

observed respectively, and the results were analyzed according to the efficacy observation standard.

**Results:** The scores and total scores of heartburns, acid regurgitation, food regurgitation and poststernal pain in the combined intervention group before intervention were (3.51±0.15), (3.63±0.37), (3.57±1.13), (4.74±1.27), (15.48±0.67) and (1.67±0.23), (1.53±0.27), (1.04±0.07), (1.25±0.21) and (5.52±0.41) respectively. The scores of patients in the single intervention group were (3.47±0.14), (3.77±0.45), (3.61±1.25), (4.67±1.33), (15.55±0.81) before intervention and (2.33±0.37), (2.27±0.33), (1.82±0.31), (2.64±0.47) and (9.11±0.75) after intervention. The scores of heartburns, acid reflux, food reflux, post sternal pain and total scores in the two groups after intervention were lower than those before intervention ( $P < 0.05$ ). After the intervention, the scores of heart burn, acid reflux, food reflux, retrosternal pain and total scores in the combined intervention group were lower than those in the single intervention group ( $P < 0.05$ ). Among the 50 cases of patients in the combined intervention group, 26 cases were markedly effective, 18 cases were effective, and 6 cases were ineffective. The total effective rate was 88.00% (44/50). Among the 50 cases of patients in the single intervention group, 12 cases were significantly effective, 20 cases were effective and 18 cases were ineffective. The total effective rate was 64.00% (32/50). The total effective rate of the combined intervention group was higher than that of the single intervention group ( $P < 0.05$ ). The scores of somatization, compulsion, interpersonal relationship, depression, anxiety, hostility, terror, paranoia and psychosis in the combined intervention group before intervention were (2.31±0.31), (2.48±0.45), (2.03±0.33), (2.56±0.41), (2.84±0.42), (1.73±0.21), (2.08±0.38), (1.53±0.23) and (1.38±0.21) respectively, After the intervention, the scores were (1.75±0.27), (1.87±0.22), (1.60±0.21), (1.55±0.23), (1.95±0.35), (1.35±0.22), (1.64±0.26), (1.64±0.25) and (1.27±0.20) respectively. The scores of patients in the single intervention group before intervention were (2.33±0.32), (2.48±0.42), (2.00±0.32), (2.53±0.45), (2.79±0.41), (1.72±0.24), (2.03±0.35), (1.52±0.21), (1.37±0.22), and after intervention were (2.01±0.30), (2.08±0.37), (1.85±0.23), (2.02±0.23) respectively (2.41±0.41), (1.65±0.27), (1.94±0.23), (1.50±0.25), (1.30±0.21) after intervention, the scores of somatization, compulsion, interpersonal relationship, depression, anxiety, hostility, terror, paranoia and psychosis in the two groups were lower than those before intervention ( $P < 0.05$ ). After the intervention, the scores of somatizations, compulsion, interpersonal relationship, depression, anxiety, hostility, phobia, paranoia and psychosis in the combined intervention group were lower than those in the single intervention group ( $P < 0.05$ ). Among the 50 cases of patients in the combined intervention group, there were 1 case of dizziness, 1 case of insomnia, 1 case of excitement, 1 case of constipation and 1 case of delayed menstruation. The incidence of adverse reactions was 10.00% (5/50) There were 1 case of dizziness, 1 case of constipation, 1 case of lactation, 1 case of nausea and 1 case of transient transaminase elevation in the single intervention group. The incidence of adverse reactions was 10.00% (5/50). There was no significant difference between the two groups ( $P > 0.05$ ).

**Conclusions:** The clinical efficacy of systematic psychological intervention combined with drugs in the treatment of non-erosive gastroesophageal reflux disease is significantly better than that of single drug treatment, which is worthy of popularization. Proton pump inhibitors combined with psychological counseling in the treatment of nerd has a high symptom relief rate. Today, when medical science has changed from biomedical model to biological psychological social medical model, psychological problems have attracted more and more attention, and reasonable psychological prevention has become an important part of comprehensive treatment. Therefore, gastroenterologists should pay attention to psychological intervention for nerd patients while drug treatment, so as to improve the treatment effect and improve the quality of life.

