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Paper Authors **ABHISHEK BHATNAGAR DR. ARTI MALIK**



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DISCUSSION ON EDUCATION EFFECT ON MENTAL HEALTH OF THE CHILD

CANDIDATE NAME = ABHISHEK BHATNAGAR

DESIGNATION = RESEARCH SCHOLAR SUNRISE UNIVERSITY ALWAR

GUIDE NAME= DR. ARTI MALIK

DESIGNATION= ASSISTANT PROFESSOR SUNRISE UNIVERSITY ALWAR

ABSTRACT

The focus of this research is on the many ways in which people use symbols to transmit their ideas and emotions to one another via language. Written and spoken language, as well as sign language, facial expression, gesture, pantomime, and art, are all included. Communication using audible sounds or words is known as speech. Its significance and prevalence stem from the fact that it is the most efficient means of communication. The ability to speak a second or foreign language, which requires not only reading and writing but also listening and comprehension, is more highly rated than any of these skills alone. The ability to speak a language is a prerequisite for reading and writing in that language. Those who lack the ability to hear subtle differences between sounds in a language will struggle to grasp it. Learning a language well paves the way for growth in areas of development such as imagination, inquisitiveness, intelligence, psychological and social maturity, and self-assurance. This study investigates the value of linguistic proficiency as a medium of instruction in contemporary educational systems. Creativity, social adjustment, and academic anxiety are all measured, and both Hindi and English-medium schoolchildren participated in the research.

Keywords: - Student, Anxiety, Mental Health, Communication, Social.

I. INTRODUCTION

Language is more than just a tool for exchanging information; it also serves as the basis for social cohesion and emotional bonding between people. Because of this, a person's language may shed light on his or her personality qualities and social habits to a limited degree. In reality, language serves several purposes. Its purpose is to sway one's way of thinking and seeing. It serves as an enabler of innovation and technology.

Its purpose is to disseminate information indefinitely in both space and time.

Making meaning along with another human being is what we mean when we say "human communication." When someone's message is understood, that's when communication is successful. In a broader sense, communication is successful when the stimulus, as started and intended by the sender or source, and the stimulus, as seen and reacted to by the receiver, are highly

congruent with one another (Goyer, 1970). It has been recommended by Strunk and White (1959) that we "use definite, specific, and concrete language" while speaking so that no room for misunderstanding exists.

Lack of language skills is stigmatized in social interactions, and it has been linked to abnormal behaviors. Nida (1957), in anecdotal description of numerous brief case histories of missionaries studying language overseas, emphasized how painful the experiences would be owing to simple lack of contact as a result of fatal mistakes in pronunciation. In England, native fluency in the target language was seen as crucial to successful integration into society (Bhatnagar, 1969). Robert (1973) observed that a child's usage of his or her native language in an immersion situation increased the child's interest in learning. One way to look at this is as an attempt to influence the receiver to develop favorable feelings for the model. According to Lindsay (1977), a student's mentality about learning a second language may either slow down or speed up their progress.

The debate over whether language really influences our thinking or whether it's only a tool for it continues. Whorf (1956) argues that the language we use influences the way we think. Language may not be the only determinant of mind, but it seems to serve at least two crucial functions. To begin with, the ability to communicate helps with recall. Furthermore, it facilitates the discussion of abstract connections by allowing us to draw

on our experience in an infinitely abstract way.

II. IMPACT OF SCHOOL EDUCATION ON MENTAL HEALTH OF THE CHILD

Even a cursory examination of the image of the healthy kid that has emerged in the preceding pages reveals that the exact purpose of school instruction is the development of these same healthy attributes. It is not an exaggeration to suggest that the primary purpose of school is to help youngsters mature into emotionally stable adults.

1. Aim of education

The goals of both formal education and mental hygiene programs should be the same: to prepare each person to contribute positively to society. Both care about helping the kid develop good routines and mentalities that will help him deal with the challenges of adulthood.

