

Survey respondents: Rural poor students are the ones who can't pay for the fees of education and relative livelihood, or have difficulties in paying for those fees because of financial difficulties of family. The respondents of the poor students are the junior-high school students who enjoy the policy of "two exemptions and one allowance", i.e., exempting tuition and miscellaneous fees, and making an allowance to living expenses of boarders. The tested targets are the junior-high school students of several high schools in Huanggang City, Hubei Province, China. The test is in January, 2019, out of a total of 517 students tested, 491 questionnaires valid, in which the 240 questionnaires are from poor students, and the 251 questionnaires are from non-poor students. The survey effective rate is 95.0%.

Results: The results are comparing the mental health status of the poor students and non-poor students.

Comparing the mental health status of the poor students and non-poor students: The first time, testing the score difference of the mental health status between the poor students and the non-poor students is shown in Table 1. The life satisfaction, positive emotion, negative emotion, interpersonal relationship stress, losing and adaptation of the poor students are significantly different from those of the non-poor students. Generally speaking, the poor students are worse than the non-poor students in the mental health.

Table 1. The first testing the score difference of the mental health status between the poor students and the non-poor students

Factors	Poor students (M±SD, 240)	Non-poor students (M±SD, 251)	t value	P value
Life satisfaction	17.76±5.21	19.18±6.29	8.439	0.000*
Positive emotion	22.39±6.01	26.81±8.21	20.231	0.000*
Negative emotion	25.53±7.22	20.73±5.47	12.284	0.000*
Aggregate score of DASS	1.92±0.54	2.19±0.74	1.453	0.192
Interpersonal relationship stress	14.32±4.32	12.11±3.29	2.545	0.013*
Learning stress	12.29±3.25	11.23±3.01	1.282	0.254
Being punished	15.32±4.35	15.38±4.39	0.143	0.652
Losing	16.23±5.32	13.32±4.38	13.285	0.000*
Adaptation	11.23±3.21	15.28±5.34	23.219	0.000*
Others	3.43±0.32	3.52±0.41	0.912	0.332

Notes: * represents a variable is significant at level of 5%.

Conclusions: The mental health status of the rural poor students in China is not optimistic. It is necessary to take steps to improve the conditions for all relative departments. On the one hand, to removal of the obstacles of learning, the local government should provide favorable learning and living conditions for rural poor students. While the basic needs of livelihood are guaranteed, the students can devote their energies to learning. To promote the education reform, whether the government departments or the administration departments of the school should recognize the problems of the poor students and pay highly attention to the mental health of the poor students. On the other hand, it is essential to overcome adverse effects from outside and comprehensively optimize the educational method. The school is the important place for students learning knowledge and cultivating comprehensive quality. The rural school should offer activity curriculums of psychological education, adopting various modes to strength the education of mental health for rural poor students.

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THE PRACTICE OF ART TEACHING IN COLLEGES AND UNIVERSITIES INTEGRATING MENTAL HEALTH EDUCATION

Xiaojin Zhang

YuYouren Calligraphy College, Xianyang Normal University, Xianyang 712000, China

Background: Also because of the universal mechanisms of physiological and psychological activities in the human body, the lines, structures, performance objects and tones of fine art have certain universal meanings and concepts. Therefore, it is very convenient to use art for psychotherapy. At the same time, teachers can also use students' art works to grasp the state of mind of students. For example, art teachers can grasp the changes of students' mentality at various stages by evaluating students' works at different stages. Some educational researchers believe that the main goal of teachers in art education to students is

not to enable students to master good art skills and become professional painters or artists, but to cultivate the will of the students to reduce the individual pressure of the group and realize emotions. The Ministry of Education also believes that students' psychological needs to achieve comprehensive and harmonious development. When the ministry of education put forward this goal, it also fully considered its overall development. This also shows that primary and secondary school students must first learn to be humans and establish reasonable value choices before acquiring knowledge. To sum up, there are many research results on art education, and there are few practical researches on the integration of psychological education into art classes.

