

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

the lower the level of mental health.

Second, the construction of teachers' well-being needs to focus on specific groups. The survey results show that the overall level of teachers' well-being is good, but 31.63% of them still feel unhappy. Among them, teachers aged 21-30 feel unhappy. Unmarried and divorced teachers feel unhappy. Middle school and vocational school teachers feel unhappy. The findings suggest that the construction of teachers' well-being should focus on young teachers, unmarried and divorced teachers, as well as teachers in junior and vocational middle schools.

Thirdly, job burnout has appeared among some teachers. 10.71% of them had obvious job burnout. Among them, female teachers are more prone to job burnout. With the increase of age, job burnout showed a downward trend. The job burnout of rural teachers is more serious than that of township teachers. Ordinary teachers' job burnout is the most serious. Class teachers are more inclined to appear job burnout.

Fourth, the sleep quality of teachers needs to be improved. The results showed that the incidence of sleep problems in teachers was 40.02%. The proportion of sleep disorders above moderate level was 10.95%. This part of the population may have the phenomenon of sleep disorder, which is manifested as follows: long sleep latency; sleep reversal, biological clock disorder; wake up early and frequently. First, you can't go to sleep after waking up. Second, you wake up more often at night, and it takes a long time to go back to sleep each time. Hypothetical insomnia, a small number of people actually sleep well, because of the impact of psychological factors, they think that their sleep status is poor. Among them, primary and junior middle school teachers are more likely to have sleep problems.

Fifth, teachers' stress needs systematic coordination. The results showed that 16.74% of teachers felt too much pressure. Among them, teachers aged 31-40 had the greatest self-pressure, followed by those aged 41-50. Ordinary teachers feel the most pressure. The self-feeling pressure of head teachers is greater than that of non-head teachers. These teachers may be influenced by life events in family, work, interpersonal, economic and other aspects, and have passive, repressive and perfectionist tendencies in personality traits.

Regression analysis was used to investigate the effects of stressors (life events), coping styles and other factors on stress and mental health. The results are shown in Figure 1.

