

carry out targeted mental health education work from the perspective of students' development, in order to really make students develop a good psychological state and promote their healthy development. In the process of promoting mental health education in university libraries, universities have set up professional promotion teams and mental health education teams to play a correct guiding role in the reading process of students, and make use of the natural environment of libraries to create special mental health reading spaces for students, so that they can relieve their psychological pressure and cultivate their mental health qualities in a specific environment. With the promotion of mental health in the library through various means, it can effectively play its role in strengthening mental health education for students and promoting their healthy development.

#### **Acknowledgements**

The study was supported by the Research on the lack of chinese traditional culture based on quantum logic (No. 16CZXJ05), project leader: yu haifei; Research on inheritance of shandong folk songs and innovation of educational model (No. 17BCYJ04), project leader: cui xuerong; the planning fund project of six kinds of collation and research of unpublished documents of shandong "four books" study, project leader: qin yueyu.

\* \* \* \* \*

## **THE ROLE OF VOCATIONAL PSYCHOLOGICAL EDUCATION IN REGULATING STUDENTS TO OVERCOME PRESSURE OBSTACLES**

**Changfu Yuan**

*School of Continuing Education, Jiangsu Maritime Institute, Nanjing, 211170, China*

**Background:** In recent years, the issue of psychological disorders among vocational school students has often been on the top of the social hot list and has received widespread attention from the whole society, and the results of most of the incidents are saddening. In this new context, vocational school students are more socially oriented and face some economic, employment and interpersonal pressures in addition to basic academic pressures. As a result, the factors that give rise to psychological problems are becoming more and more complex, which is a challenge for both education and social development and requires the right guidance from a psychological perspective. Currently, some schools abroad are aware of this problem and have established a social work system within the school, using a combined "school-community-student" relationship model to this is a way of bridging the gaps within the school, listening to the students and breaking through barriers to achieve progressive guidance. In contrast, most vocational schools in China have not set up organisations and implemented initiatives to address students' complaints and internal demands, which often remain at a basic level and have not been investigated in depth. According to the current research on psychological disorders of vocational school students, some students often face pressure that exceeds their own psychological tolerance limit, coupled with the complexity of interpersonal relationships within the school, the pressure cannot be released resulting in psychological disorders, irritability, irritability, autism and other situations, and even the idea of light-heartedness, so it is necessary to study the psychological regulation of students' psychological disorders in vocational schools.

**Objective:** The aim of this study is to direct teachers' attention to the psychological situation of vocational education students and to provide them with specialised psychological guidance services. Transforming the function of educators from the role of knowledge transmitter to that of counsellor, psychological guide, listener, supporter, etc., thus establishing a good teacher-student relationship and helping psychologically challenged groups to reshape their attitudes to learning, develop their interests and personal willpower, while emphasising the differentiated development of students and maintaining the advanced nature within vocational schools.

**Subjects and methods:** In this study, 36 students majoring in business English and 67 students majoring in automation in a vocational school, where business foreign language students need frequent practical training in oral expression, while practical training in automation majors tends to be more manual and less communicative activities. The former's psychological barriers mainly come from academic pressure, while the latter's sources of psychological barriers are mainly interpersonal communication, and the cases are more typical.

In this study, literature survey, questionnaire and interview methods were used. The literature survey method mainly collects a large number of contents on the psychological guidance and psychological disorders analysis of vocational students, and finally summarizes them as inferiority complex due to weak basic knowledge; intimidation due to high pressure of coursework; lack of interest in learning due to

application environment; interpersonal pressure due to lack of family and social awareness, etc., emphasizing scientific guidance from social, material and personal psychological perspectives. The questionnaire survey method is used to test the internal stress index of the study participants and to analyse the causes of psychological disorders, and then to summarise the causes and provide targeted help from the social, family and teacher perspectives. The interview method is used in the later stages of the study to interview the students in a "one-to-one and one-to-many" manner, to provide in-depth psychological education and to record the effect of psychology on the regulation of students' psychological disorders in conjunction with personal debugging, and to make improvements.

**Results:** According to the results of the study, with the guidance of both the school and the society embedded, the guidance from the society's point of view on the psychological disorders of the vocational school students, the provision of services on a more psychological level from the teachers' point of view and the assistance from the material point of view, the final results showed an improvement in the psychological disorders of the students.

**Conclusion:** The results of a large number of literature surveys and questionnaires show that most students in vocational education form psychological barriers mainly due to employment and interpersonal pressures. The survey showed that most of the business English majors are in a state of "useless learning" due to their relatively poor foundation and lack of good study habits, which seriously undermines their self-confidence and amplifies their fear in the face of employment pressure. Psychological disorders. The psychological barrier problem of automation students mainly comes from the interpersonal aspect, which focuses too much on knowledge guidance and neglects psychology. In addition, there is also a situation of formalisation of psychological education and failure to implement embedded guidance, which, together with the redundancy of undergraduate and postgraduate students at this stage, leads to the aggravation of psychological problems of students under vocational education. According to the final results, one-to-one regulation of students' psychological disorder problems, together with the implementation of in-depth psychological education, can effectively alleviate students' psychological problems.

\* \* \* \* \*

## THE PRACTICE OF EMOTIONAL EXPRESSION OF COLLEGE STUDENTS' PUBLIC SPEECHES FROM THE PERSPECTIVE OF MENTAL OUTLOOK

Yuan Yuan

*School of Journalism and Communication, China West Nornal University, Nanchong, 637002, China*

**Background:** From the definition point of view, public speaking refers to a famous person or a person with special experience, in front of a large number of strangers in a public place, using audible language as the main means of information dissemination, and body language, gestures and other auxiliary means, to express their opinions and ideas around a certain issue in a clear and complete manner, in order to achieve a certain purpose (such as conveying certain values). In general terms, the core factor that determines the quality of public speaking is one's ability to express oneself verbally. If the speaker has a wealth of experience, sufficient social practice and a solid theoretical foundation, he or she will demonstrate a strong self-confidence when delivering a speech, which is reflected in the ability to control the scene, the logical language and the ability to guide the people listening to the speech. In many people's minds, being able to speak in public, in front of a large crowd, is an act of "non-stunnedness" and reflects a person's mental outlook and drive. In fact, a significant number of people suffer from "social phobia" to varying degrees, which manifests itself in the lack of courage to "present oneself" when encountering large numbers of strangers (or in the presence of many people whom one "knows" but is not familiar enough with), and in being forced to face the public. "When forced to present a point of view or information to a large group of people, the person may feel timid, scared or fearful. Corresponding characteristics include speaking in a low voice, lack of confidence, averted gaze and lack of body movement.

In fact, a person's ability to express himself or herself verbally and to be confident in front of large groups of people is related to his or her level of psychological construction. If a person is mentally strong, considers "presenting oneself in front of the public" as a "self-challenge" and is willing to face this challenge positively, showing a "me-oriented" temperament when actually making a speech. If you are willing to face this challenge positively and demonstrate a "me-focused" ethos when actually delivering your speech, you are likely to be successful. If a person does not have the mental capacity to present themselves in public and is afraid of failure, they will be caught in a vicious circle - the more they are