

related trauma in ex Yugoslavian countries. The sample was divided into groups regarding PTSD diagnosis (lifetime, current and no PTSD). The diagnosis and symptom clusters have been correlated with the genetic variant of the oxytocin transporter receptor gene (rs53576).

Results: Statistically significant results have been found with specific symptom clusters in correlation with the allelic status of the OXTR rs53576 SNP.

Conclusion: Future psychiatry will definitely be focused on research of genetics of psychiatric disorders. Posttraumatic stress disorder shouldn't be forgotten in this research field. The insight into specific genetic variants can give us functional and pathophysiological answers into stress related disorders as well. The oxytocin transporter receptor gene, specifically the rs53576 polymorphism seems to have important function in determining symptom cluster intensity.

Key words: Posttraumatic stress disorder, OXTR gene, rs53576, symptom clusters

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RESTLESS LEG SYNDROME BETWEEN PSYCHIATRY AND NEUROLOGY

Osman Sinanovic^{1,2,3}

¹Medical Faculty, University of Tuzla

²Medical School, University Sarajevo School of Science and Technology

³International Academy of Academy and Science in Bosnia and Herzegovina

Restless Legs Syndrome (RLS), is a chronic neurosensorimotor disorder, characterized by an urge to move the legs which is often accompanied by uncomfortable or unpleasant sensations. Large community studies in Europe and North America show RLS prevalence rates from 4% to 29% in the general adult population. Prevalence increases with age and in the presence of coexisting morbidities, and it is higher in women.

According to International RLS Study Group (IRLSG) the four essential criteria are: 1) urge to move the legs or other body parts usually accompanied or caused by unpleasant sensations; 2) Rest worsens symptoms; 3) Gyration or movement partially/totally relieve symptomst; and 4) Evening/night time onset or worsening of symptoms 5) Denila of another primary causation of the symptoms (acronyme URGED). The DSM-5 criteria for RLS are consistent with the five IRLSSG criteria, and include the following additional specifications: RLS symptoms occur at least three times per week and have persisted for at least 3 months; symptoms cause significant distress or impairment on social, occupational, educational, academic or behavioral functioning; and the disturbance cannot be explained by the effects of a drug or abuse of medication. Supportive clinical features for RLS include a positive family history, positive response to dopaminergic therapy, and presence of Periodic Limb Movements in Sleep (PLMS).

RLS may be primary (idiopathic) or secondary to diverse conditions, such as pregnancy, end-stage renal disease, iron deficiency anemia, peripheral neuropathy.

The potential presence of RLS should be considered in patients who complain of early insomnia and paresthesias or dysesthesias of the legs, somatogorm pain disorder, as well as depressive and anxiety disorders. In addition, sleep disruption and fatigue due to RLS may be causal factors for depression or depressive symptoms.

One of the leading hypotheses for the pathogenesis of RLS is that there is a dopaminergic deficit. The strongest evidence for this hypothesis is the efficacy of dopaminergic therapy.

Treatment of comorbid depression in patients with RLS must be carefully considered as antidepressants have been reported to trigger or exacerbate RLS symptoms.

Key words: Restless Leg Syndrome, RLS symptoms, RLS detection

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THE POSITIVE EFFECT OF PRESCHOOL CLASSROOM INTERACTIVE GAMES ON CHILDREN'S MENTAL HEALTH FROM THE PERSPECTIVE OF PRESCHOOL PSYCHOLOGY

Xiaomeng Wu

Faculty of Education, Beijing City University, Beijing 101300, China

Background: Children's mental health is different from adults' mental health, which has its own unique definition and concept. The so-called children's mental health refers to that children can give an objective evaluation of their existence in the process of growing up, can have normal and harmonious interpersonal communication, can adapt to social development by adjusting their physical and mental state, and thus face the complex and changeable social reality. According to the current survey data, many researchers have found that in the daily kindergarten student group, most of the children's life after returning home is mainly entertainment activities such as TV and mobile phones. When children carry out these activities, not only their own ability cannot be improved, but also their mental health will be affected by electronic equipment. Teachers should try to implement the benign guidance to children in daily kindergarten teaching, but the current survey cannot achieve satisfactory results. Finally, because some teachers are restricted by traditional concepts and cannot effectively understand the significance of EQ, teachers tend to focus on children with high IQ and discriminate against children with relatively low IQ but no lack of EQ. The deviation of this educational concept not only has a profound impact on students' psychological identity, but also has a great limit on their future development space, making them unable to grow up with confidence and self-esteem. To cultivate children's interest in the classroom, teachers must participate in the teaching mode with various forms of expression and multi-channel interactive games. Teachers should try their best to create opportunities for children to express their feelings through various forms. Children's thinking is simple and unbalanced, but at the same time, they are constantly growing and maturing. Only by starting from the laws of children's physiological and psychological development can we cultivate children's interest in interactive games.

To cultivate children's interest in the classroom, teachers must participate in the teaching mode with various forms of expression and multi-channel interactive games. Children's language expression ability and artistic creation ability are at the initial stage of development. Children often encounter certain obstacles in expression and creation. The use of various forms of expression can fully meet the needs of children with different characteristics. Therefore, people will find that children's feelings of beauty are often accompanied by rich facial expressions and actions to make up for their lack of language expression. Teachers should try their best to create opportunities for children to express their feelings of beauty through various forms. Children's thinking is simple and unbalanced, but at the same time, they are constantly growing and maturing. Only by starting from the laws of children's physiological and psychological development can we cultivate children's interest in interactive games.

Objective: Teachers and parents are not only the direct guardians of children's material level, but also the guardians of children's spiritual level. In recent years, more and more people have begun to pay attention to the care of children's minds, and have planned to organize the training and education of children at all ages in the future. Based on the analysis of the current situation of children's mental health, this paper tries to help parents and teachers learn how to take care of their children's mental health through interactive games in pre-school classrooms.

