

NEGATIVE EMOTION RELIEF MODE OF COLLEGE STUDENTS BASED ON EDUCATIONAL MANAGEMENT PSYCHOLOGY

Xinming Qiu

School of Law Politics and Public Management, Huaiyin Normal University, Huai'an 223001, China

Background: With the rapid development of social economy, the changes of social environment and the increase of life pressure from all walks of life, people's emotional problems and mental health problems have become increasingly prominent. Emotional problems, stress management, mental disorders, mental depression, suicide and so on have been widely concerned by the society. Among them, the negative emotions in emotional problems are one of the most common mental diseases of college students, and the most serious ones are psychological problems. There may be psychological disorders, mental depression, suicide and so on. Research shows that: most adults in the long-term contest with Yumian emotional form suitable for their own way of counseling, so they can control their emotional fluctuations, but the ability of college students to fight against negative emotions is poor, on the one hand, because college students have been in the relatively simple environment of school, their communication range is narrow, life experience is less, psychological development. On the other hand, the pre university education mode emphasizes achievement but ignores EQ, which leads to the lack of methods to deal with negative emotions. Among them, the probability of College Students' negative emotions is 20%-40%, and about 10% of them tend to be more serious. Behind this, there is a huge group that cannot be ignored and needs urgent attention. Therefore, it is urgent to carry out the counseling of educational management psychology in universities. The important content of College Students' educational management psychology is also the work that counselors need to deal with and face from time to time in the actual work. Effective counseling of educational management psychology is an important mode to alleviate the negative emotions of college students.

The purpose of this study is to alleviate the negative emotions of college students through the guidance of educational management psychology. Six common negative emotions of college students, anger, sadness, fear, guilt, disappointment and anxiety, are taken as the research objects.

Subjects and methods: In order to better explore the role of educational management psychology in alleviating the negative emotions of college students, 800 sophomores were selected from a university. After removing the invalid questionnaire, 783 students were used for statistical analysis. The effective rate of the questionnaire was 97.88%, and the age range was 19.18 ± 1.84 . All of them were post-90s college students, including 426 boys, 357 girls, 546 liberal arts students and 237 engineering students.

Study design: SCL-90 symptom checklist was used to obtain relevant data. SCL-90 has 10 factors, which are anger, sadness, fear, guilt, disappointment, anxiety, depression, hostility, paranoia and compulsion. Each factor reflects a certain aspect of the individual's symptoms, with a total of 90 evaluation items. This table has a better ability to distinguish people with psychological symptoms or possibly due to psychological problems. The scale is divided into five grades: none, mild, moderate, severe and severe. In addition, the results were analyzed by life satisfaction scale, positive emotion scale and negative emotion scale. In order to ensure the accuracy of the results, the public places of the school were selected, the room was bright and the temperature was suitable. The fairness theory, expectation theory and need theory of educational management psychology were used for teaching guidance.

Methods of statistical analysis: SPSS22.0 was used to analyze the difference of data in the research database. In order to compare the completion index of the two groups of comparative experiments, the paper analyzes the whole college students who participate in the experiment.

Results: The psychological test results of the experimental group before and after the implementation of educational management psychology counseling are shown in Table 1.

It can be seen from Table 1 that there are significant differences in the total average scores before and after taking part in the test, and all the 10 factors have been improved to varying degrees, among which there are significant differences in the three factors of guilt, disappointment and anxiety, and relatively significant differences in the four factors of anger, sadness, hostility and compulsion. This shows that the psychological guidance of educational management can improve and promote the overall mental health level of college students, and effectively alleviate the negative emotions of college students.

From the data processing and analysis of the experimental group before and after measurement, we can find that the total score and average score of the experimental group before and after measurement are significantly different. From this point of view, the results are in line with the original assumption of the study-educational management psychology counseling can effectively regulate the negative emotions of college students. The research also shows that educational management psychology can make the attitude of college students develop in a positive direction, effectively alleviate the negative emotions of college students, such as anxiety, depression and paranoia, and enhance a certain high level of positive emotions. In a word, it is effective to intervene college students' negative emotions by psychological counseling of

educational management, but further research is needed in specific methods and technical levels used by different groups.

Table 1. The results of psychological test in the experimental group before and after the guidance of educational management psychology.

Factor	Before counseling of educational management psychology		After the guidance of educational management psychology		<i>t</i>	<i>P</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Total average score	1.8751	0.3568	1.5435	0.3262	3.673**	<i>P</i> <0.01
Get angry	1.9245	0.6321	1.7264	0.5215	2.800*	<i>P</i> <0.05
Sadness	1.7764	0.3248	1.3354	0.4129	2.914*	<i>P</i> <0.05
Fear	1.4687	0.3181	1.3325	0.3452	1.279	<i>P</i> >0.05
Guilt	2.1673	0.5831	1.9064	0.6134	3.648**	<i>P</i> <0.01
Disappointment	1.9642	0.5834	1.6294	0.4462	4.294***	<i>P</i> <0.001
Anxious	1.8843	0.4803	1.5481	0.4516	3.534**	<i>P</i> <0.01
Depressed	1.6534	0.5046	1.5134	0.1621	1.284	<i>P</i> >0.05
Hostile	1.6037	0.4651	1.3381	0.2641	2.834*	<i>P</i> <0.05
Paranoia	1.7261	0.4315	1.6021	0.3180	1.517	<i>P</i> >0.05
Force	1.6248	0.4761	1.4364	0.4318	3.051**	<i>P</i> <0.01

Note: *means *P* < 0.05, **means *P* < 0.01, ***means *P* < 0.001.

Conclusions: Generally speaking, compared with other clinical technology schools, psychological counseling of educational management is more easily accepted by college students because of its full of experience and participation in the clinical implementation process. Through the guidance of educational management psychology, college students have a correct understanding of their emotions and emotional activities, and get the methods of how to adjust their emotions and emotions, so as to promote their life, learning and positive cognition. From the research point of view, through the psychological counseling of educational management, a number of psychological and emotional indicators of the subjects have been improved. It can be seen that the guidance of educational management psychology has broad application prospects. Especially in the current rapid development of social background, in Colleges and universities to carry out educational management psychology counseling can effectively alleviate the negative emotions of college students.

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MANAGEMENT PATH OF HEALTH EDUCATION IN COLLEGES AND UNIVERSITIES BASED ON POSITIVE PSYCHOLOGY THEORY

Lin Bao* & Tian Xu

School of Sciences, Nantong University, Nantong 226001, China

Background: Positive psychology has seen its infancy as early as 1998. Early active psychologists focused on talent and worked to improve the quality of life of ordinary people. For example, Rogers and others regard positive psychology as the research factor of humanistic psychology: Neill and so on are also involved in educational psychology: Albee and Cowen studies also often focus on happiness, or “positive promotion “: Bandura and other studies of people’s sense of efficacy: the study of general intelligence and the study of the quality of life of mental illness. Positive emotion theory refers to positive emotion as a means to achieve psychological growth and improve physical and mental health, and an important “engine” to strengthen our immune system. Positive psychological emotion and extended function show positive correlation, the stronger the positive emotion is, the stronger the function is. Positive emotions also include the theory of positive organizational system, that is, family, community and school, which provides important spiritual strength for human development through the accumulation of experience and the support of Qin Xu. The theory of positive emotion has become an effective way and discipline to cure human