

and Technology / Journal of Nanjing University of Science and Technology (Social Science Edition). –2013 – 26 – 5. – P. 5–10.

4. Lin Chongde. Mental Health Reader for College Students / Lin Chongde, Shen Jiliang. – Educational Science Press, – 2005. – 259 p.

5. Liu Yun. A Study on the Stages of Middle School Teachers' Professional Development – Wuhan: Huazhong Normal University. – 2004. – 46 p.

UDC 371.81

Mental burden reduction for chinese students

Romanova A. M., PhD (Pedagogy), Associate Professor

Huang Ningning, Master's degree student

Belarusian National Technical University

Minsk, Republic of Belarus

Annotation:

«Burden reduction» is based on reducing the psychological burden of students, reduce their academic burden, and strive to improve their learning effect. Cultivate students' ability to learn independently, thereby reducing the burden on students, improving the quality of teaching, and enabling students to learn effectively. Students carry out scientific psychological burden reduction, return students to a healthy psychology, and promote the diversified development of students.

Now, all walks of life and the news media are calling for a reduction in the burden on students. Overburdening of students often refers to the «dominant» overburdening of students' academic burden and the need to «reduce the burden». However, in reality, there is still a «hidden burden» that cannot be ignored, that is, students' psychological burden is too heavy and their mental pressure is too great, which is not conducive to the healthy growth of students.

The source of students' psychological pressure. Generally speaking, the psychological pressure of students mainly comes from two aspects. One, from school. The school education method is inappropriate, and the teacher's education method is inappropriate. Will increase the psychological pressure of students, and even make their hearts traumatized. For ex-

ample, students who make mistakes are not educated patiently, emotionally, rationally, and emotionally, but with extreme words, even sarcasm, reprimand, and insults, which hurt their self-esteem. For example, the teacher said to some poor students: You are so stupid, you are so stupid, hopeless, etc., not only harsh, but also hurt the students' hearts. Some schools still rank students according to their grades, so that the underachievers endure the humiliation all day long, feeling inferior and unable to hold their heads up. Second, from parents.

In China, the average family has only one child. Parents place all their hopes on their children. They have high expectations and hope that their children will become top talents. Especially under the current market economy conditions, some enterprises are not doing well, and social competition is relatively fierce. Phenomena such as layoffs and unemployment are happening around them. Parents are afraid that their children will follow in the same footsteps in the future, so they think that their children can only be successful if they are admitted to University. The only way out is to get ahead [1, p. 34].

Everything has a limit, once the limit is exceeded, it will go to its opposite. In fact, there are tens of millions of paths to success, why bother to crowd the single-plank bridge? It seems that in order to reduce the psychological burden of children, the key is to correct the mentality of parents. Parents should have less hasty and biased mentality, and more normality of letting nature take its course. Whether it is school or family, it is necessary to cultivate children's healthy body and mind, and a sound personality. It is necessary to build a harmonious and harmonious interpersonal relationship, so that children can maintain a good mood, and at the same time create a relaxed learning environment for them.

Burden reduction. When we talk about reducing the academic burden of students, we refer to the additional part of the 'burden' that goes beyond the syllabus and violates the laws of teaching and the laws of students' physical and mental development. Within this, we call it coursework, schoolwork.

Since the Ministry of Education issued the «Instructions on Alleviating the Excessive Burden of Primary and Secondary School Students» in 1955, there have been 9 «burden reduction orders» issued at the national level, and 9 local «burden reduction orders» have been issued to address the excessive schoolwork burden of primary and middle school students [1, p. 34].

So, what exactly should we reduce? First of all, it is unreasonable and unnecessary ultra-moderate teaching and training. The reasonable and necessary academic burden has the characteristics of «clear direction, reasonable gradient, moderate amount of homework, and matching the level of student development». The boundary between reasonable necessity and unreasonable unnecessary mainly lies in the purpose and starting point of the teacher's assignment. What is the purpose and starting point? Some teachers will assign homework punitively, such as repeatedly copying words, new words, and texts many times, which is obviously unreasonable. Some teachers will teach beyond the syllabus in advance, so that students can master it in advance, which is not reasonable. Secondly, it is the anxiety of parents.

