

From Mosaic to Cooperative Culture: Path Choice for Developing the Culture of Mental Health Education Teacher

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Abstract—The culture of mental health education teacher refers to the totality of the basic values, common ideals and beliefs, professional spirits and behavioral norms that are gradually formed and held by school mental health education teachers. Because of the relatively independent self-growth environment, mental health education teachers are easy to encounter bottlenecks in professional development and then it is difficult for them to fundamentally make breakthroughs and improvement. To realize the transformation and improvement of mental health education teachers' cultural attributes is the realistic appeal of both the mental health education practice of the school and the healthy growth of teachers and students. The professional development of mental health education teachers relies on a cooperative and shared teacher culture. To turn the culture of mental health education teacher transform from mosaic to cooperative one, it is necessary to advocate the joint implementation of practice and reflection, simultaneous development of self-realization and external assistance, coexistence of cooperation and personality and so on.

Keywords—*mental health education; teacher culture; mosaic culture; cooperative culture*

I. INTRODUCTION

Culture, as a widely used term in academia, can be defined and interpreted from different perspectives. From the perspective of management, culture refers to all knowledge systems, media information and environmental factors that can lead to incentives and functional influences on individual values and behavioral motives. Teacher culture is a general term for the basic values, common ideals and beliefs, professional spirits and behavioral norms that are gradually formed and held by school teachers in their growth. Teacher culture is not only affected by the comprehensive influence of various external social factors, but also an inevitable result of school teachers' own cultural choices [1]. It is an important task for school mental health education teachers to fully realize their professional development and promote the overall improvement of students' physical and mental qualities. As an important spiritual force for the development of mental health education teacher groups, the culture of mental health education teacher determines the overall

teaching level and value of school mental health education. There is no doubt that it is of extremely important realistic significance to explore the professional development of mental health education teachers from the perspective of teacher culture's development.

II. THE EVOLUTION AND IMPROVEMENT OF CULTURAL ATTRIBUTES: THE REALISTIC APPEAL OF MENTAL HEALTH EDUCATION TEACHERS' PROFESSIONAL GROWTH

With the continuous development of society and the evolution of human culture, the professional development of teachers has become the inevitable choice for the self-improvement of current school mental health education teachers. However, strictly speaking, what really determines the level of school teachers' overall development is not the professional development of teachers, but the characteristics of teachers' cultural attributes. The evolution and improvement of teachers' cultural attributes are the key and node of teachers' professional development [2]. Teacher's cultural attributes refer to teachers' own cultural understanding, the spirit of seeking knowledge, the quality of education and teaching, the moral level of the individual also the values, the ideals and beliefs, and the way of doing things shared by teacher groups [3]. This core connotation has been confirmed by long-term educational practices and research. The cultural attributes of mental health education teachers largely determine their professional development, and also influence the overall effectiveness of school mental health education. With extremely strong cohesiveness and influence, a good teacher culture helps to cultivate and motivate collective spirit of teachers. Also it enhances schools' comprehensive cultural level and taste by creating a good atmosphere of teachers' professional development. Different cultural attributes shape different teachers, and meanwhile promote the maturity of the individuals. Of course, the professional quality of the individuals also determines the individual construction of the teachers' cultural level. The professional development of teachers is the key to building teacher culture. Without the professional development of teachers, it is difficult to achieve the real development of school, let alone the teacher culture. Therefore, the cultural

literacy of mental health education teachers is closely related to their professional development, and has become an important component and core driving force for the development of mental health education teachers.

From the perspective of pedagogy, the cultural attributes of mental health education teachers should be regarded as good qualities of keeping motivated, pursuing new knowledge and following good deeds. It is a sea of navigators full of educational wisdom and a guide for students' knowledge increase, spiritual growth and harmonious and healthy development of emotion. The core literacy of mental health education teachers' professional development is the active investment in their professional work and the persistent pursuit of teachers and students' healthy growth. However, the current state of mental health education teachers' cultural attributes is far from the ideal one, which presents complex and diverse features. Specifically, the four major syndromes of mental health education teachers' professional development are as followed: the feature of marginalization which greatly eliminates the teacher's identity, the feature of object consciousness which leads to the teacher's instrumentalization, the feature of role complexity which confuses their professional functions and the mechanization and negates the importance of full participation. While in order to completely eliminate the misunderstanding and practice deviation of mental health education teachers' professional development, it inevitably requires teachers to reconstruct their own intrinsic value and realize their professional development into centralization, self-consciousness, role-orientation and dynamization [4]. Mental health education teachers have different cultural backgrounds, age structures also different school levels and geographical locations, which inevitably lead to a great difference in teachers' cultural attributes. To scientifically and effectively promote mental health education teachers' professional development, it is necessary to take effective measures to improve their cultural attributes so that they can gradually reach the ideal state from the actual state, which should naturally become the key of mental health education teachers' professional development. To this end, school mental health education teachers should adhere to cultural self-confidence, actively arouse teachers' self-seeking for cultural awareness, comprehensively absorb advanced concepts and methods of mental health education, attach importance to the collision and exchange of new quality culture, focus on learning and upgrading their own cultural literacy and promote themselves to be new-typed teachers who truly lead students to enjoy healthy growth.

