

Objective: Modern jewelry design mode is applied to solve the communication and adaptation obstacles of students. Students express their emotions with the help of jewelry design, and provide a new way for emotional communication between teachers and students, so as to effectively improve students' mental health, promote students' healthy development, and cultivate high-quality and high-ability talents for the society.

Research objects and methods: 80 students with communication adaptation barriers from 6 universities were selected as the research objects by stratified cluster sampling. The communication ability of students was evaluated by using the self-made communication ability evaluation scale. The scale includes 10 elements such as fluent speech, clear speech, clear logic and willingness to communicate. The score of each element is 1 - 10 points, and the full score of the scale is 100 points. The higher the score, the stronger the students' communication ability.

Study design: 80 students were randomly divided into study group and control group, with 40 students in each group. The research group adopts the teaching method combined with modern jewelry design mode, and the teachers communicate with the students according to the emotions expressed by the students in jewelry design; The control group used traditional teaching methods. After 3 months, the students' communication ability was evaluated.

Methods: The related data were processed and analyzed by software SPSS 17.0.

Results: After teaching, the communication ability of students in the research group was significantly improved ($P < 0.05$), while the communication ability of students in the control group had no significant change ($P > 0.05$), which was significantly lower than that in the research group ($P < 0.05$), as shown in Table 1.

Table 1. Communication skills of the two groups of students

| Timing | Communication ability score | | <i>t</i> | <i>P</i> |
|-----------------|-----------------------------|---------------|----------|----------|
| | Research Group | Control group | | |
| Before teaching | 57.1±10.2 | 56.4±11.1 | 0.246 | 0.752 |
| After Teaching | 85.3±8.4 | 57.9±12.4 | 8.572 | 0.001 |
| <i>t</i> | 8.72 | 0.453 | - | - |
| <i>P</i> | 0.001 | 0.654 | - | - |

Conclusions: Communication between teachers and students is an important part of teaching content and an important way for teachers to understand students and improve students' interest in learning. Applying modern jewelry design mode to solve students' communication and adaptation obstacles can enable students to express their emotions with the help of jewelry design, provide a new way for teachers and students' emotional communication, and then effectively improve students' mental health and promote students' healthy development.

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CURRICULUM OPTIMIZATION DESIGN OF CHILDREN'S ART EDUCATION UNDER THE BARRIER OF COMMUNICATION AND ADAPTATION

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Background: Children's psychology is extremely sensitive. When there are problems in parents' or family education, or lack of family communication and care, children may suffer from autism. Autism, also known as autism, is a developmental disorder involving many aspects in early childhood, including perception, emotion, language, thinking and behavior. Children with autism will lack self-confidence and think that they have defects in many aspects and are inferior to others, so it is easy to lead to children's inferiority complex. In addition, autistic children often have weak communication skills, like to hide in the corner, and are unwilling or afraid to communicate with others. Research shows that about 50% of autistic children have aphasia, or the development of language ability and communication ability is slow. Therefore, children with autism generally have communication and adaptation barriers. Children with communication adaptation disorder are lack of language ability and can't communicate with others normally. Language is an important way for human beings to recognize and think about the outside world in early childhood. Language barriers will restrict children's development in other aspects. Therefore, finding a way to solve children's

communication adaptation disorder is of great significance to children's mental health and children's normal growth and development.

Art is one of the basic subjects in the stage of children's education. Art curriculum can not only improve students' artistic self-cultivation, but also cultivate students to develop correct aesthetics and values and improve students' cultural literacy. Therefore, the teaching effect of art course can affect the future development of students to a certain extent. Generally speaking, children are more interested in art classes. In art classes, children are more likely to open their hearts and express their inner feelings and emotions. In addition, children's art works can also reflect children's inner feelings and real ideas to a certain extent. Therefore, through the art curriculum, we can realize the emotional communication and communication between teachers and children. Art courses can improve the self-confidence of autistic children and enable children to participate in normal communication, so as to solve children's communication adaptation barriers. However, there are still many problems in the traditional early childhood art education curriculum. For example, schools pay more attention to the main courses such as Chinese and mathematics, while ignoring art education. The literacy level of art teachers is not enough to enable students to fully appreciate the artistic beauty in art, and to express their emotions and communicate in art. Therefore, we must improve and optimize the children's art education curriculum, so as to improve the teaching effect of children's art education curriculum, give full play to its discipline advantages, let autistic children open their hearts, improve self-confidence, and then solve children's communication and adaptation obstacles, so as to promote children's healthy and happy growth. To solve this problem, the research puts forward the following improvement strategies: pay attention to students' mind and improve teaching content; use the existing teaching resources to innovate and improve students' interest; encourage students and improve their self-confidence; combined with the concept of humanistic care, targeted teaching is carried out for students in some special situations.

Objective: To improve and optimize children's art education curriculum, so as to improve the teaching effect of children's art education curriculum, give full play to its discipline advantages, let autistic children open their hearts, improve self-confidence, and then solve children's communication and adaptation obstacles, so as to promote children's healthy and happy growth.

Subjects and methods: 120 students from 6 primary schools, aged 7 - 9, from grades 1 - 3, including 69 boys and 51 girls, were selected as the research objects. Self-rating Anxiety Scale (SAS) and Self-rating Depression Scale (SDS) were used to evaluate students' mental health. Students' self-confidence and communication ability were evaluated by primary school students' self-confidence scale.

Study design: 120 students were randomly divided into study group and control group, with 60 students in each group. Among them, the students in the research group used the optimized art teaching method for children's art teaching; The students in the control group used the traditional children's art teaching method for art teaching. After 3 months, self-rating Anxiety Scale and self-rating Depression Scale were used to evaluate the mental health status of students; Students' self-confidence and communication ability were evaluated by primary school students' self-confidence scale.

Methods: The corresponding data were processed and analyzed by SPSS 23.0.

Results: After teaching, the SAS score and SDS score of the students in the study group decreased significantly ($P < 0.05$), while the self-confidence and communication ability increased significantly ($P < 0.05$); The scores of students in the control group had no significant change compared with those before teaching ($P > 0.05$).

Conclusions: Art is one of the basic subjects in the stage of children's education. Art curriculum can not only improve students' artistic self-cultivation, but also cultivate students to develop correct aesthetics and values and improve students' cultural literacy. Art class is also an important way for teachers to communicate with students, which can enhance students' self-confidence. The study optimizes and improves the traditional early childhood art education curriculum to solve children's communication and adaptation obstacles. The results show that the mental health level and self-confidence of the students in the study group are significantly higher than those in the control group, indicating that the improvement strategies proposed in the study are effective and practical.

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AN ANALYSIS OF ORAL ENGLISH MISTAKES FROM THE PERSPECTIVE OF COMMUNICATION ADAPTATION DISORDER