

of beauty. It is not to show off skills, but to combine singing skills and profound emotions. Sound transmission extends the art. The language of Ci and the melody of music depend on the embodiment of emotion in the performance. Only it gives the beauty of sound and emotion can it convey the beauty of hearing and feeling. For more artistic connotation, it is necessary to interpret the singer's sound, emotion, spirit and color one by one, the expression of a piece of beauty is usually "emotion before music", "sound is emotion service, and cavity is emotion service". Where emotion comes, sound comes, which can realize the unity of authenticity and creativity of music works.

Conclusions: Art can express rich emotions. In vocal music teaching, we can exchange emotions between people through people's voice. Vocal music teaching in music colleges is an extremely complex task. Teachers should guide and lead students to practice and appreciate music correctly and scientifically. Students should improve their basic skills, master the aesthetic psychology of music, feel the beauty in music, and further improve their singing skills.

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EXPLORATION AND REFLECTION ON MENTAL HEALTH EDUCATION WITH PICTURE BOOKS

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Background: Picture books first originated in the west, while picture books in the modern sense were born in Europe in the second half of the 19th century. The English expression of picture books is "picture books". Picture books are different from illustrated books. Picture books are works of art composed of words and pictures. If the function of pictures in books is not to assist the operation of stories, but only to beautify pages, they cannot be called picture books, but only illustrative books. Picture books have the characteristics of both pictures and texts, rich content and diverse plots, and are deeply loved by students. Picture books are often widely used in kindergartens and lower grades of primary schools, but less used in junior middle schools. In fact, the age distribution of the readers of picture books is actually very wide. It can create vivid situations, so it is also very suitable for junior middle school students. In the work of mental health education, teachers should also make full use of picture books, turn one-way indoctrination into embedded expression, convert preaching and explanation into experience, establish a classroom that deeply feels and affects life, and then solve students' mental health problems.

Objective: In the work of mental health education in junior middle school, teachers should make use of the characteristics of picture books, expand picture book resources and carry out mental health education. In the process of reading picture books, students can learn to eliminate negative emotions, in the process of performing interaction, students can resonate with the characters in the works, in the process of discussion and communication, students can learn to appreciate the advantages of others, and in the process of creating picture books, students can experience the fun of cooperation and communication. In this way, we can skillfully use picture book resources to solve students' mental health problems.

Subjects and methods: 1. Picture book carrier are convenient to broaden the audience of team counseling. First, the cognitive characteristics of picture books are significantly related to students' psychological characteristics, so they are more liked by students. Second, the pictures in the picture book are exquisite and rich. The influence of students' emotion cannot only achieve a subtle effect, but also cultivate students' artistic aesthetic ability, which is in line with the cultural concept of "aesthetic transcendence". Third, picture books can activate students' own ideas to the greatest extent. Any good picture book will reserve a lot of learning and imagination space for children, so that students can carry out research on the story plot and expand association according to the whole artistic conception. While designing the language and behavior of people and things in the book and self-expanding and projecting the story teaching, learn to analyze problems from the perspective of a third party, understand the behavior motivation of picture book characters, experience the mood changes of picture book characters, and burst out a kind of self-resonance.

2. The content of the picture book helps students get in touch with life and understand the application. In practice, we find that pupils' cognition of themselves, the role of others and the basic emotions such as friendship are vague and lack. The current educational strategies pay more attention to learning, which is easy to cause the lack of psychological growth. Through picture book education, students can not only read stories in class and get all kinds of mood experiences such as fun, gratitude and melancholy, but also what's

more gratifying is that empathy learning will gradually promote the internal and external integration of emotion, body and mind, so that students are imperceptibly infected and educated.

Results: 1. Create a warm reading atmosphere and create picture books to read. Schools should actively create reading atmosphere and reading environment, so as to guide students to interact with people, things and things displayed in books, and actively perceive, understand, explore, discover and think about migration. Therefore, we have actively created a picture book reading bar, in which picture books are supplemented in a planned way. By timely updating picture books, adding sofas, blankets and seats, and adding soft backrests, students can choose their favorite picture books to watch and read in a first-class hardware environment, so as to stimulate children's interest in reading. In order to ensure the order of the reading bar, we also set up a small volunteer organization. The small volunteers manage the picture book reading bar, organize the books in time, supervise the reading students, call on everyone to pool their wisdom, and issue a book reading code to remind students to take good care of the books when reading, so as not to damage or stain the books, The students have developed the good habit of loving books and reading since childhood.

2. Create a diversified reading style with students as the main body. (1) Independent reading comes first, and communication and Q & A comes second. The improvement of students' reading ability is finally reflected in the establishment of students' independent reading consciousness and the acquisition of students' reading ability. Therefore, in the process of reading guidance, we pay attention to students' independent reading, let students read independently with problems, observe and feel by themselves, obtain the pictures and text information in the picture book, and let students obtain the experience of orderly reading. Then teachers and students read the main plot pictures through the big book or PPT to understand the theme of the picture book. This is the inevitable way for students to perceive and experience. (2) Reasonably design questions and pay attention to emotional experience. People's emotional education is always carried out in a certain situation. In order to let students, have a real emotional life experience, we often design some heuristic questions in the teaching process to trigger students' emotional attitude experience.

3. The selection of diversified picture books provides rich materials for teachers to carry out psychological teaching. Rich materials enable children to feel beauty in various forms of content and pictures, and form a series of qualities and characters of great significance to children's long-term development, such as love, tolerance and self-confidence. These picture books, which vividly describe the emotional and psychological aspects, express a variety of emotional experiences faced by students of this age. The pictures are exquisite and beautiful, very infectious, and children can't help feeling various psychological states with the protagonist's words and deeds.

4. Teach parents the necessary guidance points. The reading guidance of picture books has a direct and immediate impact on children's language acquisition. In order to enable parents to better help their children understand picture books, we used the parents' open day to guide their children's reading of picture books, so that parents can understand the methods to guide their children's reading of picture books from the teacher's presentation. (1) Exciting method. That is, talk about a picture book in a game or mysterious tone to stimulate children's interest in reading. (2) Conjecture. That is, when it comes to the highlights or key points of the development of the picture book story, you can stop and leave a suspense for the child to find the answer in the book. Such as "ah Qiu looking for her mother", why do you look for a giraffe as your mother? Will Qiuqiu continue to look for her mother? How is Qiuqiu feeling now? What do you have to say to Qiuqiu? This method is of great help to cultivate children's reading expectation ability and promote children's active reading, active thinking and active exploration. It is more suitable for older children.

Conclusions: Picture books have vivid characteristics, which can transform cold knowledge and truth into image perception directly to the hearts of the people, and then urge students to transform it into natural behavior, so as to solve various psychological problems. Teachers should innovate the form of picture book reading, let students feel the fun of picture book reading in rich and colorful activities, and let them pay attention to their inner world in combination with the theme of picture book, think about what enlightenment they have to themselves, and improve students' psychological problems.

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DESIGN OF IMMERSIVE VIRTUAL REALITY PSYCHOLOGICAL RELAXATION GAME