Subjects and methods: This article focus on the art teaching practice of colleges and universities integrating mental health education, and conducts related theories of art teaching in colleges and universities on the basis of literature, and then use the method of questionnaire survey to investigate the current situation of art teaching practice in universities that integrate mental health education. The survey results show that more than 44% of art teachers have not integrated mental health education in art classes.

Methods of statistical analysis: (1) Survey object. The student survey is aimed at students in the first and second grades of high schools in this city, and a sample survey is being conducted in several high schools in the city.

(2) Issue the questionnaire. A total of 120 questionnaires were distributed to students, 30 questionnaires were distributed to basic high schools, and 90 questionnaires were distributed to other 3 schools. A total of 117 questionnaires were returned, with a recovery rate of 93.40%, of which 110 were valid questionnaires, with a recovery rate of 96.57%. A total of 30 teacher questionnaires were sent out and 30 were returned. The recovery rate is 100%. There are 30 valid surveys.

(3) Data Processing: Regression attribution uses missing attributes as dependent variables and other attributes as independent variables, and uses the relationship between them to create a regression model for predicting missing values.

Results: (1) The influence of psychological factors on the effective teaching of high school art.

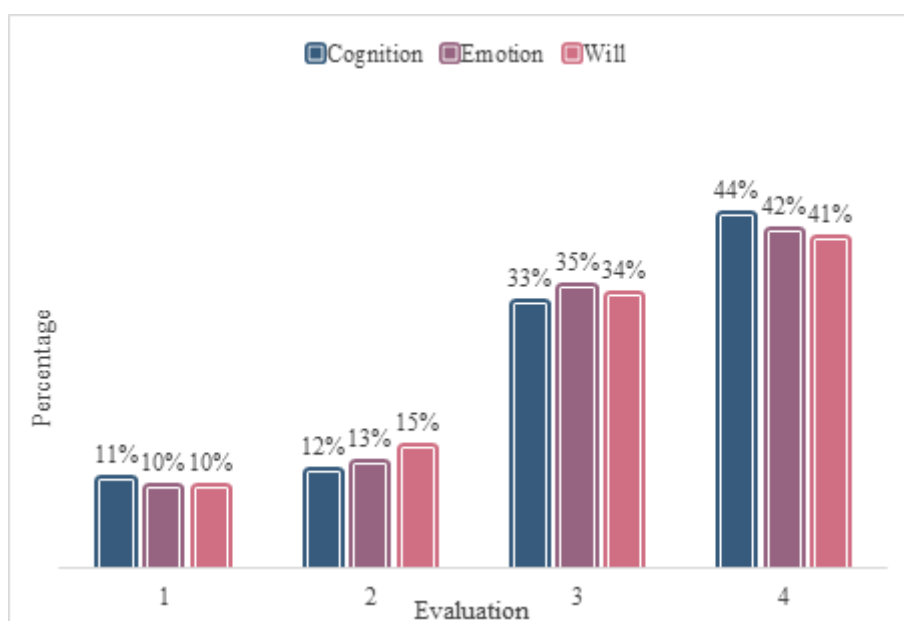


Figure 1. The influence of psychological factors on the effective teaching of fine arts in senior middle schools

It can be seen from Figure 1 that the influence of art education on students' knowledge, emotions, and will: "too much influence" and "affected" are obviously higher, but "no influence" and "don't know" show lower heights. The knowledge, emotion and will in the psychological process are effective for high school art education, and the effective education of high school art appreciation has a significant impact on psychology.

(2) Teachers' understanding of effective teaching psychology strategies to promote high school art appreciation.

It can be seen from Figure 2 that among teachers using psychological strategies to promote effective art appreciation education in high schools, 44% of art teachers did not use psychological strategies to promote effective art appreciation education in high schools. This shows that effective education that teachers use psychological strategies to promote high school art appreciation must be popularized.