III. MOSAIC CULTURE: MENTAL HEALTH EDUCATION TEACHERS' ISOLATED SELF-GROWTH

Many scholars have mentioned in the research of teacher culture that teachers in real society over-emphasize their own subjectivity which has caused teachers to be separated from each other. They often call this phenomenon as "mosaic culture". This kind of title is actually a vivid description of teacher's living state in the current isolated situation. The origin of teacher mosaic culture is the cultural phenomenon

gradually formed by the teachers' individualism and factionalism in the long-term development and continuous evolution. Under the influence and dominance of this cultural feature, teachers seem to respect and humbly decline each other on the surface, and conduct various group cooperation and experience exchange in practice. But in fact, teachers firmly adhere to their academic positions and business independently which seems to cooperate with each other in a sincere manner, but actually they are abrupt and separated [5]. Because of the relatively independence of teacher individuals, the summarization of teaching experience and the improvement of teaching skills will more take the way of independent exploration and self-discovery without no real exchange and cooperation.

Personally, I think the cultural attributes of school mental health education teachers are specifically manifested as mental health education teachers with high understanding and thinking inspiration of subject culture, self-reliance and motivation, good-learning ability, a profound knowledge system and solid professional background, strong wisdom of leading and managing teaching and classroom, also higher literacy of mental health education subject teaching ability. The culture of mental health education teacher, as a result of school teachers' cultural choice, in essence it should be cooperative, open, and exploratory, also actively point to and serve the common growth of both teachers and students. But at the same time, it is inevitably influenced by the external social environment factors that mental health education teachers themselves depend on. It is embodied in an individual, current and more conservative teacher culture. Because many schools currently divide the work of mental health education teachers into a variety of separated and isolated small classrooms and separates the mental health education teachers from other discipline professional teachers, causing that the cooperation and communication between mental health education teachers and other subject teachers even themselves become difficult to carry out. Therefore, it can be said that the current school mental health education teachers are typically engaged in teaching in a relatively closed and isolated manner, which is manifested that in practice teachers just unilaterally pursue independent and special self-reality and focus on self-worth. The relatively isolated self-growth culture atmosphere of mental health education teachers will inevitably become the bottleneck of teachers' professional development and it is difficult to fundamentally break through and get promotion.

Of course, for mental health education teachers there are still deep reasons for the lack of cultural exchanges and cooperation in teaching practice, which are embodied in three aspects: First, in practice how to realize the cultural cooperation and exchange between mental health education teachers is still lack of true scientific theories to lead. Because currently there are not many researches on the development strategies of promoting cooperation for the culture of mental health education teacher but many aim to explain the concept and explore the value function about cooperation for the culture of mental health education teacher. So that school mental health education teacher individuals can only rely on their own understandings to try

teaching, which is difficult to carry out sometimes. Second, the individualism of school mental health education teachers is still relatively deep-rooted. Many of them over-emphasize their professional understanding and recognition, do not want to learn from, imitate, evaluate and interfere others' work, and also do not want their work to be judged by others. Although in a certain sense, the work of mental health education teachers has its own particularity and sometimes even needs its own personal rational sensibility, which should help to give full play to the teachers' sense of independent innovation and encourage mental health education teachers to constantly form their own unique style and specialized features. However, education or scientific research in a relatively isolated cultural environment will inevitably reflect its limitations, which may lead to blindness sometimes and delay the professional development of mental health education teachers. Third, the management mechanism and evaluation system of mental health education teachers in some schools are not scientific which cause the professional development of mental health education teachers to be seriously demotivated. In practice, we find that many schools still emphasize rigid management based on institutional management and lack awareness of the uniqueness of mental health education, which affects the initiative and creativity of professional development of mental health education teachers also restricts the possibility of solidarity, cooperation and frank communication between mental health education teachers. Therefore, the true cooperative culture from the mosaic culture is the inevitable trend of the cultural development of mental health education teachers.

