efficacy, one of the dimensions of psychological capital, is the subjective judgment of one's own success in accomplishing a certain behavior. Positive self-efficacy helps young children feel confident in their bodies to do more than they are able to do, especially when they think they can do something, such as a physical activity, in which they tend to show a positive desire to perform. At the same time, good physical condition can promote the accumulation of psychological capital and develop positive psychological qualities such as self-efficacy and optimism. Mental capital will have an important impact on the psychological development of young children at the same time through participation in sports or labor activities, young children can also regulate behavior, enhance physical fitness, practice interpersonal skills and improve problem-solving ability, labor and labor at the same time.

3.3. Consolidating the theoretical foundation for the implementation of mental health education

As educators, teachers in pre-school mental health education sometimes have "heart" and "power" are not enough, home and family cooperation of young children's mental health problems are not high, the two sides of the communication barriers. The main manifestation is that the popularization of mental health education knowledge is not high. China's mental health education is still in its infancy, and most people tend to develop the physical and intellectual potential of young children, and pay little attention to the psychological problems of young children. Secondly, the ways or methods used by teachers in the process of implementing education are not standardized or even lack scientificity. Some educators' understanding of mental health education is too narrow, and they tend to implement simple and rough or unheeding methods, ignoring the psychological demands of young children, and blindly punishing or rewarding aggressively will hinder the healthy development of young children. Thirdly, there are barriers to communication between families and schools in terms of mental health. The psychological problems of young children are not highly valued in the group. When teachers discover children's psychological problems in schools and communicate with parents, parents often adopt an evasive attitude to avoid and cover them up. At the same time, the health checkups for young children before entering schools or kindergartens lack a mental health checkup component, and some county hospitals and school medical clinics lack a psychological checkup process and standards in their medical checkups. Mental capital allows educators to create new teaching methods for mental health education based on its theories, making the implementation of mental health education more justified and better solving the problems in the implementation of mental health education.

4. Mental Health Education for Preschool Children Based on Psychological Capital

Nowadays, how to implement preschool children's mental health education has become a crucial focus, in order to ensure that young children can grow up physically and mentally, we need to explore the feasibility of preschool children's mental health education from a deeper level of the theory of mental health education, to explore the implementation of mental health education. The four dimensions of self-efficacy, hope, optimism and mental toughness are very comprehensive interpretation of psychological capital, according to the mediating and

regulating role of psychological capital, we can carry out preschool children's mental health education from the four dimensions of psychological capital, to promote the physical and mental health development of young children.

4.1. Integration of kindergarten one-day activities to cultivate self-efficacy

Mr. Chen Heqin, a child educator, believes that “young children can not live without life, life can not live without health education, young children's lives are colorful, and health education should also seize the moment.” [12] Teachers should integrate mental health education into the day-to-day activities of kindergarten so that the two are naturally integrated into one. Specifically, it means that educators should integrate the development of self-efficacy of mental capital into children's corner activities, outdoor activities, and life. For example, teachers should actively cultivate children's sense of self-efficacy in daily life activities such as tidying up after meals, so that children can begin to accumulate successful experiences by doing small things in life independently. As special individuals, children's physical and mental development, large and small muscle development, and cognitive and emotional development are interrelated. Educators use kindergarten activities to guide children to form correct self-concepts, positively evaluate and accept themselves, thus catalyzing the formation of accurate and objective self-concepts, and thus obtaining more rich psychological resources.

4.2. Cultivate mental toughness through frustration education

Under the era of rapid economic development and stable social development, young children are faced with different temptations, and various games and electronic products flood their lives, attracting them to immerse themselves in the virtual world. Under such circumstances, it will be more and more difficult to develop young children's ability to adapt to the environment. Mental resilience precisely emphasizes the need for young children to remain relatively adaptable or move in a positive direction in the face of different environments or dilemmas. Psychologically, the idea of doing nothing does not apply, so we need to cultivate mental toughness in young children through frustration education. The current parenting ideology uses a system that traps young children in greenhouses, walls that separate them from the outside world, and kindergartens that are like a holding tank, where young children seem to be safe and secure and careful, but in reality are soft and weak because they rarely see the sunshine and the wind and the rain. Educators should let children explore their own potential in life through frustration education, not to be stuck in their own ways, to face difficulties, not to be afraid of unfamiliar environments, and to continue to move towards a broader world, which is the most important thing to think about in education.

4.3. Cultivate optimism through all-round inculcation at home and abroad

In the growth process of young children, parents are not only the guardians of young children, but also have the responsibility of their education. Therefore, parents are more aware of the importance of mental health, and more importantly, they need to understand that children will imitate the behavior of their parents and are easily infected by the characteristics of their parents. Kindergarten and family as the two important links of preschool children's mental health education, only the all-round synergy of the two, create an optimistic, positive psychological atmosphere, and jointly cultivate positive psychological qualities of young children, cultivate young children's positive state of mind in order to give full play to the role of psychological capital on the motivation of young children. On the one hand, teachers should actively build a scientific, reasonable and harmonious psychological environment around the four dimensions of psychological capital; on the other hand, teachers should actively communicate with parents through the exchange of children's entering and leaving the kindergarten, open days and other ways, explaining the importance of pre-school children's mental health and teaching scientific observation methods, and making reasonable suggestions

according to the characteristics of the children's life, so as to promote the psychological health of children through the all-round synergy between families and kindergartens. Through the all-round cooperation between families and kindergartens, the mental health development of children is promoted.

4.4. Setting reasonable expectations and cultivating hopefulness

Expectation goals are not the higher the better, on the contrary, the higher or lower the expectation goals will affect the results of successful behaviors of young children. If expectations are too high, children may carry a lot of psychological pressure, and may be prone to learned helplessness when the expected results are not achieved. Reasonable expectations are those that educators correctly anticipate for young children and, with knowledge of the child, set feasible expectations for the child to fulfill. Moderate motivation is more likely to reinforce a young child's behavior, so it is important to set a reasonable expectation for a young child so that the hopefulness of the child can be slowly reinforced. Hope is goal-oriented. Teachers should guide toddlers to be motivated by internal drive by setting reasonable expectation goals and transforming external goals into their own goals, so as to play the role of goal motivation. This process is actually to use expectation goals as a transitional means to realize the cultivation of hope psychology. At the same time, the expectation goal provides the direction of action for young children, and by means of anticipation assessment, young children can make predictions about whether the successful goals can be realized or not. Young children with high-level hope can gradually control the difficulty of the goals effectively, and lay the foundation for their self-development in the future primary and secondary school stages.

5. Conclusion

In the context of psychological capital, accelerating the development of preschool children's mental health education and census of mental health problems is a complex systematic social project. On the one hand, educators need to continue to innovate psychological theories in order to play a supporting role, and on the other hand, they need to repeatedly grind the problems in the development of teaching and learning to find and solve problems, and search for practical paths to practice. In the critical period of psychological capital research, facing the development of pre-school children's mental health education, we should maintain a humble research attitude, actively explore the advantages and value of psychological capital, and jointly build a harmonious pre-school children's mental health system, in order to promote the development of pre-school children's mental health.

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