Subjects and methods: 100 children in a kindergarten were selected as the research objects, and were divided into the control group and the experimental group, with an average of 50 cases each. The control group was given the conventional teaching mode, and the experimental group was given the pre-school classroom interactive game teaching mode. Before and after the intervention, the subjects were assessed with SAS and SDS, and the full-time psychologists were responsible for scoring and statistics. Among them, the score limit of SAS scale is 50 points, more than 50 points indicate anxiety, and the lower the score indicates the healthier the psychology. The score limit of SDS scale is 53 points, and above 53 points indicate that there is depression, and the lower the score, the healthier the mind. Relevant data were calculated and counted by Excel software and SPSS20.0 software.

Results: As shown in Figure 1, after the intervention, the SAS and SDS scores of the experimental group were significantly lower than those of the control group ($P < 0.05$). This result shows that the classroom interactive game teaching mode based on preschool psychology can effectively improve the mental health of preschool children, which is significantly better than other teaching modes and has better application value.

Conclusions: In addition to having a sincere love for children, teachers should also master scientific and reasonable maintenance methods, so as to ensure that their own educational behavior does not have knowledge defects and avoid other unpredictable events. By adopting the interactive game teaching mode in preschool classroom from the perspective of preschool psychology, the level of children's mental health has been effectively improved, indicating that this teaching mode is obviously better than the traditional teaching mode. The research shows that the SAS and SDS scores of the experimental group are significantly lower than those of the control group after the intervention, which indicates that the preschool classroom interactive game teaching mode in the perspective of preschool psychology is helpful to the psychological disorder of patients and children, and can help the parents of children to understand the psychology of children.

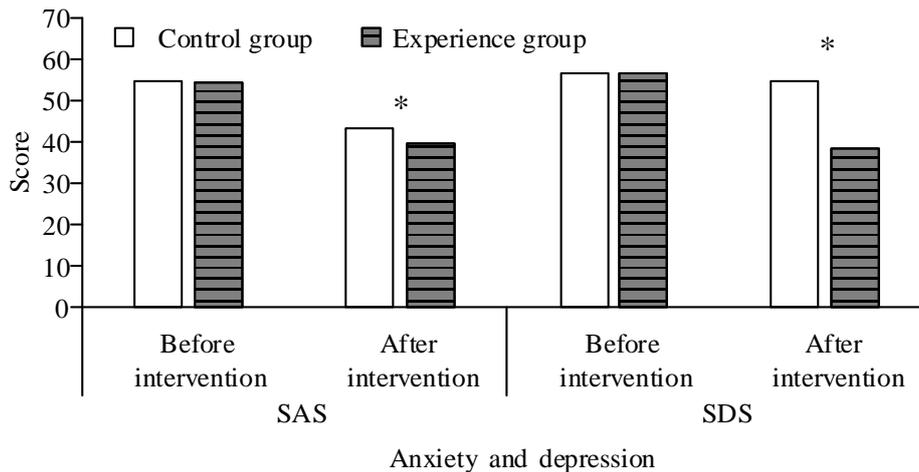


Figure 1. Comparison of anxiety and depression between the two groups
 Note: * $P < 0.05$.

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A STUDY ON THE IMPACT OF CHILD CARE FACILITY PROMOTION ON ALLEVIATING PSYCHOLOGICAL ANXIETY IN PARENTING INFANTS AND TODDLERS IN DUAL-EARNER FAMILIES

Chenxin Lin

Ningbo College of Health Sciences, Ningbo 315700, China

Background: In recent years, with the change of social form and family structure, more and more families have changed their working mode to dual-earner family mode. A dual-earner family is a family in which both husband and wife are employees of government departments, state-owned enterprises or education systems, and have stable jobs, so they are called dual-earners. In the past, for infants under three years old, especially those under one year old, the mother was the primary caregiver, followed by grandparents and relatives. However, with the development of society, women began to enter the workplace, and more and more parents chose to send their children to nurseries for childcare education. Different from the traditional family model in which fathers earn money outside and mothers take care of the family at home, the birth of childcare institutions not only brings solutions to the childcare problem of dual-income families, but also brings parental anxiety to dual-income families. Parenting anxiety means that parents overemphasize the child's growth process, resulting in excessive worry and anxiety about any problems or potential behaviors in the child's growth process, which produces parenting anxiety. The main features of parenting anxiety are nervousness and anxiety, and parents tend to worry too much about their children's growth, resulting in irritability. Research shows that parenting anxiety is prevalent in China, and separation anxiety is most pronounced in children aged 0-3. In order to alleviate the psychological anxiety of infants and young children raised by dual-income families, this study attempts to explore the influence of the promotion of childcare institutions on alleviating the psychological pressure of infants and young children raised by dual-income families.

Objective: To understand the current situation of parenting anxiety in dual-earner families in China, analyze the reasons for their parenting anxiety in the parenting process by searching relevant data, and analyze the changes of the promotion of childcare institutions on the psychological anxiety of parenting in dual-earner families by setting up a comparison experiment.

Subjects and methods: This study mainly used a questionnaire survey to set up a series of questions related to parenting anxiety and childcare institutions, and randomly selected dual-career families with recent parenting anxiety to conduct a questionnaire survey. 100 questionnaires with complete data and reference value were collected, each representing a dual-earner family. 100 dual-earner families were randomly divided into a study group and a blank group with equal numbers. The dual-earner families in the research group introduced childcare institutions to carry out childcare work during the childcare process, while the blank group adopted the traditional childcare model, and the parents take care of their children by themselves. The childcare experiment in both the study group and the blank group lasted for one year, and the anxiety levels of the parents of the study group and the control group were recorded before and