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THE VALUE OF ART TEACHING IN EDUCATIONAL PSYCHOLOGY FOR ALLEVIATING DEPRESSION PATIENTS

Huazhong Che

Zaozhuang University, Zaozhuang 277160, 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. Educational psychology applies the theoretical content of psychology to the actual art education activities, which can promote the development of education, apply the influence of psychological factors to the improvement of curriculum design and teaching methods, and help students deal with the difficulties and challenges faced in the learning process. Art education in colleges and universities is a teaching activity with strong emotional factors, which needs the participation of psychological motivation. If students are in a passive position and the painting object and teaching process do not stimulate their positive emotional power, it is difficult to have a strong interest in learning. Naturally, they lack enthusiasm when learning, and it is inevitable to have a sense of weariness. If teachers cannot effectively stimulate students' psychological motivation in teaching, the efficiency of teaching will be greatly reduced. Depression is a common mental disease in modern society. Its main clinical feature is continuous and long-term depression. It is the most important type of mental disease in modern people. Patients may be depressed, depressed, low self-esteem, painful, pessimistic, world weary for a long time, and even have suicidal tendencies and behaviors. Patients may also suffer from somatization symptoms, such as chest tightness and shortness of breath. Some people with severe depression will even have schizophrenic symptoms such as auditory hallucination, victim delusion and multiple personality.

Objective: The physiological motivation of interest in art teaching is due to the existence of a directional reflex mechanism in human brain. When the visual cortex acts as one of the basic stimuli of visual perception and painting, it can continuously transmit the information of interest to the brain through the visual cortex. In the process of art learning, under the guidance of relevant theories of educational psychology, patients with depression can experience the artistic beauty of art through the mechanism of optic perceptual nerve and directional reflex, so as to alleviate depression.

Subjects and methods: 96 patients with depression were randomly selected as the research object and divided into control group and experimental group. They were given routine art teaching and art teaching under educational psychology respectively. Before and after the teaching intervention, the relief effects of depressive symptoms of the two groups of patients with depression were compared and analyzed.

Research design: In this study, patients with depression were evaluated by Beck Depression Inventory (BDI) before and after teaching. The BDI scale contains 21 categories, each of which is scored at 4 levels, with a full score of 63 points < 13 points are no depression, 14-19 points are mild depression, 20-28 points are moderate depression, and 29-63 points are severe depression. The internal consistency coefficient of the scale is very ideal and has high reliability and validity.

Method: For all research data, MATLAB software is used for analysis.

Results: Table 1 shows the changes of BDI scores of patients with depression in the two groups before and after teaching. According to Table 1, the BDI scores of patients in the two groups remained at the same level before teaching intervention. After the intervention, the BDI scores of patients in the experimental group

were significantly lower than those in the control group.

Table 1. BDI scores of two groups of patients with depression before and after teaching intervention

| Time | Control group | Research group |
|---------------------|---------------|----------------|
| Before intervention | 21.52±2.03 | 22.67±2.41 |
| After intervention | 19.87±1.97 | 9.84±2.15 |

Conclusions: Art education in colleges and universities is a teaching activity with strong emotional factors. From the perspective of educational psychology, it can improve the effect of art teaching in colleges and universities on alleviating patients with depression. Art teaching under educational psychology can effectively reduce the BDI score of patients, alleviate their depressive symptoms and improve their mental health level.

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RESEARCH ON STRATEGIES TO IMPROVE CHILDREN'S AUTISM IN EARLY CHILDHOOD BASIC EDUCATION

Xirong Cheng & Zheng Dai

School of Rural Education Revitalization, Shangrao Preschool Education College, Shangrao 333300, China

Background: Childhood autism is a subtype of generalized developmental disorder, which is more common in men. It began in infancy. It is mainly manifested in different degrees of speech development disorder, interpersonal relationship disorder, narrow interest and rigid behavior. About 3/4 of the patients were accompanied by obvious mental retardation. In the context of general mental retardation, some children have better abilities in some aspects. The prevalence of the disease is 3-4/10000. However, it is reported that there has been an increasing trend in recent years. According to the National Institute for Mental Health (NIMH), the prevalence of autism in the United States is 1%-2%. Childhood autism is not clear, which may be related to the following factors: (1) Heredity: the role of genetic factors on autism has become clear, but the specific genetic model is not clear. (2) Perinatal factors: perinatal complications, such as delivery injury and intrauterine asphyxia, were higher than those in the normal control group. (3) Abnormal immune system: it was found that the number of T lymphocytes decreased, the number of helper T cells and B cells decreased, the lack of inhibitory T-cells, the activity of natural killer cells decreased, etc. (4) Neuroendocrine and neurotransmitter: it is related to a variety of neuroendocrine and neurotransmitter dysfunction. The study found that the immature development of monoamine systems in patients with autism, such as serotonin (5-HT) and catecholamine, as well as the abnormality of pineal hypothalamic pituitary adrenal axis, led to the increase of 5-HT and endorphins and the decrease of adrenocorticotrophic hormone (ACTH). Clinical manifestations: (1) Language disorder: language and communication disorder are an important symptom of autism and the main reason for most children to see a doctor. Children have expressive language before the age of 2-3. With the growth of age, expressive language gradually decreases or even completely loses, and remains silent for life, or uses limited language in very few cases. (2) Social disorder: patients are unable to establish normal interpersonal relationships with others. Lack of expression or posture expecting parents and others to embrace and caress, no happy expression when enjoying caress, and even refuse parents and others to embrace and caress. (3) Narrow interest range and rigid behavior pattern: patients are not interested in the games and toys loved by normal children, but like to play some non-toy items, such as bottle caps, or observe the rotating electric fan, which can last for dozens of minutes or even hours without getting tired. They are not interested in the main functions of toys, but pay great attention to non-main functions: Patients stubbornly require that the daily activity procedures remain unchanged, such as sleeping time and quilt cover, and take the same route when going out. If these activities are stopped or behavior patterns are changed, patients will show obvious unhappiness and anxiety, and even resist. Patients may have repetitive stereotyped actions, such as repeatedly clapping their hands, rotating in circles, licking the wall with their tongue, stamping their feet, etc. (4) Mental retardation: the intelligence level of autistic children is very inconsistent. A few patients are in the normal range, and most patients show varying degrees of intellectual impairment. Children with normal intelligence are called highly functional autism.

With the further development of early childhood education, our government, society, schools and families pay more and more attention to early childhood education, as well as children's personalized and