

technology learned to alleviate the pressure brought by study, life and work, overcome psychological obstacles and prevent the occurrence of mental diseases. In short, college students' quality and moral health education is a variety of educational activities aimed at effectively maintaining their mental health and improving their psychological quality according to the pulse of College Students' psychological development and the characteristics of this group.

Key words: mental health - education - students

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ANALYSIS ON THE INTEGRATION PATH OF FOLK ART AND ART EDUCATION BASED ON SPIRITUAL COGNITIVE PSYCHOLOGY

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Background: In 1795, Schiller published his book on aesthetic education. He believed that art can act as a "rational intermediary" for the communication between subjects. It is possible for beauty to enter people's heart before freedom and become people's spiritual domination or behavior standard, that is, art can replace religion and give play to its great potential of unifying human nature. Two centuries later, in 1997, Harvard University put forward the educational concept of "art first" and continued to implement it in an institutionalized way. In March 2009, Harvard University further launched a new "art education development plan", which defines the educational function of art and culture, and believes that art helps people create new experience, new emotion, new thinking and new ideas, and promotes people to bring internal innovation into social practice. At the same time, many world-class comprehensive universities have also begun to re-examine the role and role of art education and comprehensively plan the action plan of art education for all teachers and students. Art is the key motivation to determine the degree of human wisdom development. Art education plays an important role in human development and has become people's consensus. Driven by this wave, China is also unwilling to fall behind. It has successively issued a number of art education reform plans and new curriculum standards for art education reform, actively promoted the reform and innovation of art education in schools at all levels and of all kinds, and made certain achievements in theoretical research and practical teaching. However, compared with the innovation in practical teaching, the current domestic theoretical research on art education has been limited to the research on the introduction of Art Education (such as discipline concept, research object, scope, nature, characteristics, functions, principles, methods, etc.) and the teaching methods of some specific art categories (such as the concept, characteristics, nature, development, current situation, etc. of a certain art category), Lack of attention to artistic experience, artistic conception, cognitive operation content of artistic expression and technical psychological analysis. Therefore, on the basis of certain academic knowledge background and practical teaching, we can try to study the cognitive mechanism and educational principles of art education from the perspective of art education psychology, so as to guide the practical teaching of art education.

Objective: Folk culture, popularly speaking, is the folk custom. Folk culture has both commonness and individuality. Specific analysis, it probably has the following five characteristics. 1. Collectivity. The so-called collectivity of folk culture means that folk culture is not owned by individuals, but collectively owned by the whole nation, communities, villages and towns, and its creation, enjoyment, preservation and inheritance are collective. Although there are also folk cultural products created by individuals, they must be recognized, processed and participated by the collective. After practical test, they can become folk culture. 2. Universality. Universality means that something is suitable for a group. Folk culture is created by the public, shared and shared by simultaneous interpreting, and the folk culture that does not adapt to social development will be abandoned together. Therefore, the general folk culture has something in common. 3. Inheritance and diffusion. Inheritance refers to the strong vitality of folk culture, which can be inherited from generation to generation and has continuity; Diffusion is the appendage of inheritance, and inheritance will spread, which is the inherent characteristic of all cultures. However, the diffusion time and regional size are different. Folk culture has its own characteristics in this

regard, which is directly related to the time of occurrence, the number of ethnic groups and the region of ethnic migration. 4. Relative stability and innovation. Folk culture is a culture created, enjoyed and inherited by the people in long-term social practice. It has a wide range and great influence. After it is determined, it has a very strong stability, but this does not mean that it will not change. If there is profound social unrest, it may cause the deformation or variation of folk culture. 5. Service. Folk culture is the product of underdeveloped social science and technology in ancient times. It exists to meet the collective psychology and survival needs of the people. With the development of the times, it shows relative stability; In turn, it is binding on the people, and even the ruling class uses it as a tool of rule. Generally speaking, there are two starting points for our study of folk culture: one is to comprehensively understand folk culture, sort out its context, and analyze its history and current situation; Second, rationally distinguish the advantages and disadvantages of folk culture, throw away the poor, absorb and carry forward those excellent elements, and integrate them into the teaching reform of art design major in Colleges and universities, so as to expand and prosper the new socialist culture.

Chinese culture has a long history, extensive and profound. Folk art plays a very important role in Chinese traditional culture and is also an integral part of traditional culture. In teaching, preschool art teachers should scientifically and reasonably use information technology according to the actual situation of students and teaching content, so as to effectively integrate folk art with kindergarten art, stimulate children's interest in learning, and let children have a full understanding of Chinese folk art. Folk art is left over from the continuous development of history. Therefore, teachers can let children bear the burden of inheriting and carrying forward traditional art through folk art education. With the gradual deepening and development of China's new curriculum reform, we have higher and higher requirements for teaching. The early childhood stage is the enlightenment stage for children to receive education. Preschool teachers should reasonably and effectively use information technology in art teaching to let children contact more culture and art, such as rubbing, clay sculpture, decorative painting, embroidery, etc., so that children have a strong interest in folk art, so as to cultivate children's practical ability and appreciation ability from childhood.