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## SIGNIFICANCE AND STRATEGIES OF INFILTRATING MENTAL HEALTH EDUCATION IN COUNSELORS' WORK

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**Background:** University belongs to the most colorful period of student stage, which always means that students begin to plan and build their more independent lifestyle and psychological world. This period also belongs to the critical period of independence. In this process, after the integration of various contradictions and conflicts, China's society is in the direction of social transformation and change. Some social influences and their own defects make college students face certain psychological problems. Contemporary youth bring positive energy and positive things to social development. Most college students are optimistic, innovative and energetic, which can inject fresh power into the society. However, college students also have varying

degrees of psychological obstacles. The psychological problems of growth mainly include: the problems of environmental change and psychological adaptation, the psychological problems caused by improper adjustment of learning psychology, the deviation of psychology and behavior caused by the relatively weak ability of emotional control, self-cognition, personality development and will quality forging. Counselors can cooperate with the development of mental health education, which has a positive impact on the healthy development of college students.

As a front-line staff of student work, University counselors not only assume the role of university education managers, but also have the responsibility of ideological dissemination and serving students. Influenced by the working environment, university counselors often play an important role in all kinds of daily management work, it is inevitable to deal with all kinds of mental health problems of students. In the face of students' psychological problems, college counselors should not only adapt to the increase of work tasks, but also adapt to the changes of students' psychological characteristics after "95" and "00", which often leads to work slack. At the same time, influenced by the traditional education model, counselors may cause students' disgust and affect their correct guidance in the process of moral education and behavior correction. These have become the factors restricting the improvement of counselors' working ability. Carrying out college students' mental health education is conducive for counselors to use the relevant knowledge of psychology to think and analyze problems from the perspective of students, better get students' support and trust, timely find the root causes of students' problems, effectively solve students' own problems, and enable students to constantly improve themselves and restrict their behavior. So as to promote the further improvement of counselors' working ability and level.

**Objective:** The university stage is always a stage in which students' physiology and psychology gradually mature and their self-consciousness increases day by day. At this stage, the mental health problems of college students have become the most concerned problem of college counselors. In study and life, a variety of psychological problems can be summarized to get the problems of emotional instability in life, lack of ability to distinguish right from wrong in society, cowardice, and lack of self-discipline. This paper clearly puts forward counselors are not only the main person in charge of college students, but also the primary person in charge of students' moral education. In the counseling work, they need to actively participate in college students' mental health education, so that college students can realize their physical and mental health development in the university stage.

**Subjects and methods:** This paper mainly synthesizes the relevant contents of the significance and Strategies of counselor work and mental health education, pays attention to the practical application of the methods of infiltrating the contents of mental health education in counselor work, defines the important effects of the relevant methods of counselor mental health education, and introduces the significance and strategy characteristics of infiltrating mental health education in counselor work. This paper analyzes the development direction and demand of infiltrating mental health education into counselors' work. 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 Epi Data, and using the methods of comparative research and case analysis, this paper points out the significance and Strategies of infiltrating mental health education in counselors' work.

**Results:** Firstly, when the content of counselor's mental health education penetrates, it can also improve the Counselor's ability of self-mental health education. Most college counselors are non-psychological majors. When they can do both moral education and mental health education, they will also strengthen professional learning and actively participate in psychological education training and practice, effectively improve their mental health education ability. Most colleges and universities actively carry out the three-certificate training of college counselors. When paying attention to the mental health education of college counselors, some colleges and universities will also adopt the modular training mode to make the mental health education cooperate with the hierarchical training of students. Based on strengthening the ability training of existing counselors, we can consciously increase the number of psychological counselors and improve the overall level of psychological education. Secondly, further promote the construction of mental health education curriculum in colleges and universities. The construction of mental health education curriculum is the main carrier of mental health education in colleges and universities. At present, there are many versions of textbooks and books such as college students' mental health education and college students' psychological counseling. However, in terms of curriculum construction, the curriculum system of mental health education is not perfect. The forms of mental health education are mainly lectures, psychological counseling and elective courses, which have not been really incorporated into the curriculum system of colleges and universities. Students' knowledge of mental health is not comprehensive, and the knowledge they have learned can't solve their own problems. Optimize the mental health education environment in colleges and universities. The mental health education environment in colleges and universities refers to the campus cultural psychology, educational and teaching activities and the relationship between teachers and students, which can have an impact on the psychology of college students. Colleges and universities

