

Table 1. The improvement of emotional expression disorder in the two groups after one month of intervention ($n=100$)

Factor	Control group ($n=50$)	Experience group ($n=50$)	<i>P</i>
Uncoordinated limbs	4.54±0.55	2.69±0.59	0.00
Unclear enunciation	4.99±0.69	2.47±0.43	0.00
Unnatural form	4.54±0.55	2.54±0.55	0.00
Inflexible expression	4.96±0.41	2.36±0.41	0.00
Mental disorder	4.84±0.46	2.69±0.59	0.00

Conclusions: Performance training intervention based on behavioral psychology can effectively improve the emotional disorder of actors. Therefore, it is worth popularizing and applying in the field of drama performance, so as to bring more three-dimensional and vivid works of art to the audience.

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THE INFLUENCE OF THE TEACHING MODE REFORM OF COLLABORATIVE EDUCATION IN PRESCHOOL EDUCATION ON CHILDREN'S PSYCHOLOGICAL DEVELOPMENT

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Background: Children are not only the initial stage of individual intellectual development, but also the stage of individual forming preliminary cognition of the world. Therefore, correct and appropriate preschool education is of great significance to children's intellectual development, personality shaping and mental health. Preschool education refers to the education that parents, schools and teachers systematically, periodically and scientifically educate children through a series of means and objects, so as to stimulate children's brain and gradually improve the functions of various parts of children's brains. It is an activity of nursing and education for children before the age of 6 weeks. In recent years, with the development of economy and the intensification of competition, people pay more and more attention to preschool education, and the demand for preschool education talents is also increasing. Therefore, the status of preschool education specialty is becoming higher and higher. The teaching effect and efficiency of preschool education courses are related to the quality level of preschool education talents. In order to better improve the teaching effect and quality of preschool education courses, the ministry of education has put forward a collaborative education teaching mode of combining production and learning, so as to improve the practical ability of college students and the teaching quality of kindergartens. Collaborative education teaching mode, that is, before formal work, carries out practical activities for students and practical teaching in kindergartens. In the collaborative education teaching mode, some students are difficult to grasp the key points, their practical ability cannot be improved, and it also hits the students' self-confidence. Therefore, it is necessary to propose a method to reform the collaborative education teaching mode of preschool education.

Behavioral psychology originated in the United States in the early 20th century. It is a branch of psychology. Behavioral psychology is a subject that studies the relationship between human behavior and psychological activities. Behavioral psychology holds that human behavior is an active and conscious behavior under the guidance of consciousness. Human consciousness is composed of intention and cognition, which is the result of the interaction of these two factors. Children's mind has not been developed enough and their self-awareness is strong. Therefore, there will be many unfriendly and abnormal behaviors, such as bullying classmates, screaming, and so on. Therefore, the analysis of children's behavior and psychology based on behavioral psychology can effectively improve the teaching quality of college students. Based on the above contents, integrating the theory of behavioral psychology into the collaborative education teaching mode of preschool education, reforming the collaborative education teaching mode of preschool education can effectively improve the teaching quality, then improve the teaching level of students, and transport more high-quality preschool education talents for the society, which is also of positive significance to the long-term development of our country.

Objective: Correct and appropriate preschool education is of great significance to children's intellectual development, personality shaping and mental health. With the development of the economy and the

intensification of competition, people pay more and more attention to preschool education, and the demand for preschool education talents is also increasing. Therefore, the status of preschool education specialty is becoming higher and higher. The teaching effect and efficiency of preschool education courses are related to the quality level of preschool education talents. The research integrates the theory of behavioral psychology into the collaborative education teaching mode of preschool education, reforms the collaborative education teaching mode of preschool education, and then improves the teaching quality of college students.

Research objects and methods: 60 students were selected from the preschool education major of a normal university by stratified cluster sampling. Among the 60 students, 21 were male and 39 were female, aged from 18 to 24 years old. We should use the cooperative teaching mode of professional education to evaluate the effect of students' pre-school education.

Study design: 60 students were randomly divided into study group and control group with 30 students in each group. For the students in the research group, the cooperative education reform teaching mode of preschool education based on behavioral psychology was adopted for professional course teaching. For the students in the control group, the traditional collaborative education teaching mode of preschool education is used for professional course teaching. After three months of teaching, the examination results of professional courses of the two groups of students were compared.

Methods: The corresponding data were processed and analyzed by software SPSS17.0.

Results: After teaching, the scores of the two groups were significantly improved ($P < 0.05$). After 3 months of teaching, the academic performance of students in the research group was significantly better than that of students in the control group ($P < 0.05$). The examination results of the two groups of students before and after teaching are shown in Figure 1.

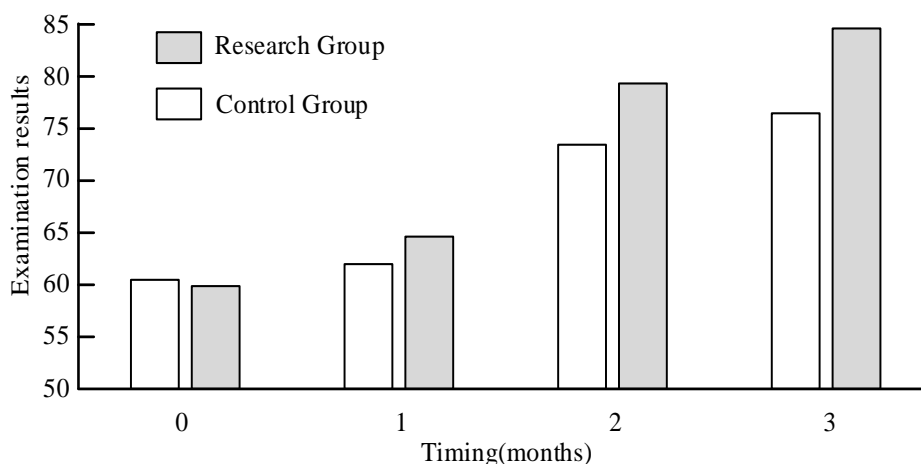


Figure 1. The examination results of the two groups of students before and after teaching