2. Principles of modern education

"Winslow" explains that the foundations of contemporary education are the same as those of psychological health. Both aim to help people become more at ease in their own skin by encouraging them to develop traits such as self-assurance, self-respect, self-management, courage, responsibility, the fortitude to persevere in the face of adversity, sociability, the capacity to develop and express affection for others, openness to and appreciation of diversity, generosity

with one's time and knowledge, and a lack of inhibition in expressing their own initiative, creativity, and passions.

3. Violation of Mental Health Principles at Schools

There has been a rise in school mental health programs as a part of broader school reform initiatives because schools are seen as a natural entry point for addressing children's mental health needs.

4. Unhealthy conditions in Schools

It goes without saying that the quality of education in our schools is far lower than in the majority of western institutions. Our failure to instill positive worldviews and behaviors in our schoolchildren is evident in the low quality of their cognition and behavior.

III. ANXIETY

Wars, economic downturns, joblessness, poverty, and racial and religious bigotry are all harming us. Due to the dramatic increase in the world's population, both food availability and living space have shrunk dramatically.

Overall, a new social structure is emerging, and it's growing more intricate as time goes on. The expectations of this society, with its increasing sophistication of technology and vast expansion of information, seem to be well beyond the capabilities of its members. There are now additional issues because of these shifts. As a result, the joint family

structure has been shattered, and members of the family no longer have the same place to turn to for support, safety, and love.

1. The meaning of Anxiety

The Indo-Germanic root "Angh" is whence we get our English word "anxiety." The Greek and Latin roots of this word indicate "to suffocate" and "to be weighed down with griefs," respectively. Latin terms like "angustus," "ango," "angor," "anxious," "anxietos," and "angina" all derive from the same "Angh" root.

2. Definition of Anxiety

Anxiety has been described in different ways by different academics and theorists in the subject. Clinical perceptions and observations, introspective reporting by patients or subjects, and changes in subjects' physiology or behavior during the experimental condition are the usual sources of information used to formulate such classifications. Other meanings are entirely based on imagination.

3. Nature of Anxiety

Anxiety is a sense of unease caused by the fear of future bad events. Anxiety is characterized by worry, unease, and foreboding from which the individual cannot escape, and by a sense of helplessness because the anxious person perceives themselves to be stuck, unable to find a solution to their issues.

IV. CONCLUSION

In conclusion, the impact of education on the mental health of a child is significant and multifaceted. A well-rounded and supportive educational environment can play a crucial role in fostering positive mental health outcomes for children. Education provides not only academic knowledge but also the tools to develop critical thinking, problem-solving skills, and emotional intelligence, which are essential components for maintaining good mental well-being.

Positive educational experiences, including nurturing and supportive relationships with teachers and peers, can create a sense of belonging and boost self-esteem, leading to increased resilience in the face of challenges. Moreover, access to mental health resources and support within educational institutions can help identify and address early signs of mental health issues, reducing the likelihood of more severe problems later in life.

However, it is important to acknowledge that the education system itself can also be a source of stress for some children. High academic expectations, bullying, social pressures, and an overly competitive environment can negatively affect mental health. Therefore, it is crucial for educational institutions to prioritize mental health awareness and implement policies that promote a healthy and balanced learning environment.

Parents, teachers, and policymakers must collaborate to create a holistic approach to education that recognizes and supports the

mental health needs of children. Integrating mental health education into the curriculum and promoting open dialogue about emotions and coping mechanisms can foster a culture of mental well-being from an early age.

Furthermore, investing in the training of educators and school staff to recognize and respond to signs of mental distress can be instrumental in providing timely support to children in need. When mental health and education work in tandem, children are more likely to thrive academically, emotionally, and socially, setting the stage for better long-term outcomes in their personal and professional lives.

In conclusion, education has a profound impact on a child's mental health, and a comprehensive and supportive educational approach can serve as a protective factor against mental health challenges, while also equipping children with the skills they need to navigate life's challenges successfully. By prioritizing mental health within the education system, we can foster a healthier and more resilient generation of individuals.

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