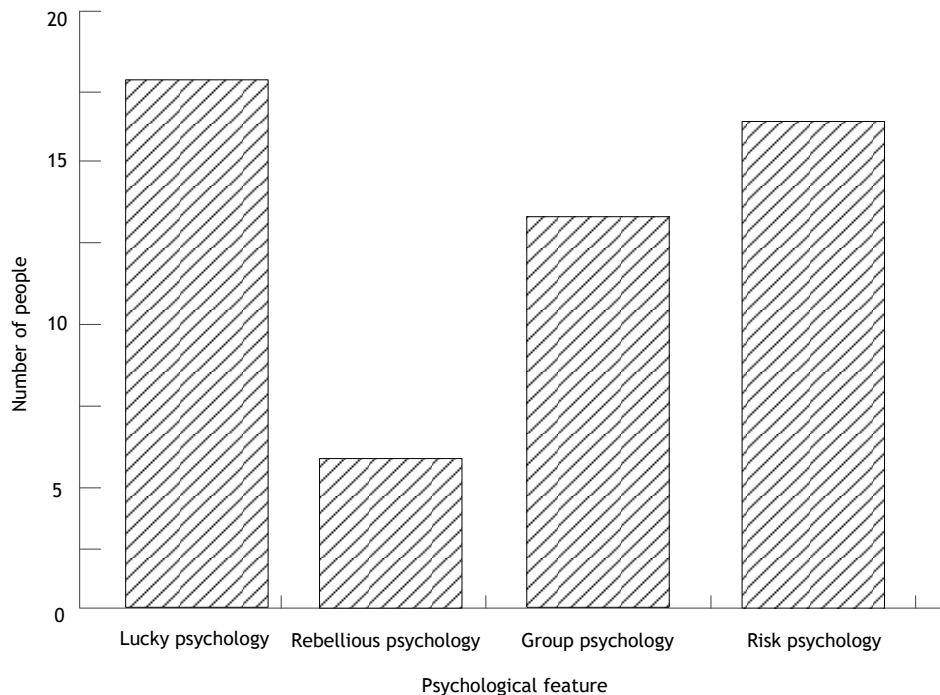


occurrence of accidents.

The results of psychological characteristics of 20 main responsible persons of the accident are shown in Figure 1.



**Figure 1.** Statistics of psychological characteristics of the main responsible persons of the accident.

The paper analyzes the accident by using the theory of safety psychology, finds out the cause and the change rule of the accident through a large amount of original data and data, and studies and analyzes the unsafe behaviors and psychological state of the staff. The psychological characteristics of the construction personnel are mainly fluke Psychology (18), risk Psychology (15), conformity Psychology (13 people) and counter reaction Psychology (6 people). It is not uncommon in the construction industry to knowingly violate the rules and regulations, and the damage it causes to the state, enterprise property safety, employees and their families is obvious to all and countless. Therefore, we must strengthen the safety psychological education of employees, cultivate good psychological quality, enhance the ability of accident prevention, strengthen the learning and training of new technology, reduce the inappropriate “experience” interference, increase the supervision of violation of regulations, and establish an effective supervision mechanism.

Based on the above analysis, the most suitable preventive measures are obtained, including: (1) Strengthen the safety psychological quality of operators through psychological safety training. (2) Through the analysis of the psychological state and characteristics of the operators, the safety awareness of the operators was improved. (3) The safety psychology and attitude of the operators are corrected through the training of safety psychology. (4) Through the training of safety psychology to control the unsafe behavior of operators. (5) Through safety psychology training to improve the safety skills of operators. (6) Using the theory of safety psychology to improve the level of safety management.

**Conclusions:** In building construction, people’s psychological activity is a very complex thinking process. It not only varies with people, time and events, but also is easily affected and restricted by external conditions and their changes. Therefore, we should attach great importance to safety education in construction site. The overall improvement of the comprehensive quality of construction personnel is regarded as the central task of creating a safe, harmonious, civilized and orderly production and living environment, so as to make the safety management further tend to be standardized, scientific, systematic and modernized, and realize the improvement of safety management level.

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**INFLUENCE OF POSITIVE PSYCHOLOGY ON THE EDUCATIONAL DEVELOPMENT OF**

## SPECIAL STUDENT GROUPS IN COLLEGES

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**Background:** According to statistics, special student groups in colleges and universities account for about 30% of the entire college students, and it is on the rise. Related reports also show that special groups have the characteristics of intense emotional reactions, improper cognitive reactions, psychological and emotional imbalance, and large changes in behavior. Some of these special groups will drop out of school, abuse themselves or attack others, or commit suicide. Such problems not only affect their own healthy growth, but also affect the harmony and stability of the school and society. As a result, they have become the focus of attention of colleges and universities, and increasingly become the focus of attention from all walks of life, and their education and psychological assistance have also become an important subject of current social and educational research. At present, existing studies mainly focus on the causes, adverse effects, and prevention of special groups. However, there are few applied researches from the perspective of positive psychology. This study attempts to use this theory to resist negative forces with “positive forces”, and thus more effectively promote the healthy development of college students.

**Objective:** At present, the education of special student groups in colleges and universities is encountering certain difficulties, and the introduction of the concept of positive psychology provides a new perspective for it. Educators can cultivate the inner strength of students from three aspects: establishing the value concept of positive and happy development, establishing a positive cognitive evaluation system, and constructing a positive support system, so as to achieve the goal of healthy growth of students.