Conclusions: In order to better improve the teaching effect and quality of preschool education courses, the ministry of education has put forward a collaborative education teaching mode combining production and learning, so as to improve the practical ability of college students and the teaching quality of kindergartens. In the collaborative education teaching mode, some students are difficult to grasp the key points, their practical ability cannot be improved, and it also hits the students' self-confidence. Therefore, the research integrates the behavioral psychology theory into the collaborative education teaching mode of preschool education, and reforms the collaborative education teaching mode of preschool education, so as to improve the teaching quality of college students. The experimental results show that after teaching, the scores of the two groups of students' professional courses are significantly improved ($P < 0.05$). After 3 months of teaching, the academic performance of students in the research group was significantly better than that of students in the control group ($P < 0.05$). Therefore, integrating the theory of behavioral psychology into the collaborative education teaching mode of preschool education can effectively improve the teaching quality, then improve the teaching level of students, and transport more high-quality preschool education talents for the society, which is also of positive significance to the long-term development of our country.

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ON THE LIVING SITUATION OF THE ELDERLY WITH MENTAL ANXIETY IN NURSING HOMES

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Background: In the process of accelerating the pace of modern life and intensifying social competition, people often face huge psychological pressure. If the pressure cannot be effectively relieved, it is very easy to produce anxiety. Due to the growth of age and the degradation of physical function, the elderly is prone to anxiety. In the environment of increasing population aging, the number of elderly people living in nursing homes is increasing year by year. Under normal circumstances, the elderly leaves the familiar environment and are separated from their children's relatives and friends. In addition, they are unfamiliar with the environment of nursing homes, unwilling to communicate, and have weak adaptability. They have an obvious sense of loneliness and lack of spiritual and cultural life, which is very easy to produce negative emotions such as anxiety and depression. Most elderly people are also accompanied by a variety of chronic diseases, which further aggravate their negative emotions and make their mental anxiety more serious, Will have a serious impact on their quality of life. In the current social and academic environment, people usually focus on the external and material needs of the elderly, such as their physical health level, economic income and old-age security, while ignoring the spiritual needs and mental health level of the elderly. In recent years, more and more elderly people suffer from psychological diseases such as anxiety and depression, especially the elderly in nursing homes. The anxiety of the elderly is a common problem that puzzles their physical and mental health. It is mainly manifested in excessive worry, inner anxiety, tension, chest tightness, low sleep quality, restlessness and other symptoms. The anxiety of the elderly is related to many factors, including their own factors and social factors. The causes and influencing factors of mental anxiety of the elderly in nursing homes are diverse, which are mainly divided into four aspects: living environment, children's visit, nursing service and interpersonal relationship. Under the influence of different influencing factors, there are some differences in the mental anxiety of the elderly in nursing homes. The severity of mental anxiety has a significant impact on the life satisfaction, mental state and mental health level of the elderly. It will not only reduce their physical and mental health level, but also be a great burden to themselves and their families.

Objective: In order to improve the mental health level of the elderly in nursing homes and alleviate their mental anxiety to the greatest extent, this study will analyze the living situation of the elderly with mental anxiety in nursing homes, fundamentally explore the causes of their mental anxiety, and put forward corresponding improvement measures.

Research object and method: The elderly with mental anxiety were randomly selected from four nursing homes. 18 elderly people were selected from each nursing home, a total of 72. 72 elderly people with mental anxiety were selected as the research objects, and they were evaluated by Self-rating Anxiety Scale (SAS) and Geriatric Anxiety Inventory (GAI). SAS includes 20 evaluation items of anxiety degree, and the score is limited by 50 points. If the score is lower than 50 points, it means normal. 50-59 points, indicating mild anxiety. 60-69 points, indicating that the elderly subjects are accompanied by moderate anxiety. If the SAS score is 70 or above, the elderly is accompanied by severe anxiety. There are 20 evaluation items in GAI, which makes the elderly subjects answer "yes" and "no" according to their own feelings. The total score of GAI is 20. The higher the GAI score of the elderly, the more serious their mental anxiety symptoms are.

Research design: 72 elderly people with mental anxiety were analyzed by ant colony classification algorithm, and the severity of mental anxiety was obtained under the accurate evaluation of SAS and GAI. For all the elderly subjects, psychological intervention was used to alleviate their anxiety, and the SAS score and GAI score of the elderly subjects before and after the intervention were compared and analyzed.

Methods: By means of regression analysis, the survival situation and anxiety level of the elderly with mental anxiety in nursing homes were explored. The SAS score and GAI score of the elderly before and after the intervention were statistically analyzed by MATLAB software. All measurement data are expressed in the form of mean \pm standard deviation, and $P < 0.05$ is taken as the standard with statistical significance.

Results: Table 1 shows the comparison results of SAS score and GAI score of the elderly with mental anxiety in the nursing home before and after the intervention. It can be seen from Table 1 that before the intervention, the mental anxiety symptoms of the elderly were more serious. After the intervention, the