

## MENTAL HEALTH EDUCATION IN KINDERGARTEN ON THE MENTAL STATE OF RELATIVES OF SCHIZOPHRENICS

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**Background:** Preschool children between 3 and 6 years old are the key period of psychological development, growth and personality formation, which is characterized by strong plasticity, but is extremely immature in psychological development, low level of self-regulation and self-control, weak self-awareness, and easy to form unhealthy psychology and personality under the influence of environment and adverse factors. The mental health of preschool children will have a profound impact on their cognition, emotion, personality, moral development and social adaptation. At present, due to the influence of traditional education concepts, culture and other factors, ignorance of the cultivation of healthy psychology and personality of young children has led to widespread problems among children, such as poor independence, psychological vulnerability, fear of hardship and fear of difficulties, willfulness, lack of care for people, lack of creativity, lack of awareness and ability of cooperation and communication, and poor self-control. Many children also have various psychological and behavioral deviations, such as loneliness, aggressive behavior, timidity, hyperactivity, sucking fingers, and emotional disorders. This situation, if not taken seriously, is bound to affect the development of young children. Preschool education, as the basis of national quality education, should lay a good foundation for the development of children's mental health and personality. Therefore, my garden of children's mental health education conducted a related exploration and research, while attaching importance to children's physical health, but also have opened a prelude to children's mental health education.

**Objective:** In recent years, the incidence of schizophrenia is on the rise, there is no effective cure plan, and the disease has a high recurrence rate, long course and so on. The longer the course of disease and the more times of recurrence, the worse the prognosis of patients, and the heavier the burden of caring for the family members of patients. But most family members cannot vent the bad mood effectively, forms a series of psychological problems finally. Studies have shown that people with schizophrenia are not optimistic about their family members' mental health, and they are more prone to depression and anxiety. They can improve their family members' negative emotions by strengthening their family members' correct understanding of schizophrenia and helping them learn necessary stress management skills.

**Subjects and methods:** 50 patients with schizophrenia in a mental health center were divided into study group and control group by random number-table method, 25 cases in each group. There was no significant difference between the two groups ( $P > 0.05$ ) in sex, age and other general data. The control group was given routine health education, including family health education, explain the symptoms of mental illness, clinical manifestations and control methods, medication, prognosis and so on. The researchers gave kindergarten mental health education on the basis of the control group. (1) Cognitive nursing: the psychiatrist and the responsible nurse shall explain to the family members the relevant professional knowledge on mental diseases and the matters needing attention so as to enable them to have a full understanding of the knowledge system of mental diseases. Monthly health education lectures shall be organized for family members. Through group discussions, lectures, interviews and other forms, various knowledge about mental diseases shall be explained, such as the cause, incidence, type, inducing factors, diagnosis, clinical manifestations, prognosis, treatment methods, etc. of mental diseases, so as to inform family members of how to discover and observe the early symptoms of patients, guide each family member on how to deal with and prevent the adverse reactions caused by antipsychotics, repeatedly emphasize the importance of taking medicine on time and returning to hospital for referral, guide family members to treat patients' diseases with a positive, optimistic and correct attitude, and improve family members' compliance with medical treatment. (2) Psychological education: medical personnel shall do a good job in the role of listener, express understanding and sympathy for the mood of the family members, and do transposition thinking, formulate psychological counseling programs for the psychology of the family members, strengthen the psychological nursing of the family members, and teach them how to vent their negative emotions. (3) Team support: organize family members to participate in outdoor and collective activities, strengthen communication with each other, and encourage family members to communicate with each other when organizing the above activities, so as to establish a relationship of trust that can vent bad emotions to each other and reveal their feelings to each other. At the same time, medical staff can properly participate in family communication and exchange and correct guidance, improve the main care of family members of schizophrenics in the treatment of episodes.

**Results:** The psychological state scores of the two groups were compared before and after nursing. There was no significant difference between the two groups ( $P > 0.05$ ) in the scores of SCL-90 before and after nursing ( $P > 0.05$ ), and the scores of SCL-90 after nursing were significantly lower than before nursing, and

the study group was significantly lower than the control group ( $P < 0.05$ ). The behavior of the two groups was compared. The study group's compliance behavior score ( $6.95 \pm 2.46$ ) was significantly lower than that of the control group ( $9.54 \pm 3.21$ ), and the difference was statistically significant ( $t = 5.123$ ,  $P = 0.000$ ).

**Conclusions:** Mental health mainly refers to the mental state and mental activities are normal. In this study, under the active communication, guidance and communication with family members, psychiatrists and duty nurses encouraged family members, increased trust, strengthened affinity between nurses and patients, improved psychological status and behavior of family members, so that patients could get better, long-term effective and stable treatment and return to the society as soon as possible.

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## TEACHING METHODS AND PSYCHOLOGICAL EFFECTS OF COLLEGE ORAL ENGLISH TEACHING

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**Background:** English is an important language tool that the international community will use in communication, learning and work. It plays an important role for college students. For non-English majors, they often use oral English when working in foreign or state-owned enterprises after graduation, such as training abroad, communicating, and negotiating business with foreign customers, receiving foreign businessmen, participating in international conferences, etc. Therefore, in this rapidly developing information society, it is more important for college students to learn oral English well. They pay more and more attention to improving students' oral English communication and professional ability. However, at present, in many colleges and universities in China, most college students are handy in reading and written expression, but in the actual oral communication, it is difficult to express their ideas in appropriate English, let alone talk in fluent English, resulting in the phenomenon of "dumb English". Therefore, college teachers must change their teaching ideas and constantly reflect and reform oral English teaching. In college oral English teaching, the improvement of students' oral communication ability is closely related to teachers' teaching methods and psychological effects. Teaching methods and psychological effects play an important role in education and teaching. Therefore, the author discusses and studies the teaching methods and some psychological effects in recent years in order to be helpful to college oral English teaching.

**Objective:** Psychological suggestive effect refers to the use of implicit and indirect methods to induce people's psychology and behavior, so that they can unconsciously achieve the goal of the suggestive. The Bulgarian psychologist George Lozano was the first to apply the suggestion effect to foreign language teaching. Suggestive teaching method can not only mobilize individual learning potential, but also play a great role in edifying students to establish their confidence in communicating in English. This paper pays attention to the teaching of college public oral English, tries to apply psychological suggestion effect to college oral English classroom, and stimulates students' learning potential and motivation through language suggestion and students' self-suggestion, which has a positive impact on the enhancement of oral English teaching effect.

**Subjects and methods:** This paper mainly synthesizes the relevant contents related to the teaching method and psychological effect of college oral English teaching, pays attention to the practical application of college oral English teaching method, defines its psychological effect, promotes the characteristics of college oral English teaching method and psychological effect, and analyzes the development direction and demand of college oral English Teaching. Based on the questionnaire survey, according to the literature and practical problem experience, using the network questionnaire system and random sampling method, through the questionnaire invitation link and the original database based on Epidote, and using the methods of comparative research and case analysis, this paper points out the relevant paths of College English oral teaching method and the realization of psychological effect.

**Results:** First, college oral English teachers' action cues mainly refer to gestures or other body language and manners. Appropriate gestures can make the finishing point in oral English teaching. Teachers can use body movements to hint students, so that students can get specific understanding or association faster. When teachers explain sentence intonation, teachers can use their fingers to indicate the ups and downs of English intonation. Teachers can use a small nod to express their approval and recognition of students' speeches. Although these body languages are silent, they can contain great inspiration and encouragement. Secondly, oral English teachers can also cooperate with relevant expression cues in teaching. Oral English