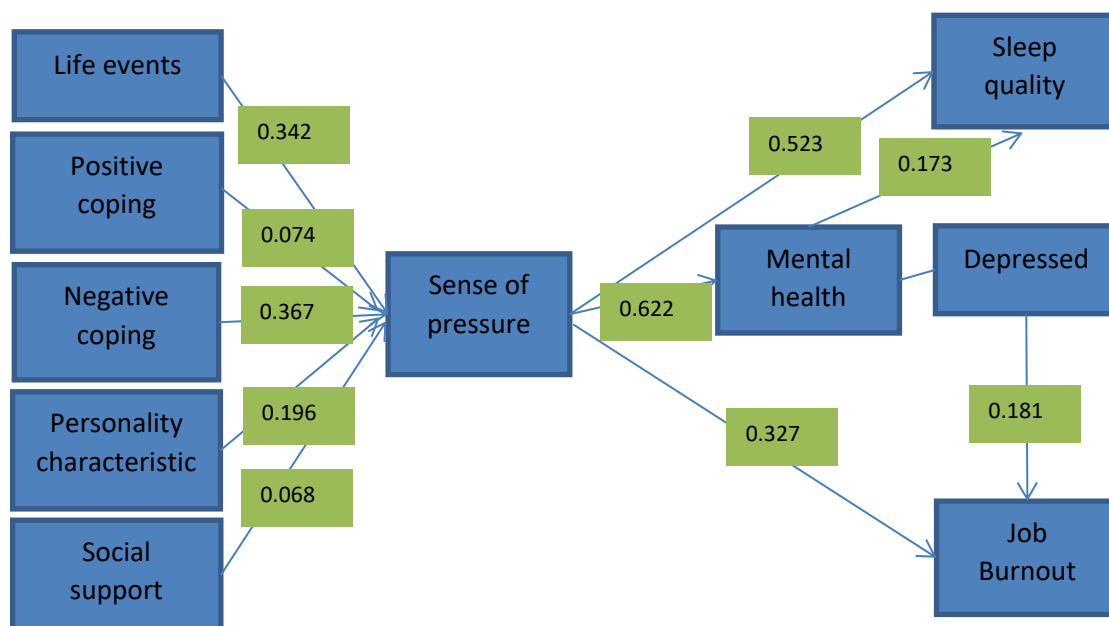


Figure 1. Pressure effect model

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THE EFFECT OF PHYSICAL EXERCISE ON THE PSYCHOLOGY OF STUDENTS IN HUANGGANG NORMAL UNIVERSITY UNDER THE NORMALIZATION OF EPIDEMIC PREVENTION AND CONTROL

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Background: In early 2020, a new coronavirus pneumonia epidemic broke out in China, and under the correct leadership of the Party Central Committee with Comrade Xi Jinping as the core, various local governments took active actions to take scientific and effective preventive and control measures against the new coronavirus pneumonia epidemic. However, as the epidemic continues to be highly prevalent abroad, and the domestic epidemic is disseminated at multiple points and there are local outbreaks from time to time, the normalization of prevention and control has become an inevitable choice for the prevention and control of the new crown epidemic in China in the post-epidemic era.

The problem faced is that in addition to the impact brought by college students in various aspects such as study, life and employment under the epidemic prevention and control norm, it has a great impact on the psychology of college students, and the psychological health has an important influence on the success of college students. It is the basic guarantee for students' normal interaction, study, life and development in college. In the face of the normal situation of epidemic prevention and control among college students, especially when they cannot go out of school, how to carry out effective ways to ease the psychological problems of college students is an urgent problem for colleges and universities at present.

In this paper, under the normal situation of epidemic prevention and control, 150 college students were randomly selected to conduct a psychological survey during the closed-loop period of epidemic prevention and control, to find out the different behavioral changes and psychological reactions, to find out the positive intervention of sports on college students' psychology, with the aim of understanding the emotional condition and psychological reactions of college students during the epidemic, and to provide scientific guidance and empirical basis for the synergistic education of physical education and psychological health under the normal situation of epidemic.

Subjects and methods: This paper takes the effect of sports on college students' psychological health under the normalization of epidemic prevention and control as the research object. One hundred and fifty college students from the classes of 2020 and 2021 in our university were randomly selected as the survey subjects.

Study design: This study developed a questionnaire on the impact of sports on college students' psychological health under the normalization of epidemic prevention and control, and 150 students were randomly selected from two grades of our university, the class of 2020 and 2021, through the evaluation of the index system of the options listed in the questionnaire, and the final results were summarized, analyzed, counted and summarized. Among them, 150 questionnaires were distributed and 145 were collected, with 145 valid copies and 96.67% effective rate.

Methods of statistical analysis: Communicate with psychological teachers in our school by face-to-face or correspondence to obtain cases with research value and provide theoretical and practical references for the research of this paper. The data were counted by using an Excel sheet to provide intuitive data and generalization for the research and summary.

Results: The framework of the index system of the psychological impact of sports on college students under the epidemic situation.

In this study, one primary indicator and 12 secondary indicators were established in the evaluation of indicators, and the questionnaire was divided into five levels of importance: very unimportant, unimportant, average, important, and very important.

Expert statistical analysis of assessment indicators: This study used Excel to statistically analyze the quantitative value data, and calculated the mean, standard deviation and coefficient of variation of the indicators, respectively, as a comprehensive consideration of the importance of the indicators (Table 2). The mean value represents the concentration of respondents' opinions, and the higher the value indicates that the indicator is more important and operable. The coefficient of variation represents the degree of coordination of opinions on the judgment of the same indicator, and the lower the value indicates that the degree of coordination of opinions on the judgment of the indicator is higher.

Through the mathematical and statistical analysis of the survey data, there is a good consistency in the judgment and opinions of the respondents. 12 secondary indicators have a mean importance greater than 5, and some of them even have a mean value close to 9, which indicates a high importance, and their