Objective: Analyze the psychological performance of middle school students in the process of teaching, analyze the current situation of middle school mental health education, analyze the current situation of students' psychological anxiety in the process of middle school teaching, and explore the changes of students' anxiety under middle school mental health education.

Subjects and methods: Taking three middle schools in a city as the research environment, 1000 students were selected as the research objects. Before the experiment, all students were assessed with the self-rating anxiety scale to obtain the students' psychological anxiety. All students were given mental health education for 8 months, the anxiety scores of students after teaching were counted, and the differences of students' anxiety scores before and after teaching were compared.

Results: The differences of students' anxiety scores before and after teaching are shown in Table 1. Table 1 shows that after mental health education, students' anxiety scores show an obvious downward trend, and the students' psychological anxiety scores in the three middle schools are reduced to less than 40, indicating that students' anxiety has been significantly improved.

Table 1. Differences in anxiety scores of students before and after psychological education

School	Number of cases	Before teaching	After teaching	P
1	350	64.12±4.31	38.15±3.89	<0.05
2	300	67.31±4.75	37.86±3.21	<0.05
3	350	62.15±4.33	35.66±3.47	<0.05

Conclusions: Middle school students are the focus of education in China. In middle school education, it is not only necessary to cultivate students' classroom professional knowledge, but also need to cultivate students' psychological quality to promote students' all-round and healthy development. Taking 1000 middle school students as the research object, this paper analyzes the anxiety of students in learning, and puts forward the use of mental health education to cultivate students' psychological quality and improve students' anxiety. The results show that after mental health education, middle school students in different schools can drop from higher anxiety scores to lower scores, indicating that students' anxiety has been significantly alleviated, and that mental health education can significantly improve students' social anxiety. Therefore, in middle school education, schools need to strengthen mental health education, improve students' psychological tolerance, reduce students' social anxiety, and build a healthy and reasonable development direction for students' future growth.

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RESEARCH ON THE CORRELATION BETWEEN VISUAL COMMUNICATION DESIGN AND CONSUMERS' PSYCHOLOGICAL EXPECTATIONS UNDER COLOR PSYCHOLOGY

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Background: Visual communication refers to the transmission of visual information to the audience, so that the audience can meet their visual needs after receiving this visual information. In the theory of visual psychology, external images can affect the individual's psychological reaction mechanism through the individual's visual organs. Therefore, based on the theory of visual psychology, we can know that through visual communication design, designers can realize the emotional interaction with the audience, so as to awaken the audience's past or current cognition and memory, stimulate emotional feedback, meet the audience's emotional needs and create more value. From the above content, we can know that the most important thing of visual communication design is to express emotion, and make the audience resonate with the emotion expressed in the works, so as to meet the psychological expectations of consumers and stimulate consumers' consumption desire. However, due to various reasons, the color matching of many visual communication design works is unreasonable, which cannot attract consumers' interest, meet consumers' psychological expectations and stimulate consumers' consumption desire. Therefore, further improvement is needed.

In Chinese traditional culture, various colors have their own specific symbolic meanings. For example, yellow represents dignity, which is generally used in the clothing and decoration of ancient emperors. White represents sadness, which is generally used in funerals. Green represents vitality and hope and is widely used in all kinds of trademarks or signs. Color is the most important factor in vision. Through its symbolic

significance, color can convey richer emotions and thoughts in art works, and then affect people's emotion, psychology and behavior. The reason why color can affect people's psychology and emotion is that color comes from natural congenital factors. For example, when you see blue, you think of the sky and ocean, when you see red, you think of flame and sun, and when you see green, you think of forests and grasslands. Color can express people's emotion and association through tone, purity, tone and contrast, and affect people's emotion. Color psychology is a branch of psychology, which mainly studies the influence of color on individual perception, emotion and thought in natural appreciation and social activities. Therefore, based on color psychology, the research analyzes the psychological change law of consumers, and innovates and improves the visual communication design, so as to meet consumers' psychological expectations and stimulate consumers' consumption desire.

Objective: For various reasons, the color matching of many visual communication design works is unreasonable, which cannot attract consumers' interest, meet consumers' psychological expectations and stimulate consumers' consumption desire. Therefore, further improvement is needed. Based on color psychology, the research innovates and improves the visual communication design to meet the psychological expectations of consumers and stimulate consumers' consumption desire.

Subjects and methods: 200 consumers of visual communication works were selected as the research object to evaluate the visual communication works. The subjects were randomly divided into study group and control group with 100 people in each group. Among them, consumers in the research group evaluated 10 improved visual communication design works based on color psychology. Consumers in the control group evaluated 10 traditional visual communication design works. The evaluation value is 1-5 points from low to high. The higher the score, the higher the consumer's satisfaction and willingness to consume.

Results: The results show that the improved visual communication design works based on color psychology can better meet the psychological expectations of consumers and stimulate consumers' purchase desire. After the questionnaire survey, it was found that the overall score of the study group was significantly higher than that of the control group ($P < 0.05$). The evaluation values of two groups of consumers on visual communication design works are shown in Table 1.