IV. COOPERATIVE CULTURE: THE CULTURAL SOIL FOR MENTAL HEALTH EDUCATION TEACHERS' PROFESSIONAL GROWTH

Although the related work of many school mental health education teachers can be completed by mental health education teachers alone in the seemingly relatively isolated educational situation, mental health education teachers must rely on the cooperative and sharing environment of teacher culture if they want to achieve greater success and breakthrough in professional development. In the practice of mental health education, it is necessary to fully rely on the openness, trust and support of mental health education teachers and strengthen the cooperation and exchange between mental health education teachers. Teachers' cooperative culture will definitely become the most ideal culture type in teachers' professional growth. In fact, since the 1980s, many scholars believe that in order to truly promote the professional development of teachers, it is necessary to pay attention to cooperation and dialogue among teachers. Cooperation and exchange between teachers should become an important path for teachers' professional growth. The scientific development concept that mental health education teachers should hold is inevitably that to realize the sharing of knowledge information and concepts through cooperation and exchange on the basis of individual self-development, so as to upgrade their professional level. Advocating a cooperative culture in practice can encourage mental health education teachers to continuously surpass

individual simple experience or reliance on experts. Through mutual observation and exchanges among each other, teachers can share their successes and experience to accelerate the professional growth of mental health education teachers.

Vygotsky, a representative of the famous social constructivist theory in the former Soviet Union, believes that individual knowledge is gradually constructed and developed in the process and environment of constant interaction with others, which is the result of both social cooperation and interpersonal interaction's comprehensive effect. From the perspective of mental health teaching practice, the maximum assistance that mental health education teachers receive in teaching practice should come from other teachers. In fact, most mental health education teachers agree with this point, that is, many excellent mental health education teachers' theoretical viewpoints, wonderful lessons, tutoring cases or practical reflections can bring a lot of help and guidance to their practical work. Because different mental health education teachers may have different cognitive styles and thinking modes, and each teacher's growth experience and academic background are not exactly the same. The teaching methods and personal accumulated methods used in practice also have their own merits. Scientifically and reasonably learning from other teachers' successful experience and fruitful sharing can reduce the blindness of teachers' own actions. Even for teachers who teach in the same grade or the same course, they may have significant differences in the design of teaching process and the handling way of teaching content and this difference can also be regarded as an extremely valuable learning resource. Different mental health education teachers can fully realize the high-quality resource sharing and teaching experience complementation of mental health education through cooperation and exchange, and constantly enrich and improve the teacher's own cognitive structure and subject knowledge system. More importantly, when some mental health education teachers encounter difficulties or setbacks in their own teaching practice, a good environment of teachers' cooperative culture can provide positive emotional support for individual development, and individuals can thus gain positive driving force for self-growth.

Of course, we emphasize that it is necessary to strengthen the cultural cooperation of mental health education teachers in practical activities. But it is not a blind call for them to simply cater to or follow others' opinions. Otherwise, this cooperation and unification which over-emphasizes the form will naturally lose its positive true value. In practice, paying attention to overcoming the shortcomings of traditional education which excessively pursues the free development of mental health education teachers and actively realizing the common growth of mental health education teachers are the current trend of professional development of mental health education teachers, and its important guarantee condition and realization mode is to create a good cultural environment of mental health education teachers' cooperative culture. However, while emphasizing the cultural construction of mental health education teachers, it is necessary to ensure that the appropriate tension is maintained between the self-

reliance and mutual cooperation of mental health education teachers, so as to bring more opportunities for the professional development of mental health education teachers [6]. In fact, school is regarded as a huge information field integrating knowledge, thought and energy with the exchange and interaction between teachers as the cultural collision of countless information fields of information, thought and energy in it. Schools should create a good communication platform and development space for mental health education teachers, so that they can actively participate in course teaching and academic research, promote the true cultural cooperation and exchange between mental health education teachers and continuously improve the teaching level of mental health education in schools.