should give full play to their favorable conditions, tap their potential, create suitable conditions for mental health education and form their own characteristics. The influence of campus cultural environment on students' mental health is potential. Therefore, we must pay attention to it and form a good space for self-development, which is beneficial to improving college students' psychological quality. Finally, to a greater extent, strengthen the self-cultivation of counselors and improve the mental health of counselors. Counselors are college teachers who communicate most with students. They face a large number of students and are responsible for the training of student cadres, the selection of awards and grants and many other things closely related to the interests of students. Improper handling can easily lead to the dissatisfaction of students. However, under the current situation, counselors face many problems and great difficulties, resulting in great psychological pressure, which is very unfavorable to the ideological and political education of college students. Therefore, we should create a harmonious, relaxed and optimistic working environment and communication environment, so that students can develop in happy communication, which is conducive to improving students' psychological status and making them develop healthily.

**Conclusions:** In the work of college students, strengthening mental health education is an important measure to comprehensively implement quality education under the new situation, so as to lay a good foundation for college students to become talents and serve the society as soon as possible.

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## THE APPLICATION OF POSITIVE PSYCHOLOGY IN COLLEGE ENGLISH TEACHING

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**Background:** Positive psychology is a new psychology rising in the west at the end of the 20th century academic field. The so-called positive psychology "committed to studying people's development potential and virtue is a science of positive qualities" (Sheldon, 2001). Different from the traditional mainstream psychology which emphasizes morbid research, positive psychology focuses on the research of the positive factors of ordinary people's psychological life. Seligman, who was the president of the American Psychological Society in 1998, put forward the idea of "positive psychology" and called for the launch of the positive psychology movement. With the emergence of positive psychology albums in American psychologists (2000) and Humanistic Psychology (2001), the research of positive psychology has attracted extensive attention in the field of American psychology. American Psychological historian Schultz listed positive psychology and evolutionary psychology as the latest progress of contemporary psychology in the eighth edition of the history of modern psychology published in 2004. The first International Conference on positive psychology was held in Philadelphia in 2009, which means that positive psychology has gradually become a worldwide trend. At present, the research of positive psychology mainly involves three aspects: positive emotion experience, positive personality characteristics and positive social organization system. From the relevant research literature, in addition to the remarkable achievements in the field of psychology, the research thought of positive psychology has gradually penetrated into and applied to various fields, such as management, economics, psychotherapy, sociology and pedagogy, thus forming a strong interdisciplinary research trend. The penetration and application of positive psychology in English teaching have also gained increasing attention: For example, the positive learning method founded by Marva Collins, a famous American educator, has been valued and promoted by researchers of positive psychology. The positive education promoted by psychologist Seligman (2009) and others in Jilong grammar school in Australia has also achieved great success. China's positive psychology has been studied since the beginning of the 21st century, and has become a research hotspot since 2007. China's research mainly presents three characteristics. First, domestic research mainly focuses on some articles on the introduction and evaluation of positive psychology theory. Second, the research of positive psychology in China is mainly at the theoretical level, lack of more empirical research. Third, the research of positive psychology in positive education in China is still in the exploratory stage. Positive psychology is more applied as an independent subject in expanding psychology courses and improving students' psychological quality, and rarely involves the teaching of professional courses, especially in English teaching. Optimism in positive psychology refers to an emotion or attitude, which is related to the expectation of future social or material life - an evaluation of social expectation that is beneficial or can bring happiness to oneself. It is mainly affected by positive emotion, good morality, unswerving and effective problem-solving. Students will also encounter learning difficulties in the process of learning, so that they fail every exam. However, in the face of academic failure, if the teacher can't help the students correctly attribute and summarize their experience, and the students