

THE INFLUENCE OF ENGLISH GAME TEACHING ON STUDENTS' COOPERATIVE BEHAVIOR AND MENTAL HEALTH

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Background: For a considerable number of students with poor learning foundation and low learning enthusiasm, they feel that the current traditional teaching methods are boring and boring, and they have an irresistible feeling of weariness. But he is very infatuated with the games he is interested in. Game teaching is derived from the reform of teaching methods, which meets the requirements and needs of contemporary education and teaching, and is more in line with the law of psychological development. Therefore, it is of great significance to study the impact of English game teaching on students' cooperative behavior and mental health, which lays a foundation for the further study of the relationship between education and psychology.

Subjects and methods: In order to analyze the impact of English game teaching on students' cooperative behavior and mental health and find out the influencing factors more conducive to the teaching effect, 120 students in the course teaching class were selected as the research object and divided into experimental group and control group. The experimental group conducted English game teaching for one semester, tracked and recorded the teaching data and materials in the whole process, analyzed the changes of students' cooperative behavior and the improvement of mental health, and turned the passivity of the teaching object into the initiative of the subject of emotional optimism. After the experiment, 120 students were investigated by questionnaire and the survey data were obtained, and then the survey data were statistically analyzed by SPASS software.

Results: Practice has proved that the use of English game teaching can harmonize the classroom atmosphere, optimize classroom teaching, help students easily accept the teaching content, and their psychological quality and ability can be more trained and improved. Game is a pleasant thing. It is combined with useful teaching materials to greatly mobilize students' interest, make them in the best psychological state, easy to accept education, improve their psychological function, and thus affect the effect of education. This method consciously cultivates students' lasting interest in English, encourages students to be in the best learning state, and makes them love, be good at and learn English.

Conclusions: In short, in English teaching, teachers should always pay attention to the impact of students' psychology on teaching, especially in the initial stage, many students are tired of learning English, which is often related to teachers ignoring the impact of students' mental health on students' learning, so that these non intellectual factors become negative factors in their learning. Teachers must make students believe that they have the ability to learn English well, help them build self-confidence, and create a relaxed and interesting learning environment for them, so as to improve the quality of English teaching. Teachers should not only study how to teach, but also study how students learn, so as to continuously improve students' mental health level. As a teaching activity and means often used by English teachers, game teaching still depends on teachers to make deeper exploration and attempt in order to make students' English learning more meaningful, make students' psychological development healthier, expand their horizons, promote thinking development, personality development and improve their comprehensive quality.

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PSYCHOLOGICAL HEALTH EDUCATION IN THE ACADEMIC TUTOR SYSTEM AND WORKING MECHANISM OF THE MODEL

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Background: With the increasing number of graduate students, graduate students are facing varying degrees of pressure in their studies, employment and life. In recent years, various serious problems of graduate students caused by psychological problems have been repeated. As the primary responsible person of graduate ideological and political education, graduate tutors have their unique educational advantages,

play an important role in the cultivation of graduate students, and also play a vital role in graduate mental health education. Therefore, how to give full play to their own advantages to promote graduate mental health education and have a positive impact on graduate students is an urgent problem to be solved.

Subjects and methods: Firstly, this paper defines the job responsibilities of graduate tutors' mental health education, brings tutors into the mental health teaching team of colleges and universities, as an effective supplement to the graduate mental health education team, defines the dominant position and specific tasks of tutors in the graduate mental health education, and standardizes the focus of tutors' mental health education in each stage of graduate training. Secondly, formulate a special training system for graduate tutors' mental health education, strengthen the construction of tutor training infrastructure and training courses, and ensure the scientificity of tutors' mental health education and training funds and training process. Special administrative agencies and personnel are responsible for the mental health education and training of graduate tutors, formulate detailed training programs and strengthen training management. Then, clarify the working concept of graduate tutors' mental health education. The tutor focuses on reasonably adopting the methods in psychological counseling, cultivating students' excellent psychological quality, and on this basis, counseling general psychological problems, rather than professional treatment or correction. Finally, optimize the training content of graduate tutor's mental health education. The tutor should strengthen the ethics and professional ethics that should be followed in mental health education, learn general psychology and understand the common law of human psychological phenomena. In terms of the basic operation and skills of psychological counseling, the tutor needs to master the counseling skills used for the communication between teachers and students, as well as the differentiation and diagnosis skills of general and serious psychological problems.

Results: The results show that this method establishes and improves the mental health education and training mechanism of graduate tutors, enhances the tutors' sense of responsibility for mental health education, improves the professional knowledge and skills they need to carry out mental health education, makes them consciously apply to graduate training, and timely infiltrates in the process of guiding graduate students. Mental health education in Colleges and universities has also played an important role in improving the mental health level of postgraduates and promoting the growth and development of postgraduates.

Conclusions: In short, colleges and universities should stimulate the enthusiasm and consciousness of tutors in graduate mental health education, give full play to their own advantages, shoulder the established task, cooperate with teaching and auxiliary personnel of mental health education, form an all-round graduate mental health support system, and become the guarantee of Graduate Mental Health in Colleges and universities.

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RESEARCH ON AESTHETIC PSYCHOLOGY OF TRADITIONAL CLOTHING FROM THE PERSPECTIVE OF CULTURAL PSYCHOLOGY

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Background: The evolution of national traditional clothing culture has experienced a complex and diverse historical process, reflecting the differences in the connotation and extension of emotional language and culture of different nationalities, different periods and different regions, as well as the centralized unity of cultural psychology and aesthetic psychology. The formation of national aesthetic psychological set is influenced by local geographical environment, production mode and cultural tradition. Therefore, it is of great significance to study the aesthetic psychology of traditional clothing from the perspective of cultural psychology.

Subjects and methods: 50 typical representatives wearing national traditional costumes in different regions were selected as the control group and 50 typical representatives not wearing national traditional costumes as the control group. The two groups of data were obtained and analyzed by SPASS software to study the aesthetic psychological characteristics and psychological adjustment. Firstly, the national traditional dress is regarded as a symbolic aesthetic activity through the transformation of a discourse into