V. FROM MOSAIC TO COOPERATION: THE ORIENTATION AND REALIZATION PATH OF TEACHERS' CULTURAL DEVELOPMENT IN MENTAL HEALTH EDUCATION

The teachers' mosaic culture is a relatively vivid description of the living conditions of teachers in a relatively isolated situation. Schools should actively create conditions to vigorously promote the transformation and development of mental health education teachers' culture, and provide powerful support and protection for the professional development of mental health education teachers. In order to scientifically guide the professional development of school teachers and eliminate the negative influence of mosaic culture on teachers' growth, Hargreaves and other scholars advocated the concept of natural cooperative culture and made in-depth researches on it, arguing that teachers should learn and interact with each other, share and fully develop each other's professional expertise. The researches also proposed the strategy of creating a natural cooperative culture in schools' teaching practice, emphasized the needs to strengthen cooperation and exchange among teachers in practice, paid attention to the positive influence of teachers' informal groups and learning from each other, and scientifically utilized the high permeability between teacher groups and the mobility between members to effectively overcome the negative effects of teachers' mosaic culture [7]. In fact, the ideal teacher culture should not only emphasize the sincere cooperation between teachers, but also the full development of teachers themselves; it not only emphasizes the collision of teachers' collective wisdom, but also the value of teachers' governing their thoughts when alone [8]. Of course, we emphasize that strengthening the construction of mental health education teachers' cooperative culture in practice is not a complete denial of teachers' mosaic culture. In fact, the two cultural models have their own merits. The mosaic culture emphasizes the individual or group independence of teachers' development. To a certain extent, it is conducive to the development of individual independent wisdom. However, the environment of teacher's development is relatively closed and conservative; cooperative culture can promote teachers' exchange and integration also the collision of ideas, which is conducive to the development of teacher groups' wisdom. However, improper handling in practice may lead teachers to follow blindly [9]. In any case, emphasizing that mental health education teacher' culture

ranges from mosaic to cooperation is an inevitable requirement of the development of the times. Creating a cooperative culture between mental health education teachers requires schools to provide material, spiritual and institutional guarantees for them, create more favorable opportunities for teachers to learn and explore problems, in order to promote teachers to jointly understand and solve problems, develop new mental health education curriculum resources and actively participate in mental health education practice or activities, and deeply reflect on their beliefs, assumptions and practice. In fact, the development of teacher culture and mental health education teachers' professional growth is the relationship of mutual promotion and common development. Mental health education teachers' professional growth must be based on the construction of school teachers' culture, fostering and improving teachers' own cultural consciousness, actively integrating into the construction activities of school teachers' culture through various means, constantly reflecting and innovating the school teachers' culture system, and fully realizing self-development and improvement in practice.

A. *Practice and Reflection: Paying Attention to the Injection and Regeneration of High-energy Culture*

Hawker, an outstanding representative of the Frankfurt School, defaults that theory and practice cannot be completely isolated. Theory is not so much a special theory, but rather a wisdom part of practice. This argument profoundly reveals the close relationship between theory and practice, and thus proposes that practice should develop from the individual actual practice under the control of "tool to rationality" to the individual reflective behavior under the guidance of "critical rationality". In his classic book "Reflexive Practitioners", Donald Shawn made a comprehensive criticism of the technical rationality that prevailed in the 20th century with a major influence on professional practice, forming a system of reflective practical theory that advocates reflective practice and reflective action. The reflection activities are divided into two forms of "reflection on action" and "reflection in action" and are scientifically interpreted. The theory says that the former refers to the reflective activities that occur after the action is finished or after the action is halfway interrupted, while the latter refers to reflective activities that occur during the course of action [10]. American scholar Posner also put forward the teachers' growth formula of "experience + reflection = growth", which profoundly reveals the inner relationship between teachers' reflection and professional growth. To become reflective practitioners, it requires mental health education teachers to fundamentally break through traditional teacher's roles of "knowledge imputer" and "action performer", face objective things with a positive and open mind, actively carry out education exploration and practice as an educational researcher. Also it emphasizes modern educational concepts as the basis, expands the consistency of group culture, shares values and conducts rational thinking and dialogue on teaching practice. Therefore, the development of mental health education teachers' culture emphasizes the teaching

reflection and practice of teachers and is necessary to be good at creating an open, competitive and equal atmosphere of teachers' cooperative culture. On the one hand, it is necessary to attach importance to the use of scientific education and teaching theories to guide mental health education practice or activities. On the other hand, through reflection on mental health education practice, it is necessary to improve and perfect the theoretical system of mental health education, especially to scientifically learn from the spiritual core of high-energy culture, strengthen cultural self-confidence, vigorously promote cultural innovation, activate cultural endogenous motivation, promote cultural prosperity and scientifically guide the current mental health education practice or activities.

