

Research on Complex System View Based on Social Cognition and Innovation of Psychological Health Education for Special Children

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Abstract: In recent years, due to various social factors, the number of special children continues to grow. There are many bright spots and hot research issues in the field of special education, which have stimulated the enthusiasm of the majority of special education workers and directly promoted the development of special education. Based on the complex system theory, this paper systematically, comprehensively and thoroughly discusses the mental health education of special children. China's special children's mental health education can be seen as an open and complex system. The engineering method suitable for complex systems is a comprehensive integration method from qualitative to quantitative, focusing on revealing the root causes and evolution of objective things. Based on the complex system view of social cognition, this paper puts forward the measures and methods for carrying out mental health education for special children on the basis of analyzing the main psychological problems of special children in China.

1. Introduction

In recent years, due to genetic, food pollution, chemical flooding, urban pollution and other reasons, the number of special children continues to grow [1]. The research on special education in Colleges and universities has also been carried out, which has promoted the development of special education research in China. For special children, it does not mean disabled children in a simple sense. One is in a broad sense, that is to say, all kinds of children besides the normal development of ordinary children are included, not only children with various abilities, but also children with physical and mental development deficiencies [2]. One is in a narrow sense, referring specifically to disabled children with physical or psychological development deficiencies. There have been many bright spots and hot research issues in the field of special education, which has spurred the enthusiasm of the special education workers and directly promoted the development of special education [3]. Educators must not only help blind students get rid of psychological and behavioral problems, but also create an environment for special children to develop their full potential and develop a healthy personality [4]. It is urgent to use scientific theories and methods to guide the practice of mental health education in blind schools. Through comprehensive and systematic research, continuous exploration and cooperation from all walks of life, the overall practical ability of special children's mental health education can be improved.

According to the interpretation of the mental health education system by the complex system view, it can be inferred that the mental health education of special children is also a complex system with multi-functional structure [5]. Complex system engineering is a comprehensive technology that solves complexity and its system problems based on system engineering. Special children are no longer limited to the initial blindness, paralysis, and intellectual disabilities. It extends to children with a variety of problems, including learning problems, emotional problems, behavioral problems, autism, ADHD, speech and language problems, etc. [6]. The engineering method suitable for complex systems is a comprehensive integration method from qualitative to quantitative, which focuses on revealing the fundamental causes of the composition of objective things and their evolution process. Because of their physical function deficiencies, special children have great

difficulties not only in learning, life and social communication, but also in their physical and mental health and sustainable development [7]. Based on the complex system view of social cognition, this paper explores the methods of preventing and correcting psychological problems of special children, and guides the research of mental health education of special children.

2. The Main Psychological Problems of Special Children

From the perspective of complex systems, the goals and functions of mental health education in blind schools are diverse. In the current special group of children, many special children are not physically deficient, but have abnormalities in speech, behavior, and emotions. The reason why special children's mental health education is not valued by researchers may be due to its own complexity and research difficulty, which makes everyone discouraged [8]. The concept of complex systems is to analyze and explore problems using the principles of complexity science, and believe that true complexity should have its own specific regulations. The implementation of special children's mental health education should be guided by a complex system view, analyze and grasp its multiple goals and multiple functions. Furthermore, it explores the system model in order to achieve the effect of self-organization, self-adaptation and overall emergence of mental health education. The so-called system is an organic whole with specific functions, which is composed of several components of interaction and interdependence, and the system itself is a part of a larger system to which it belongs.

The formation of good psychological quality is not formed in a day, but requires long-term training. Systematic psychological training plays a vital role in improving the psychological skills of special children. We should study the present situation of special children's psychological training. In addition to the study of training methods and means, we should also investigate the formulation of their psychological training plans. Table 1 shows the survey of psychological training programs.

Table 1 Investigation of psychological training program

	Number of people	Proportion (%)
Develop a systematic psychological training program	12	6
Arranged according to experience	188	94

Special children's mental health education is a complex system with special functions, which consists of special children, mental health education and its intermediary factors. To practice the complex system concept, we should regard the special children's mental health education as a complex system in the way of thinking, and fully draw on and apply non-linear thinking modes such as openness, complexity, hierarchy and uncertainty to develop ideas. There are many ways to special children's mental health education, such as through class meetings or other thematic activities, or infiltration in subject teaching [9]. The implementation of mental health education will produce the effect of self-organization, self-adaptation and overall emergence, which is conducive to maintaining and improving the mental health of special children. Because some special children have physical defects and some have psychological problems, they often feel inferior and depressed, so their emotions are often sensitive and excitable. The view of complex system holds that the real complexity should have its own specifications. Even though it has been recognized and even found a solution, it is still complex.