**Subjects and methods:** This research takes into account the various majors of engineering, science, grammar and management disciplines of a university, selects 8 departments and several majors, and then randomly selects undergraduates from the whole group. A total of 620 questionnaires and 620 questionnaires on the cognitive status of special student groups were sent out. After recovery, invalid questionnaires such as incomplete answers, incorrect answering methods, or obvious regular forms were eliminated. A total of 603 valid questionnaires were obtained for special college students. There were 458 actual questionnaires with specific questions, and the questionnaire response rate was 93.2%. The control group used the one-year survey data of the personality status of special college students from the college psychological counseling center, and a total of 620 people were sampled, which is an overall sample. Statistical methods include frequency analysis, analysis of variance, and correlation testing.

**Study design:** 620 special group students were randomly divided into intervention group and control group with 310 students in each group. The two groups were given general psychological assistance. On this basis, the intervention group formulated and implemented positive psychological intervention measures according to the theory of positive psychology for 9 weeks. The control group received general psychological care such as routine health education and work and recreation. The Happiness Enterprising Questionnaire (HEIQ) was used to evaluate the mental health effects of the two groups before and after the intervention.

**Results:** Table 1 shows the comparison results of the HEIQ scores of the two groups of students in different time periods.

**Table 1.** Comparison results of the HEIQ scores of the two groups of students in different periods.

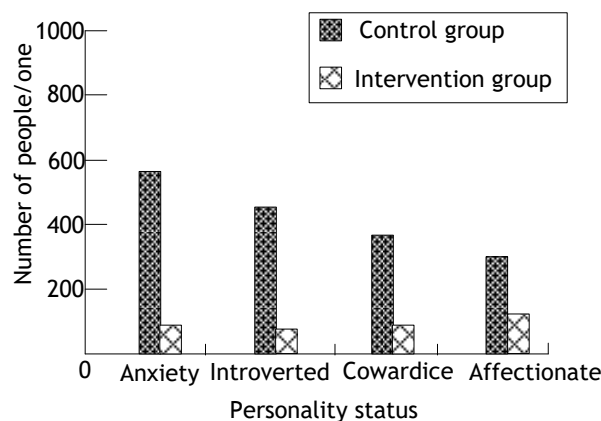
Group	Before intervention	After intervention			F	P
		1-3 week	4-6 week	6-9 week		
Intervention group	3.64±0.65	3.71±0.58	3.82±0.51	4.13±0.57	56.30	0.00
Control group	3.66±0.67	3.59±0.56	3.53±0.55	3.59±0.53		
t	0.25	1.75	3.29	3.92		
P	0.81	0.43	0.01	0.00		

According to Table 1, before the intervention, the total HEIQ score of the intervention group was (3.64±0.65) points, and the total HEIQ score of the control group was (3.66±0.67) points. There was no statistically significant difference between the two groups ( $P>0.05$ ). After the intervention, the total scores of HEIQ of the students in the intervention group were significantly higher than those of the control group at different time periods, and the difference between the two groups was statistically significant ( $P<0.01$ ).

In the face of social attitude-related issues, 42% of students from special groups are sometimes or often excited when arguing with others, showing that students from special groups are not easy to control their emotions. There are also 20% of college students sometimes or often feel that they are being treated unfairly, and 11% of college students sometimes or often feel that others are deliberately hindering

themselves. Most students from special groups still have a common heart in dealing with things around them.

Figure 1 shows the comparison of dimensional factors of psychological performance between the intervention group and the control group.



**Figure 1.** Comparison of dimensional factors of psychological performance between the intervention group and the control group.

It can be seen from Figure 1 that some students from special groups show unsound personality traits, introversion, cautiousness, emotional instability, low participation in society, poor psychological defense mechanisms and abilities, and tendencies to escape and withdraw. It clearly reflects the difference in personality structure and personality motivation of students of special groups under the intervention of positive psychology. In the absence of intervention, this kind of personality tendency is unfavorable to the development of students of special groups as a whole. We should open the door to students of special groups from the aspects of collective environment, humanistic care, participation opportunities, etc., so as to enhance their initiative in learning and life, so as to achieve the goal of improving their personality.

**Conclusions:** Guided by the theory of positive psychology, the implementation of group positive psychological interventions for special groups of students can enhance the positive emotional experience of special groups of students and improve the level of positive mental health. Compared with general psychological intervention, it can better improve the deep self-cognition structure of special groups of students and enhance the positive psychological quality. It is worthy of popularization and application in the teaching work of colleges and universities. In addition, this study did not make further follow-up and long-term effect observations for this interventional study, and it needs to be further explored in the future.

**Acknowledgement:** Anhui University Humanities and Social Science Research Key Project 2019. The project name: Research on the Realization Path of the Modernization of the Management System of Special Education Teachers (No.SK2019A0295).

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## DEVELOPMENT TREND OF MENTAL HEALTH EDUCATION AND THE INNOVATION OF TEACHING METHODS

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**Background:** As we all know, with the rapid development of social economy, the education and teaching of colleges and universities in our country is in an important stage of vigorous development, whether it is the teaching environment, teaching equipment or teaching ideas, teaching methods, etc., have been greatly optimized and improved, which provides a very good environment and conditions for Contemporary College Students' college learning and life.

The collaborative innovation of Ideological and political education and mental health education in Colleges and universities is the requirement of carrying forward the socialist core values. It is very important for a country and a nation to guard the ideological position. At present, the struggle in the field of ideology is becoming increasingly fierce. The impact of multiple values has a negative impact on some college students. College students have weakened their ideals and beliefs, moral decline and other phenomena. The