Subjects and methods: Folk art and culture is not only the treasure of Chinese culture and art, but also the need of learning and development. As a Chinese, we all need to know about folk art. Folk art plays a very important role in Chinese traditional culture. There are many kinds of folk art. Among them, rubbing, clay sculpture, decorative painting, embroidery and paper cutting are all important parts of folk art. In kindergarten art teaching, teachers can use some simple methods in information technology to let students learn videos or pictures, so that children and students can have a certain understanding and understanding of folk art. The essential condition for understanding folk art is to let children use patterns for creative decoration, and then use the reply function in the electronic whiteboard for painting practice. Therefore, in the context of information technology, the integration of folk art and kindergarten art education is conducive to children's deeper understanding of folk art, enhance children's national self-confidence, make children love life more in the process of learning art, cultivate children's aesthetic interest, appreciation ability and hands-on operation ability from childhood, and promote children's all-round development, Lay a foundation for children's future growth and development.

Results: 1. Use multimedia for pre class introduction. With the continuous development of science and technology, education and teaching mode should be innovated and can not stagnate. The same is true of early childhood education. Teachers should change the traditional teaching methods and introduce advanced teaching equipment into kindergarten art teaching, such as electronic drawing board, video recorder and so on. Advanced teaching means is to make rational use of multimedia, PPT, projector, micro video, pictures, etc. according to children's actual situation and art teaching content in the teaching process, so as to make folk art and children's art teaching content more colorful. For example, when learning embroidery in large class art teaching, teachers can reasonably and effectively use information technology in classroom teaching according to the content of art teaching materials and the form of embroidery, play pictures or video about the development of embroidery, embroidery process and the meaning of the embroidered pattern, so that children can ask them what pattern it is while appreciating the pictures, Young children can actively participate in it. Teachers can also use multimedia courseware and PPT to teach patterns, so that children can feel the fun of learning embroidery. In the process of students' embroidery practice, teachers can record it with a video recorder, then clip it into a short micro video and send it to the class wechat or QQ group, so as to facilitate students and parents' appreciation and improve the efficiency and quality of children's folk art and art teaching.

2. Use information technology to create artistic situations. At this stage, in kindergarten art teaching, some teachers still use traditional teaching methods in the teaching process. Children's enthusiasm for participation is not high. Therefore, teachers can create an environment with folk art in teaching. For example, in small classes, teachers can integrate paper cutting and window decoration; In the middle

class, teachers can integrate decorative paintings; In large classes, teachers can integrate embroidery, pinching and other forms. This can make the art classroom teaching atmosphere more active. Teachers can randomly select several students in the pre class preparation and teaching process, so that children can draw with the painting function of electronic whiteboard. This can divert children's attention to a great extent, create a good learning situation for children, and deepen children's understanding of folk art. For example, when learning decorative painting, teachers can use the form of micro video in the teaching process to let students have a deeper understanding of the techniques of decorative painting. After playing relevant pictures or videos, teachers can use the oil painting bottom plate to add various shapes of card cut vases, horses, birds and so on, and then let children decorate with patterns on this basis. Teachers can send students' performance in class to parents in the form of video. This will help to enhance children's interest in learning and let children feel the beauty of folk art in their creation. Teachers can also let children create in their spare time, so that children can maintain a lasting motivation for folk art.

Conclusions: The essence of aesthetic activities is that the subject communicates the deep value of the spiritual world and the objective world, consciousness and existence with the help of objective forms. The formation and development of people's aesthetic creative ability is mainly based on the cognitive methods and thinking operation principles of aesthetic creation mastered by the subject, which is the key to the lack and urgent strengthening of art education in China. The purpose of our art education is not to train artists, nor to spread art knowledge, but to improve the educatees' aesthetic cognitive ability of art, nature, science, society, life and self, so as to promote the development of educatees' multifaceted, profound and novel aesthetic expression ability and aesthetic creation ability, Make the educated enter the situation provided by artistic image, achieve the perfection of personality psychological structure and the establishment of human freedom, and enable them to realize their self-worth by using the way of aesthetics. Soviet aesthetician you boriev once said: "if other forms of education of social consciousness have limited nature (for example, morality forms moral norms, politics forms political views, philosophy forms world outlook, and science turns man-made into experts) Then art has a comprehensive impact on wisdom and soul. The impact of art can touch any corner of people's spirit, and art creates a complete personality. " Comprehensive education is to give consideration to people's knowledge, emotion and meaning at the same time. For a complete person, the three can complete the ideal of truth, goodness and beauty in parallel. Therefore, the fundamental purpose of art learning is to promote the all-round development of learners' emotion, knowledge and meaning, and lay a methodological foundation for students to innovate themselves and create knowledge in the future. As Ron field said, "the main contribution of art education to our education system and society lies in emphasizing the potential of individual and self creation, especially in that art can harmoniously integrate everything in the growth process and bring up people with a sound sense of origin." The fundamental purpose of contemporary education and learning is to cultivate the subject consciousness of personality subject to create new ideas, construct new personality, develop the integration of new science and humanities, and express and realize the diversified quality and overall ability of the above spiritual products. Edward de Bono, an American educational thinker, pointed out: "knowledge can help us survive. Values and moral sense can make us live a more decent and responsible life; while understanding and understanding the beauty of the world, life and artistic creation can make our life richer, more interesting and meaningful." It can be said that art education can bring people knowledge and ideals and promote social civilization and progress. But at the same time, art education is a developing discipline. Building a modern and scientific theoretical system of art education is a long-term process. Only more people devote themselves to it, study and discuss it from all angles, advance one after another, push through the old and bring forth the new, can we continuously promote its improvement and development. Folk art is formed by the Chinese working people in continuous production and life. It has a strong flavor of life. Folk art plays a very important role in children, which is conducive to improving children's aesthetic ability and cognitive ability. Teachers can use information technologies such as video recorder, electronic whiteboard and micro video to carry out folk art and kindergarten art teaching, stimulate children's interest in learning, and let children actively participate in folk art and children's art teaching. This will help promote children's all-round development, deepen children's understanding of folk art, broaden children's knowledge vision, and lay a foundation for children's future learning and development.