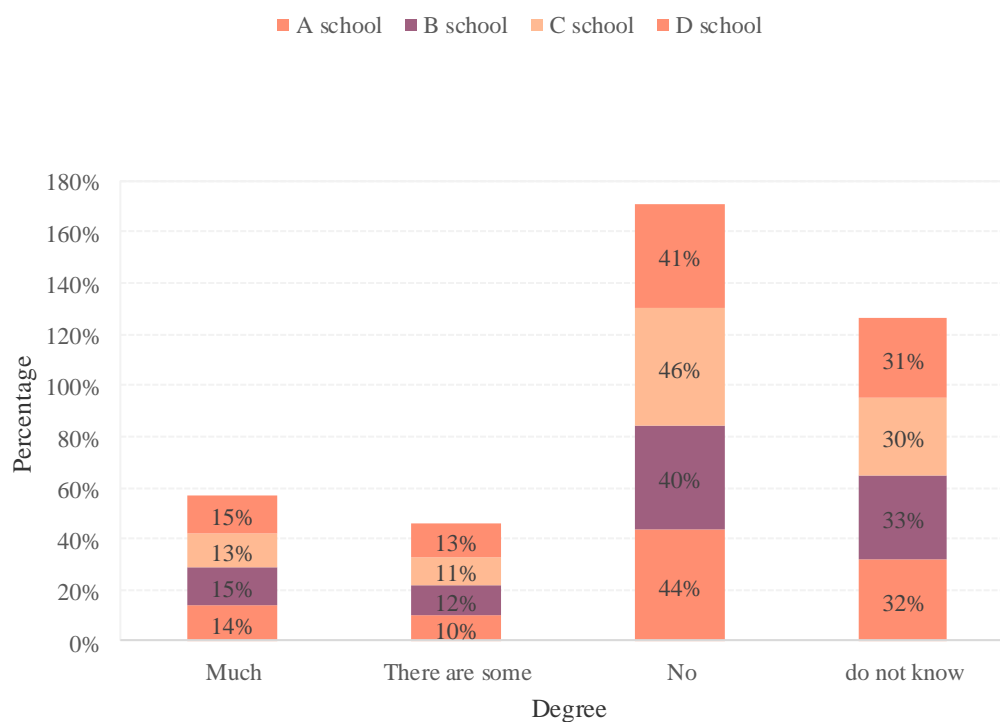


Figure 2. Teachers' understanding of effective teaching psychology strategies for promoting high school art appreciation

Conclusions: This article studies the art teaching practice in universities that integrate mental health education. After understanding the relevant theories, it conducts a survey of the current situation of art teaching practice in universities that integrate mental health education. The survey results show that 44% of art teachers have not tried to use it themselves. Psychological strategies promote effective teaching of high school art appreciation. This alone shows that teachers' use of psychological strategies to promote effective teaching of high school art appreciation needs to be popularized.

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THE INFLUENCE OF READING MOTIVATION FOR EXTRACURRICULAR ENGLISH E-READING ON READING STRATEGY: THE INTERMEDIARY ROLE OF READING ANXIETY

Zhongwen Chen^{1,2}, Yaoyang Wei^{1,2} & Dandan Xiao^{1,2}

¹Excellent Young and Medium School Science and Technology Innovation Team Project of Hubei Province(T2019016), Huanggang Normal University, Huangzhou 438000, China

²Huanggang Teacher Education College, Huanggang Normal University, Huangzhou 438000, China

Background: Scholars at home and abroad have defined reading anxiety from two aspects: narrow sense and broad sense. In a narrow sense, reading anxiety refers to an internal emotional or psychological conflict that is not conducive to the reading effect due to the limitations of the subject and object of reading, the intermediary system and social background. It refers to improper control of readers or the deviation of external factors and their own reading performance from the expected control. Unable to clear the obstacles in the process of reading lead to reading goals cannot be completed, self-esteem and self-confidence suffered a blow to produce an anxious, nervous emotional attitude. Reading anxiety in the broad sense refers to the development of social background, New media is given priority to with electronic reader reading paradigm exists in the society in the process of upgrading for the phenomenon of many bad reading, especially reading lose stability under natural environment development, various cultural phenomena of human society and the new media technology out of balance and reading efficiency and reading value can