Table 1. Evaluation value of two groups of consumers on visual communication design works

Score	N		χ^2	P
	Research group	Control group		
1	0	11	12.754	0.000
2	9	22	7.611	0.000
3	11	54	9.853	0.000
4	17	12	2.431	0.044
5	63	11	8.462	0.000

Conclusions: Visual communication refers to the transmission of visual information to the audience, so that the audience can meet their visual needs after receiving this visual information. For various reasons, the color matching of many visual communication design works is unreasonable, which cannot attract consumers' interest, meet consumers' psychological expectations and stimulate consumers' consumption desire. Therefore, further improvement is needed. Therefore, based on color psychology, the research analyzes the psychological change law of consumers, and innovates and improves the visual communication design, so as to meet consumers' psychological expectations and stimulate consumers' consumption desire. The experimental results show that the improved visual communication design works based on color psychology can better meet the psychological expectations of consumers and stimulate consumers' purchase desire. After the questionnaire survey, it was found that the overall score of the study group was significantly higher than that of the control group ($P < 0.05$).

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EVALUATION AND ANALYSIS OF MENTAL HEALTH EDUCATION EFFECT OF PRESCHOOL CHILDREN IN PRESCHOOL EDUCATION STAGE

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Background: Children's psychology is extremely sensitive. When there are problems in parents' or family education, they blindly emphasize "discipline" and lack family communication and care, children will fall into alienation dilemma, and may have autism, inferiority and other psychology, which will affect children's health and growth. In addition to the family environment, improper ways of getting along with partners and abnormal communication are easy to cause abnormal mental health of children, leading to psychological diseases such as anxiety and depression. Children's psychology is very sensitive, their mind has not yet developed, and they can't correctly face all kinds of negative emotions. In this case, the long-term backlog of negative emotions such as anxiety and depression will lead to children's silence, refuse to communicate, suffer from childhood diseases such as autism, and have a negative impact on children's growth. Therefore, we need to find an appropriate way to strengthen mental health education, so as to help children improve their mind, alleviate children's anxiety and improve children's mental health level.

School psychology is a kind of applied psychology and the application of psychology in school education practice. The main research content of school psychology is to scientifically and reasonably evaluate the students' mental health level and the school's psychological education level, improve the teaching mode according to the evaluation results, and carry out psychological intervention on students. School psychology plays a good role in correcting and alleviating students' emotional disorders, personality disorders and other mental diseases. Therefore, based on school psychology, the research analyzes the psychological change law and behavior mode of preschool children, and then improves and perfects the mental health education in preschool education, so as to strengthen the mental health education in preschool education, alleviate children's anxiety and improve children's mental health level.

Objective: The long-term backlog of negative emotions such as anxiety and depression will lead to children's silence, refuse to communicate, suffer from childhood diseases such as autism, and have a negative impact on children's growth. Therefore, we need to find an appropriate way to strengthen mental health education, so as to help children improve their mind, alleviate children's anxiety and improve children's mental health level. Therefore, based on school psychology, the research analyzes the psychological change law and behavior mode of preschool children, and then improves and perfects the mental health education in preschool education, so as to strengthen the mental health education in preschool education, alleviate children's anxiety and improve children's mental health level.

Subjects and methods: 30 children with different psychological problems were selected from three preschool education institutions as the research objects. Using random number table method, 30 children were randomly divided into study group and control group, with 15 people in each group. Among them, the children in the study group were taught by the improved mental health education teaching mode based on school psychology, while the children in the control group were taught by the traditional mental health education teaching mode. After teaching for a period of time, the mental health status of the two groups of children was compared. Children's sleep habits questionnaire (CSHQ) was used to evaluate children's sleep problems. The changes of children's social ability were evaluated by the number of physical contacts, eye contact and dialogue during the treatment. Children's anxiety was assessed by Symptom Checklist 90 (SCL-90), and children's psychological stress was assessed by stress perception scale (Chinese version) (CPSS).

Results: After teaching for a period of time, the anxiety level of children in the study group was significantly lower than that of children in the control group. The above results show that the improved teaching mode of mental health education based on school psychology can significantly improve the teaching effect of mental health education, so as to alleviate children's negative emotions, solve children's various psychological problems and improve children's mental health level. After the intervention, the CSHQ scores of children in the study group were significantly higher than those in the control group ($P < 0.05$). The CSHQ scores of the two groups are shown in Table 1.

Conclusions: Children's psychology is very sensitive. Their mind has not yet developed and can't correctly face all kinds of negative emotions. In this case, the long-term backlog of negative emotions such as anxiety and depression will lead to children's silence, refuse to communicate, suffer from childhood diseases such as autism, and have a negative impact on children's growth. Based on school psychology, the research analyzes the psychological change law and behavior mode of preschool children, and then improves and perfects the mental health education in preschool education, so as to strengthen the mental health education in preschool education. The experimental results show that after teaching for a period of time, the anxiety level of children in the study group is significantly lower than that of children in the