B. Self-realization and External Assistance Simultaneously: Achieving the Awakening and Absorption of Cultural Awareness

With the continuous development of the times, the teaching and research paradigms of school mental health education are constantly changing. Mental health education teachers should pay special attention to their own professional growth and development, strive to create a good learning and working environment, and cultivate their own good personality and strong independent learning ability, especially their own cultural awareness. The philosophy of mental health education teachers is no longer "selection and elimination" but should be "cultivation and development." The process of mental health education should be the process in which the teachers themselves actively participate in various social situations and use cultural tools and information resources to form an ego with subject identity with the help of other teachers and peers. What's more, it should be a process in which the teachers should not only continuously experience and improve the value of individual life also fully understand and recognize the spirit of freedom. Mental health education teachers should clearly understand that the individual's own cultural literacy is the key to leading the development and reform of school education. It is necessary to take the self-improvement of cultural literacy as the individual's conscious action. At the same time, teachers' cooperative culture cannot be generated by itself, but by continuously enhancing the awareness of teacher's cooperation, mastering scientific and effective cooperation methods and techniques, constantly internalizing the basic norms of cooperation and gradually moving toward autonomous and self-discipline cooperation [11]. Mental health education teachers should change their inherent cultural concepts, overcome their narrow sense of self-enclosure, emphasize cooperation and establish a common vision, actively learn from the excellent experience of others. Besides, through their own perception and understanding, combined with their own practical exploration, they should fully awaken conscious cultural awareness and focus on improving their ability to acquire and innovate knowledge. Only in this way can mental health education teachers continue to develop and improve them while helping students grow up.

C. Coexistence of Cooperation and Individuality: Paying Attention to the Collision and Blending of Cultural Awareness

The culture of mental health education teachers is a comprehensive expression of common values and common interests among mental health education teachers. A strong teacher culture can constantly stimulate the professional identity and educational responsibility of mental health education teachers. The civilized and harmonious cultural environment can make mental health education teachers fully feel the collective warmth in their work, which will create a strong sense of teaching mission and form strong group cohesion [12]. The cooperative culture fully emphasizes the cultural integration between teachers and the integration with the school culture, and can avoid the inadequacies of the mosaic culture to a certain extent. Of course, in practice mental health education teachers need to maintain individual independence because it is more conducive to both their creative play and the professional development [13], but at the same time it is necessary to pay attention to the intercommunication between mental health education teachers so that teachers can move from relative independence to true integration and form a sincere and united atmosphere of teachers' cooperative culture. This is an important path to promote the professional development of mental health education teachers. An equal and constructive dialogue can promote the negotiation and communication between mental health education teachers. Effective cooperation is based on teachers' teaching and development needs, driven by common values and professional interests. The core of the cooperative culture of mental health education teachers is to establish a common vision and value of teacher's cooperation [14]. The cooperative culture of mental health education teachers not only advocates cooperation between mental health education teachers as a form, but also emphasizes that teacher's cooperation is a kind of cooperative partnership, which is reflected as a common ideal and development goal on the level of the ideal and belief [15]. Teachers' cooperative culture is the supportive environment for the development of the teaching expertise of mental health education teachers. The open culture can produce dialogue and exchange of ideas between each other and the cooperative teacher culture can be more conducive to the exchange and sharing of information between teachers [16]. In practice, we should pay attention to establishing an open and cooperative environment of the culture of mental health education teacher, and attaching importance to the cultivation of mental health education teachers with the core competences such as independent judgment, autonomous choice and realistic innovation required by modern teaching. It can be said that if the subject teaching of mental health education wants to be better developed and prosperous, it can not only be achieved by the pure individual subjective efforts of mental health education teachers, and there must be extensive and in-depth exchanges and cooperation between mental health education teachers.

VI. CONCLUSION

The research on the culture of mental health education teacher is an important topic in the reform of current school education and teaching, and it is an important foundation for schools to carry out teacher management and promote the professional development of teachers. Teacher culture provides an overall framework and theoretical support for the professional development of mental health education teachers. It emphasizes that the transformation of the culture of mental health education teacher from mosaic to cooperative culture is a gradual process. Both the development of mental health education and the professional development of teachers require that mental health education teachers must step out of the barriers of mosaic culture, walk from relative independence to true integration, and fully realize the regeneration and reconstruction of the culture of mental health education teacher.

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