3. Application of Complex System View in Psychological Health Education of Special Children

3.1. Elements of Mental Health Education System for Special Children

Special children, which are one of the important factors that constitute a special child mental health education system, refer to children whose mental health is more susceptible to their physical,

psychological or sociocultural characteristics than normal children. Special children are more prone to some psychological behavior problems than ordinary children. Helping them adjust and change in a timely manner can solve their problems or avoid more serious consequences. Teachers who specialize in children's education need to constantly think and learn in practice because of the complexity of the teaching objects and working environment. Regardless of the method or approach adopted, the authors emphasize the comprehensive application of various psychological counseling, counseling and treatment techniques and comprehensive problem solving. Teaching theory believes that the basic elements of the teaching process are teachers, students, teaching content and teaching methods [10]. To study the complex phenomenon of mental health education for special children, we must not confine ourselves to the linear thinking mode of simplicity, uniqueness, unidirectionality and certainty. We should fully draw on and apply such non-linear thinking modes as openness, complexity, hierarchy and uncertainty and open up research ideas of post-modern consciousness.

Special education needs to encourage students to experience and participate in teaching activities as intuitively as possible by creating an activity platform of experience, cooperation and self-reflection, so as to optimize students' psychological quality. All human activities are inseparable from psychological activities. Psychological activities mainly include cognitive process, emotional process and will process. Health is not only the absence of disease and weakness, but also the state of physical, psychological and social perfection. When constructing base classification, we should consider the storage and time overhead allowed in practical application to select the appropriate integration scale. As shown in Figure 1.

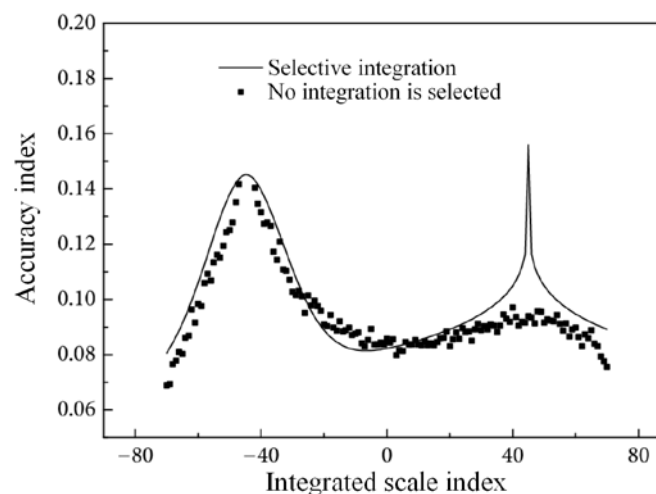


Figure 1 Effect of different integration scales on the accuracy of the operation of special children's psychological behavior

Although recognizing special children from the perspective of special education has a good inspiration for us, simply invoking the concept does not meet the international trend of interpreting special education in a broad sense, nor does it meet the actual needs of special children's mental health education. The application of complex system theory in the field of special education enhances the theoretical value of the book, which has important theoretical significance and is helpful for readers to grasp the development orientation of special children's mental health education from a macro perspective. An important function of mental health education is to provide specific individual psychological counseling and treatment for the practical problems of special children, to help them eliminate psychological distress and learn to cope with life. Teachers are only providing conditions for students to learn and play a leading role in helping to promote learning, rather than injecting knowledge, and not replacing it.

3.2. The adaptive role of special children's mental health education

The special children's mental health education system is an open system that is interdependent and interacts with the surrounding environment. It is in a dynamic non-equilibrium state and it is possible to form a new relatively stable and orderly structure. More and more open, more and more diverse today, our researchers in the field of special education want to build a theoretical system in this field. It is necessary to construct an own theoretical system with an open, holistic, pluralistic, and prioritized perspective. Due to the characteristics of physical and mental development, special children often encounter various problems in their study and life. If they are not properly assisted, they will have various psychological behavior problems. Openness makes it easy for all kinds of salient factors to interfere with the system. In order to promote the healthy psychological development of special children, it is necessary to adopt various methods to collect their information. Teachers should design teaching activities according to the psychological characteristics of special children to create a suitable learning environment for special children. Psychological health education for special children is a complex dynamic system with constant movement and change, which requires a developmental perspective on the psychological quality and development of special children.

4. Conclusion

When exploring the mode of mental health education for special children, it is necessary to integrate school, family and society. The three aspects should be combined to form a joint force to promote the mental health of special children. For the education of special children, teachers should not only improve the teaching methods and means, but also strengthen their mastery of the psychological characteristics of special children. Innovation is the soul of system progress, which directly affects the direction of system existence and evolution. The innovation of mental health education for special children is not only the call of the times, but also the need of reality. Teachers should always pay attention to the psychological changes of special children in the teaching process, and timely carry out mental health education for special children. In the process of exploring the deep-seated problems of special children's mental health education, the concept of special children in the post-modern perspective should be adopted. It also establishes an open, non-linear, dynamic and complex way of thinking, and seeks innovative ideas such as uniqueness in connection, situationality in development, and integration in pluralism. This helps the special children's interest in learning and the formation of a good personality, allowing special children to grow up in a caring environment, so that the special child's body and mind can develop healthily.

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