Parents often have higher social expectations for their children, are susceptible to the influence of the surrounding population, and blindly increase unlimited possibilities for their children's future, while rarely communicating with their children. Some parents are caught in a kind of “comparison”, but they have no direction, which often leads to the situation of “doing bad things with good intentions”. Listen to the children's real thoughts, really understand the children's hobbies, choose the suitable direction for training, and achieve the real sense of «burden reduction» [2, p. 42].

Scientific burden reduction. The essence of learning lies in the acquisition of knowledge or skills from reading, listening, research, and practice. It is a process of physical exertion and consumption of learners, and it is the perception and real burden reduction of learners.

I have completed the learning task with all my strength, experienced joy and felt happiness from it. This is guaranteed by appropriate and high-quality learning tasks, which should be a goal we want to achieve. The mental activity process of memorizing and understanding must be a process in which learners experience restraint and pressure. Specifically, psychological relief can be carried out in the following aspects (table 1).

Students are in the period of psychological and physical development, development and integration. If the psychological pressure is too heavy, it may directly lead to the decline of students' quality of life, the deviation of personality development, and serious consequences.

Table 1 – Aspects of psychological relief

Aspect	Description
Flexible adjustment of academic pressure	One should have a correct understanding of academic performance. The quality of academic performance is not the only indicator for evaluating a student's level. As long as you study hard, even if your grades are not satisfactory, parents and teachers will not sincerely blame you. We must learn to use scientific and effective learning methods to improve learning efficiency. Of course, parents and teachers should also actively pay attention to students' learning and help students establish a correct view of learning
Facing the pressure of interpersonal communication	Harmonious interpersonal relationships can make students feel happy and conducive to the healthy growth of students. On the one hand, parents and teachers should strengthen the education of students in interpersonal communication, encourage students to communicate with each other, cooperate with each other, and make more friends in their study and life. Fully understanding of the psychological characteristics of students, parents and teachers helps to establish harmonious, equal and mutual understanding interpersonal relationships
Popularize students' psychological common sense and help parents face up to students' psychological development	Students are immature individuals, and their psychological state is constantly changing, but parents have always looked at them from the same perspective, ignoring their psychological changes. Schools should hold regular parent-teacher meetings to popularize common sense and common problems about the current psychological state of students to parents, so as to help parents understand the stage of development of their children. Parents have targeted communication with students to understand students' needs and reduce students' psychological burden

Therefore, while reducing students' schoolwork burden, we pay more attention to the problem of students' psychological burden reduction, establish a scientific and effective mechanism for students' psychological education, guidance, and intervention. Thus, students can invest in their study and life with a healthy mind, so that schoolwork burden reduction and psychological Lighten the burden and work together harmoniously

[3, p. 1]. **Conclusion.** Reducing the burden can make students better at thinking, practice, and all-round development. Students should observe the world with an open, flexible, interactive, and dialectical thinking, gradually let go of the burden on the soul, listen to the inner voice, do not be happy with things, do not feel sorry for yourself, and do your own work well while paying attention to others, go your own way. Students learn how to release psychological pressure and improve the ability of psychological self-help, which is the root of problem solving. School is a place where both parents and the society have high expectations and believe that they have great magic power and unshrinkable responsibility to change children. I hope that our school education will not be shortsighted during the critical period of children's character development, just focusing on grades and not on personality cultivation. Ultimately, the meaning of burden reduction is to improve learning efficiency, improve learning quality, and focus on the cultivation of abilities.

List of references

1. Liao, Yiping. Effective learning begins with students' mental burden reduction // Primary school teaching design. – 2000. – No. 4. – 35 p.
2. Yang, Jingping. Mental health education in primary and secondary schools / Jingping Yang. – 2009. – No. 141. – 42 p.
3. Yang, Jiafu. Reducing the psychological burden of students // Hunan Education. – 2003. – No. 8. – 1 p.