

Conclusions: This research finds that virtual reality learning environment can promote students' learning engagement and improve their academic performance. Online teaching should make more use of virtual reality technology.

1) Virtual reality technology can build a real learning environment, mainly by providing real learning tasks, more learning support and multi-modal interaction. In such a learning environment, students are more willing to explore knowledge.

2) At present, virtual reality technology has been widely used in some fields, such as fire safety, surgery, nursing and astronomy. However, compared with other fields, virtual reality education is still at the experimental stage, and it calls for psychologist and educator to cooperate and carry out detailed design.

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FEAR AND ANXIETY DURING THE SARS-COV-2 PANDEMIC

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Fear of the unknown is considered to be the oldest and strongest type of fear in humans. It includes intolerance of newness, change and uncertainty, and is a basic component of pathological anxiety and anxiety disorders. The coronavirus pandemic carries many unknowns, resulting in chronic exposure to uncertainty. Assessment of unknown as a challenge or a threat leads to an adaptive or maladaptive response and effective or ineffective coping strategies.

During pandemic, while we all need to be able to tolerate or accept some degree of uncertainty, persons who are vulnerable tend to become highly anxious about the infection, especially if they overestimate the danger and see themselves as "easy targets". Research indicates that anxiety is one of the most common psychological problems while the world is adapting to the "new reality". Predisposed individuals may develop coronaphobia (excessive fear of contracting the virus with avoidance of public places and situations), OCD with excessive body temperature checking and sterilization, health anxiety, generalized anxiety disorder, etc.

Key pandemic anxiety provoking factors, differences in individual vulnerability and anxiety manifestations as well as strategies for adaptive anxiety coping are present.

Key words: SARS-CoV-2 pandemic, fear, anxiety

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COVID-19 CHALLENGES FOR NOWDAYS AND FUTURE: CONSEQUENCES OF THE NEW AGE

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During the last two years, we have met with the greatest medical challenge which has afflicted and which enabled us to show that anything is possible in medicine, but also that we are all ready to deal most adequately with all possible situations.

As an internist and pulmonologist, I have been saving human lives on the front line together with a team of top experts, my colleagues doctors specialized in various fields of medicine, and nurses and medical assistants integrated in pandemics which has unfortunately taken many lives and has left many patients with permanent consequences. But still I am very proud to say that we have saved many lives.

Post Covid Syndrom includes numerous symptoms and requires multidisciplinary attitude as it is a virus that causes mental and physical health consequences.

Interactive cooperation of the psychiatrist and the internists is of great importance in order to help our patients and medical profession to fight the challenge which is present all the time and will be with us for

a long time.

Thus, I would like to present the challenges I have met and am still meeting in clinical practice. I would also like to point out the important role of my colleagues psychiatrists in preservation of mental health of our patients as well as our medical staff who has and still is fighting with pandemics, the direction of which we still cannot predict.

Together we can and have to do better.

Key words: COVID-19, challenges, Post-COVID syndrome, New Age

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AN INVESTIGATION ON THE MENTAL HEALTH STATUS OF PRIMARY AND SECONDARY SCHOOL TEACHERS IN THE POST EPIDEMIC ERA-A CASE STUDY OF HUANGGANG CITY, HUBEI PROVINCE

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Background: Teachers are the foundation and source of education. As the main undertaker of school education, teachers' mental health not only affects their own development, but also relates to the teaching quality and work results, and has an important impact on the growth and development of students. According to the survey results of the white paper on mental health of Chinese urban residents, 73.6% of the people in China are in a state of mental sub-health, 16.1% of the people have psychological problems to varying degrees, while only 10.3% of the people are in mental health. The outline of the "healthy China 2030" plan even clearly requires that the construction of mental health service system should be strengthened, and new business forms of health services should be encouraged. At the beginning of 2019, the Institute of psychology of the Chinese Academy of Sciences and the social sciences literature press jointly released the report on the development of Chinese national mental health (2017-2018). The report points out that the mental health level of teachers in China is declining year by year. The main psychological problems are depression and anxiety. The mental health status of primary and secondary school teachers is worse than that of the general national group, and the mental health status of primary school teachers is even worse. The COVID-19, which began in 2020, has exacerbated people's original mental health problems. During the COVID-19, the demand for mental health care has increased significantly, and tens of thousands of people are suffering from anxiety, loneliness, depression and other emotions caused by isolation.

Subjects and methods: This study began to issue questionnaires in January 2021, lasted for one year, and ended in January 2022. The primary and secondary school teachers in Huanggang City, Hubei Province, including primary school, junior high school, ordinary high school and vocational high school teachers, were randomly selected from three towns (districts) in each county and city to participate in the survey. The schools were equally sampled from rural, town and urban schools. Each school arranged school administrators, subject teachers, psychological counseling teachers and head teachers to participate in the survey. A total of 1848 valid data were collected in this survey.

Results: The overall situation of teachers' mental health. According to the screening criteria of the Symptom Checklist 90 (SCL-90), if the total score is greater than or equal to 160 points, or the factor score is greater than or equal to 2 points, or the number of positive questions is greater than or equal to 43, and if any of these criteria is met, then there is a mental health problem. The higher the total score or factor score of mental health or the number of positive items, the greater the possibility of problems.

Conclusions: First, teachers' psychological problems have been at a high incidence stage. The survey results show that the detection rate of teachers' psychological problems is 40.37%, which is significantly higher than that of the general population. The mental health status of divorced teachers is worse than that of married and unmarried teachers, and they tend to have various psychological problems. Primary school teachers' obsessive-compulsive disorder is more obvious than other teachers, while junior middle school teachers' tendency of psychological problems is higher. Ordinary teachers are more likely to have psychological problems. The head teachers have more obvious anxiety and terror, and are more likely to have psychological problems. Taking the total SCL-90 scores of 1025 teachers with positive screening as independent variables and other factors as dependent variables, the results showed that the mental health level of teachers was affected by the following factors. Specifically, the mental health level was affected by the score well-being. The more life events, the less resources to actively deal with, the more repressed personality, passive or perfectionism, the weaker social support, the greater the pressure, and