

patterns has flourished for thousands of years. After the refinement and alternation of years, the Chinese people's pursuit of "auspiciousness" has never changed, and "auspicious patterns" will also be the eternal theme in the creation of Chinese decorative patterns.

Acknowledgements

The study was supported by the "Research on the Consumption and Contemporary Value of British 'Chinese Style' Wallpapers from the Perspective of Cultural Capital", funded by the General Research Project of the Department of Education of Zhejiang Province (No. KP05105K01); "The Spread and Influence of Chinese Pattern Art in Britain", funded by Hangzhou philosophy and social science planning routine project (No. G20JC008); "The Spread and Influence of 18th Century Chinese Graphic Art in Britain" funded by the Zhejiang university of Science and Technology project of Talent Startup Research (No. F701105J02).

* * * * *

MUTUAL PROMOTION BETWEEN BLENDED COLLEGE ENGLISH TEACHING AND COLLEGE STUDENTS' MENTAL HEALTH

Yang Chen

*Department of Foreign Language Teaching and Research, Qiqihar Medical University,
Qiqihar, 161006, China*

Background: Under the implementation of the educational goal of mental health cultivation, college English teaching is attached great importance to contributing to the educational function in the process of College Students' mental health education. College English curriculum should play the role of cultivating college students' world outlook, outlook on life and values while imparting knowledge and culture, cultivating students' application ability and improving their comprehensive cultural literacy.

Objective: The construction of college students' mental health is helpful to cultivate high-quality talents. Taking college English curriculum as the carrier, the content of mental health education is organically combined with curriculum design and curriculum implementation. "Online + Offline" blended teaching has realized the transformation of teaching concepts, the renewal of teaching contents and the diversification of teaching evaluation. Therefore, the organic combination of blended English teaching and college students' mental health can promote mental health cultivation.

Subjects and methods: 1) Through literature inquiry and interdisciplinary research methods, especially the in-depth excavation of the connotation of college students' mental health, it is beneficial to design the teaching contents of mental health elements in each unit. Design relevant interview questions and conduct individual interviews with teachers and students in order to grasp actual effects of mental health and the effects of students' acquisition.

2) Adopt the blended teaching mode of combining online and offline in teaching. Before class, the "Golden Classes" is established by teachers. Finish the design of teaching objectives, courseware design and production, teaching plan compilation, teaching activities design, flipped classes recording to established "Golden Classes" and learning tasks distribution. The relevant learning tasks are checked before-, in- and after- class.

3) Integrate the mental health elements of college students involved in each unit by means of texts, pictures, music, videos and classroom interactions. Through multimedia and platforms such as Chaoxing, U Campus, Pigai and FIF as the carrier, students need to watch the recorded and uploaded videos before class. They can discuss topics related to college students' mental health so that they can submit their views in Chaoxing platform, and make face-to-face discussions in class. After class, they should complete the online writing assignment in Pigai App, and the topics are closely related to various topics integrated into each unit from the perspective of college students' mental health.

4) Focus on the contents of the college English course *New Horizon College English*, combined with the key elements of mental health in each unit, and integrate the materials into the teaching. Guide students to think positively. To emphasize output training of mental health elements, practice the application of speculative ability, sublimate their mental health cognition and cultivate students' critical thinking, students can write an essay in Pigai app or read some materials in FIF app. After class, analyze the effects of cultivation of mental health based on blended teaching from the perspectives of teachers and students. Teachers conduct classroom and tests feedback so as to determine the learning cognitive effects of college students on the mental health elements involved in the course.

Results: 1) College English teachers play an important role in integration, design and implementation of mental health elements in the curriculum. Through the exploration and practice of College English

mental health based on blended teaching, it may help to improve their comprehensive English application ability and cultivate college students' mental health. Try to avoid teachers' rigid implantation of mental health education in college English courses, but imperceptibly and systematically integrate college students' mental health elements such as moral cultivation, responsibilities, culture, patriotic feelings, spirits into college English teaching. In the process of teaching, college English teachers should apply various appropriate and positive themes and contents on the elements of mental health education in teaching materials. Mental health education can be naturally and organically combined with English teaching through blended teaching methods based on different teaching contents so as to improve college students' recognition of mental health, form positive life values and sense of social responsibility.

2) The cultivation of college students' mental health based on the blended college English teaching can enable college students to redefine mental health and deeply understand the personal value connotation, social connotation and national connotation of mental health. How to improve the mental health teaching efficiency of college English course based on the blended teaching methods is more urgent and important. Taking college English Course *New Vision College English I* as an example, the theme of *Towards A Bright Future for All* in unit 1 is effort, struggle and responsibility. Through the students' active participation in blended learning forms such as discussions on the topic "responsibility" or essay-writing in mental health before-, in-and after- class, the students realize that they should make full use of the four years of the university to achieve their personal accomplishments and shoulder their responsibilities. In particular, students are called upon to cherish the time and bear in mind their responsibilities as community, country and world citizens.

Conclusions: Therefore, on the basis of emphasizing language points, teachers need to guide students to deeply understand the theme of each unit, take humanistic education as the starting point, pay more attention to cultivating college students' mental health. Students are led to deeply think about the current college students' sense of value and responsibility and the sense of value and responsibility of becoming a member of society in the future. In multidimensional teaching of mental health, teachers should focus on cultivating students' critical thinking, inspire students' divergent thinking and cultivate students' optimistic attitudes, hard work and responsibility spirits.

Acknowledgements

The study was supported by the Research Results of Heilongjiang Province Education and Science Planning Project "The Research on Exploration and Practice of 'Ideological and Political Education of College English' Based on Blended Teaching Mode" (No. GJB1421465).

* * * * *

THE INFLUENCE OF PHYSICAL EDUCATION BREAK ON MIDDLE SCHOOL STUDENTS' PHYSICAL AND PSYCHOLOGICAL HEALTH FACTORS

Zhouye Chen

School of Physical Education and Training, Shanghai University of Sport, Shanghai, 200438, China

Background: With the rapid development of society, the role of sports in improving students' physical and mental health has become more and more important. That is, through sports activities, it can not only promote students' physical strength, but also cultivate good psychological, so as to lay a good foundation for improving social adaptability. However, at present, many schools set up a large number of courses in the middle school stage, and in order to meet the educational needs, most of the students' time in school is reserved for teaching activities, resulting in the continuous reduction of the time for middle school students to participate in sports, and the physical and psychological quality can not be effectively cultivated. At the same time, many students pay less attention to the sports break, which is mainly reflected in the fact that they still use the traditional 5-minute break exercise, and the activity form is relatively fixed, which is difficult to achieve the purpose of enhancing students' physical and psychological quality in practice. It can be seen that in order to truly achieve the purpose of improving students' physical and mental health, we must pay attention to the correct understanding of the impact of sports break on students' physical and psychological factors.

Objectives: The research objective of this paper is to clarify the impact of sports break on middle school students' physical and psychological factors, which can help reasonably optimize the construction of sports break, fully break the short board of short time and single form of traditional sports break, and promote the effective application of games, martial arts, aerobics, modern dance and other items in sports break, so as to form a richer and more diverse form of sports activities, Help can play an important