Key words: cognitive psychology - art education - folk art

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COLLEGE ENGLISH TEACHING MEASURES BASED ON EDUCATION AND EMOTION SPECIFIC EMPATHY

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Background: In the traditional Chinese English education with the main purpose of examination, English has become a boring course in a series of educational subjects for a long time, and students have a strong resistance to English learning. This emotional attitude is worrying. First of all, learning English is not only learning a language symbol, but also learning the culture behind the language. At the same time, it also needs to be accurately applied in the actual scene. Therefore, students are bound to encounter emotional setbacks and difficulties in the process of learning English, which makes most students have great emotional empathy. Secondly, English teachers' teaching methods are too traditional, which leads to students' incomplete understanding and absorption of English knowledge. Specifically, the comprehensive quality of English teachers really needs to be improved.

Objective: With the vigorous development of China's education, a large number of excellent talents have been transported to the society. In the current context of globalization, the competition among countries around the world has gradually changed into the competition of talent soft power, which puts forward higher requirements for China's education. English is not only an indispensable subject in China's curriculum system, but also a common language in the world. It is particularly important to learn English well and cultivate a group of high-quality English talents. In the traditional English teaching, the teaching effect is very low due to the old teaching concept. Applying education and mental health theory to English teaching and innovating traditional English teaching ideas will help to improve the effect of English classroom teaching. Therefore, this paper mainly analyzes the application of education and emotional empathy in English teaching, and objectively expounds the importance of the application of education and emotional health in combination with the actual situation.

Subjects and methods: 1. Rogers' humanistic thought. Humanistic theory is a major school of contemporary American mental. American psychologist A. h. Maslow founded "hierarchy of needs" and self realization theory in the middle of the 20th century, Then the representative Carl Rogers (Carl Rogers) put forward the self theory and created a humanistic psychotherapy system. In short, Rogers' humanism opposes the tendency of vulgarization and animalization of human mental, emphasizes human dignity, value, creativity and self realization, and attributes the self realization of human nature to the exertion of potential, which is a similar instinct the nature of. Rogers believes that the essence of humanism is to urge people to understand their own nature, re trust and rely on their own body's evaluation process and experience, Try to eliminate the values imposed on him by the external environment through internalization (i.e. no longer rely on external values), so as to promote people to freely express their thoughts and feelings, listen to their own will, decide their own behavior, master their own destiny, repair the damaged self realization potential, and finally achieve the purpose of promoting the healthy development of personality.

2. Sanddike's connectionism. Psychologist sandyk believes that the so-called connection refers to the connection or association formed between the feeling of the situation and the impulse to respond to the action, Its basic unit is situation (stimulation) or the connection between mental state and reaction action. He also pointed out that learning is a process of constantly trying to make mistakes. It is a process of continuously strengthening the application rate and weakening the loss rate. It can be seen that this theory provides a better idea for the construction of College English Teaching Scenes. Through the effective combination of students' learning behavior and specific learning scenes, learning efficiency can be improved It is from this node that it bursts out, which fundamentally improves the quality of teaching and the efficiency of learning.

3. Learning cognitive stage theory. According to the principles of education and mental health, the learning stage is divided into motivation stage, understanding stage, acquisition stage, maintaining Association stage, memory stage, generalization stage, operation stage and feedback stage. These seven learning stages fully explain the individual cognitive order. A scientific study of this learning stage process plays a good guiding role in the improvement of College English teaching methods, logic, order and so on.

4. Skinner's reinforcement theory. The reinforcement theory advocated by American behaviorist psychologist B.F. Skinner is a theory about understanding and modifying human behavior based on the reinforcement principle of learning, which emphasizes the importance of the relationship between behavior and its consequences. He suggested that, according to the nature and purpose of reinforcement, Reinforcement can be divided into positive reinforcement (i.e. rewarding those behaviors