

performance and individual psychological characteristics of college students.

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## KNOWING THE “LANGUAGE” WELL, MOISTENING THE “HEART” SILENTLY -- AN EXPLORATION OF INTEGRATING MENTAL HEALTH EDUCATION INTO CHINESE CLASSROOM TEACHING

Rui Zhang

*Department of Chinese, Zhengzhou Preschool Education College, Zhengzhou 450002, China*

**Background:** Under the influence of “cross century quality education project” and “action plan for revitalizing education for the 21st century”, mental health education has received extensive attention. As the core component of quality education, mental health education plays a great role in the cultivation of high-quality and all-round development talents. It can meet the inevitable requirements of modern education and ensure the mental health level of students. In essence, mental health education takes the law of students’ physiological and psychological development as the basic basis and combines the educational methods in psychology to cultivate students’ psychological quality. Its main purpose is to promote the overall improvement of students’ overall quality. In mental health education, it mainly includes two executive functions: the maintenance of students’ mental health and the correction of students’ psychological and behavioral problems. As far as the maintenance of students’ mental health is concerned, it is aimed at all students. It mainly carries out educational work under the conventional education and training modes such as intelligent training, emotional education, personality training and interpersonal relationship guidance, in order to improve the basic quality level of students. As for the correction of students’ psychological and behavioral problems, mental health education mainly carries out psychological counseling and positive guidance for students’ learning adaptation problems, emotional problems and common behavioral problems.

Primary school is an important stage of life. All students’ behavior habits, interests, will and character will be formed at this stage. Mental health education can promote the all-round physical and mental development of primary school students and improve their overall quality. Based on this, strengthening the mental health education of primary school students is an important work of implementing quality education. Only by starting from childhood, sowing the seeds of mental health into children’s hearts and letting them take root can we provide guarantee for their healthy growth in the future. To carry out mental health education in schools, teachers should fully infiltrate mental health education into teaching, cultivate students’ sound personality and provide strong basic support for their sustainable development in the future. In Chinese teaching, from the perspective of positive psychology, adhere to the core goal of mental health education, adhere to teaching students according to their aptitude, fully tap Chinese teaching materials, sensitively capture the opportunity of psychological education in the classroom, warm students with language, pay attention to the cultivation of students’ personality development and will quality, constantly infiltrate students’ hearts and promote students’ all-round development.

**Objective:** In the process of Chinese classroom teaching, the purpose of teaching is not only to improve students’ language organization ability, reading comprehension ability and literary literacy, but also to guide students to establish a sound personality and improve their comprehensive quality. This study integrates mental health education into Chinese classroom teaching in order to promote students’ all-round development and explore the positive impact of mental health education on students.

**Research objects and methods:** 125 primary school students were randomly selected as the research object to explore. Integrate mental health education into Chinese classroom teaching as an educational intervention means, and evaluate the mental health level of the students by Mental Health Test (MHT).

**Research design:** Before and after the implementation of educational intervention, the mental health level of 125 students was evaluated and analyzed by MHT. MHT mainly contains eight content scales, namely, self-blame tendency, allergic tendency, phobic tendency, impulsive tendency, lonely tendency, anxiety about people, learning anxiety and physical symptoms. There are 100 evaluation items in total, and the scoring standard is “yes” for 1 point, and “no” for 0 point. When the MHT score of the tested students is higher than 65, it indicates that they have certain psychological obstacles.

**Methods:** Factor analysis was used to evaluate the influence of collaborative education strategy of track and field teaching in colleges and universities on college students’ psychological anxiety. The MHT data were statistically analyzed by MATLAB software. All measurement data were expressed in the form of mean  $\pm$  standard deviation, and  $P < 0.05$  was taken as the standard with statistical significance.

**Results:** Table 1 shows the comparison results of MHT scores of students after integrating mental health education into Chinese classroom teaching at different evaluation time nodes before and after the intervention. The numbers marked in the brackets of each evaluation item indicate the full score of the corresponding evaluation item. Before the intervention, the total MHT score of students was higher than 65, which showed that they had certain mental health problems. The data after the intervention show that the way of integrating mental health education into Chinese classroom teaching can effectively reduce the MHT score.

**Table 1.** Comparison results of MHT scores of students before and after intervention

Evaluation items	Before intervention	After intervention
Self-reproach tendency (10)	9.16	7.46
Allergic tendency (10)	8.73	7.11
Terrorist tendency (10)	8.01	6.52
Impulsive tendency (10)	8.14	6.63
Loneliness tendency (10)	7.49	6.10
Anxiety about people (10)	9.48	7.72
Learning anxiety (15)	8.15	6.63
Physical symptoms (15)	8.86	7.21
MHT evaluation score (90)	68.02	55.37

**Conclusions:** Integrating mental health education into Chinese classroom teaching can play a good application effect. On the basis of ensuring the effect of students' Chinese learning, it can also significantly improve their mental health level.

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## ANALYSIS ON THE INFLUENCE OF COLLEGE ENGLISH TEACHING ON COLLEGE STUDENTS' ANXIETY UNDER THE BACKGROUND OF EDUCATIONAL PSYCHOLOGY

Suili Wang

*School of Health Science and Nursing, Shanghai Sipo Polytechnic, Shanghai 201300, China*

**Background:** Educational psychology mainly refers to the exploration of the basic psychological laws between education and learning in the context of education and teaching. In the application category of educational psychology, it includes the internal and external situations of teachers and students, mainly reflected in teaching psychology and teaching behavior, and students' psychology and learning behavior. Under the guidance of scientific teaching theory, the basic laws in the teaching process and the interaction between teachers and students are studied and discussed. Educational psychology is helpful to improve the teaching effect and promote the smooth development of teaching work. Educational psychology is by no means just a simple addition of pedagogy and psychology, but through various ways to make them organically combine and interact with each other to jointly serve the work of education and teaching. Educational psychology is a comprehensive subject that pays attention to the process of teaching and learning at the same time. It not only flexibly uses the relevant theories of psychology, but also has its own unique theoretical methods. In educational psychology, the process of interaction between teaching and learning is a complete system, which mainly includes five elements: students, teachers, teaching content, teaching media and teaching environment. The five elements can be connected through corresponding teaching activities, and finally achieve the purpose of teaching and learning. As the main information part, the structure and content of teaching content will have a certain impact on students' academic and psychological development, so its importance is self-evident.

College English teaching needs to combine the relevant theoretical knowledge of educational psychology and abandon the potential disadvantages of the traditional English teaching model, such as taking teachers as the main body of the teaching process and ignoring the necessity of students' active learning. In the process of English learning, college students may have some English learning pressure and show varying degrees of anxiety under the influence of factors such as difficulty in improving their oral English expression ability, lack of English vocabulary, unbalanced development of English listening, speaking, reading and writing ability and so on. College students' anxiety has a great negative impact, which will not only reduce