

**Results:** The experimental results show that after the implementation of psychological aesthetic education, the control group is more sure of the implementation of psychological aesthetic education and more satisfied with this psychological education model than the control group. In the cultivation of aesthetic education psychology, the demand intention of the control group is lower than that of the control group. The cultivation of aesthetic education psychology is not a simple knowledge education, but also an emotional attitude education of aesthetic relationship and aesthetic way. This is the psychological communication and psychological induction of the educatee's aesthetic education psychology induced and constructed by the educator's own aesthetic education psychology.

**Conclusions:** The cultivation of aesthetic education psychology is both target education and quality education. Therefore, in the process of cultivating aesthetic education psychology, we should fully respect and understand people, guide the educated to the expected goal, and make them obtain their due quality. To sum up, this is not only entertaining people with beauty, but also educating people with beauty. In the happy education of teaching in fun, people can get beauty and know education, and know how to lead the feeling of beauty to understanding, understanding to intuition, internalize and precipitate intuition into a stable seemingly subconscious aesthetic education psychology, and devote themselves to the perfection of personality anytime and anywhere. The construction of aesthetic education psychology is to achieve the coordination, complementarity and symbiosis of beauty and education, so that people can not only obtain the reality of education, but also obtain the soul of beauty; It has not only the ability and ability obtained from education, but also the quality and spirit obtained from beauty, which is not only a social application value of aesthetic education psychology, but also the basis for the popularization and generalization of aesthetic education psychology.

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## STUDY ON THE COUPLING DEGREE BETWEEN PRESCHOOL EDUCATION AND MENTAL HEALTH

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**Background:** The mental health level of preschool education students will not only affect their own development, but also affect children's physical and mental health development and early childhood education, and affect their healthy growth in the future. Therefore, the mental health education of preschool education students can not be ignored, but also imminent.

**Subjects and methods:** This paper aims at the coupling mode of preschool education and mental health, and selects the following methods. For the mental health education of preschool education students, teachers should help preschool education students form a positive interpretation style, help them form the habit of looking at things positively, be able to discuss and analyze the causes of failure and frustration with students, and help students look at induced events optimistically and positively until students draw correct conclusions. Through learning and training, students will gradually change to a positive and optimistic interpretation style, so that students can look at problems from multiple angles and draw positive conclusions. Teachers can also enhance the positive emotional and emotional experience of preschool education students, create a positive campus environment and classroom environment, pay attention to experiential psychological courses, carry out various forms of psychological group assistance activities, and shape the positive character of preschool education students. Teachers can also strengthen a positive mental health education support system, strengthen students' mental health investigation and screening, and pay special attention to students with serious symptoms.

**Results:** The experimental results show that The activities designed by teachers fully arouse the specific psychological experience of preschool students, enable students to master mental health knowledge in the activities, experience profound emotion in participation, and obtain spiritual growth in perception, which guides students to make positive emotional response in a certain situation and learn to transfer it to real life. After the implementation of mental health, preschool education students can understand the great significance of early childhood education, let preschool education students feel the educational feelings of excellent teachers and preschool education experts through various lectures, and let preschool education students have a positive professional emotional experience in the activities through kindergarten practice and organizing various community activities, It is conducive to adjusting bad emotions and more effectively preventing possible psychological and behavioral problems of preschool education students.

**Conclusions:** To sum up, according to the particularity of preschool education and based on positive psychology, mental health education for students should not only set up mental health related courses to help students obtain systematic mental health knowledge and basic psychological adjustment skills, but also focus on positive cognitive style education for students from the reality of preschool education students, Positive emotional and emotional experience education, interpersonal skills training, professional identity, vocational cognitive education and adaptability training can better meet the needs of preschool education students, help students actively study and live, and improve their mental health level.

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## THE EFFECT OF PEER EDUCATION ON PSYCHOLOGICAL HEALING IN COLLEGE STUDENTS' MENTAL HEALTH EDUCATION

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**Background:** Students' mental health problems are gradually recognized and valued by teachers, parents, educational administrative departments and society. Although college mental health education has achieved some results, it still can not meet the requirements of students' mental health quality. At present, it is urgent to explore a new working method to supplement and improve the current education model. Therefore, this paper explores the feasibility and advantages of carrying out peer education in the form of mental health education among college students, so as to provide a basis for the application of peer education in mental health education.

**Subjects and methods:** In this study, 391 students in the course teaching class were selected as the research objects, respectively as the experimental group and the control group. The experimental group received peer education and the control group received ordinary classroom teaching. The peer education group used the teaching method of peer education to intervene the intervention objects, while the teacher teaching control group was taught by professional teachers, all of which were within the class hours specified in the curriculum, and the teaching methods of the lecturers were optional. The whole process of the experiment was carried out for 15 weeks, and detailed teaching materials were filed. Symptom checklist 90 (SCL-90) was used to investigate their mental health before and after intervention. The survey data were entered into SPSS software for statistical analysis. Statistical methods include t-test, analysis of variance, rank sum test and so on. From the analysis, we can master the differences between the control group and the experimental group, and get the actual effect of peer education on psychological healing in college students' mental health education.

**Results:** Before the intervention, the mean value of each factor score of SCL-90 in the two groups was 0.425-0.998, and the standard deviation was 0.375-0.707. After the intervention, there were significant differences in SCL-90 factor scores between the two groups except somatization and hostility ( $P < 0.05$ ). There were significant differences in obsessive-compulsive symptoms, interpersonal relationship, depression and psychosis between the two groups ( $P < 0.05$ ). The results show that peer education has a great impact on students in terms of compulsion, interpersonal relationship, depression and paranoia, and has an obvious effect on improving students' mental health. Compared with teachers' teaching and traditional teaching forms, peer education can reduce the resistance of the educated.

**Conclusions:** In short, the relationship between teachers and students in peer education is that of peers, friends and classmates. They have a common background, more common language, fewer interpersonal barriers, easier to communicate, and can tell the teaching content with their own experience, which is more acceptable. The teaching contents and methods have changed from the traditional education methods. These forms are more flexible, novel, attractive, operable and practical. Peer education has a significant effect on Improving College Students' mental health, which is largely affected by the educated's knowledge, concept and behavior. Information sharing and behavior demonstration among peers make it easier to form a consensus on problems, so that peers can trust each other's views and attitudes and imitate their behaviors. Peer education is an effective way and method to improve college students' psychological quality.

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