

philosophy puts people in the first place and transforms from “machine-oriented” to “human-oriented”. Therefore, design psychology emerges at the historic moment and develops into a subject of great importance.

**Objective:** With the rapid development of today’s world, people’s living standards are getting higher and higher, the quality of production and life is also increasingly high. Environmental design is a combination of science and art, it combines practical and aesthetic functions, can make people’s physical and mental pleasure.

**Study design:** Stratified cluster random sampling method was used to investigate 600 groups of different ages, different genders and different occupations. 600 questionnaires were distributed, 589 were retrieved and 573 effective copies were obtained.

**Methods:** The application effect of Excel statistical design psychology in the design of environmental landscape art.

**Results:** The “people-oriented”, to create a comfortable and pleasant environment for people, reflecting the man-made ecology. Man is the user of landscape. So consider the user’s requirements first. Through the artificial environment and natural environment and other elements of the design, adding the emotional experience and psychological feelings.

The survey results, with 0 to 4 levels of specific quantitative factors influence value, 0 means nothing, 1 means a slight impact, 2 means the impact is general, 3 means the impact is obvious, 4 means full impact. In order to reduce the subjective error in the evaluation. The results were determined by rounding the 600 social groups assessed and averaged, with the specific statistical table shown in Table 1.

**Table 1.** Application of design psychology in environmental landscape art design.

Factor	Psychological influence	Emotional need	Environmental construction
Group	3	4	4

**Conclusions:** Design psychology is particularly important to environmental design. There are many factors affecting human psychology and understanding of environment, such as social class, occupation, age, gender and so on. Therefore, we must consider people’s own psychological and emotional needs, a lot of factors will affect the human psychological needs and the understanding of the environment. Different architectural space, design requirements are also different, should consider the psychological factors are also different. The relationship between design psychology and environmental design should be further studied, and the theoretical framework should be elaborated systematically and scientifically to provide good theoretical basis and practical experience for future development.

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## THE APPLICATION OF INTERACTIVE TEACHING TECHNIQUES TO IMPROVING MIDDLE SCHOOL STUDENTS’ PARTICIPATORY LEARNING FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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**Background:** Educational psychology is the study of human learning, the effect of educational intervention, the psychology of teaching, and the social psychology organized by schools. The focus of educational psychology is the application of psychological theories or research to education. Educational psychology can be used to design curricula, improve teaching methods, promote learning motivation and help students face the difficulties and challenges encountered in the process of growth. Therefore, in the perspective of educational psychology, the reform of teaching model is one of the current research hotspots. In today’s curriculum teaching, participatory learning has been widely concerned. Reversing classroom is to change the role of teachers and students in traditional teaching by reversing the arrangement of knowledge imparting and internalization, and re-planning the use of classroom time to achieve the reform of traditional teaching mode. Therefore, it is of great significance to use the interactive teaching in the overturning class to guide students’ learning.

**Objective:** Reversal classroom is a subversion and reversal of the traditional classroom, which is a new

teaching mode and insists on the student-centered teaching concept. Reversal of classroom reversal of the status of teachers and students, which emphasizes the learning process of students rather than the teaching process of teachers. In the context of the Internet, teachers can make full use of Internet technology and Internet resources to provide students with a variety of learning resources, and guide students to complete the self-learning before class. In the class, the teacher can lead the students to put forward the puzzles and puzzles in the process of self-study, and solve them through the interaction, cooperation and discussion of the whole class, so that the students can internalize the knowledge into their own knowledge.

**Subjects and methods:** In order to explore the importance of interactive teaching skills in improving middle school students' participatory learning, this paper studies the feasibility and effectiveness of overturning classroom teaching mode. Two classes of middle school students in a middle school were chosen as the research subjects. The same teacher taught the same class. Two different teaching models were used. One class used preset teaching model and the other class used participatory teaching model based on flip class. Then Liflanders interactive analysis system, analysis of the two classes of language behavior ratio of teachers and students, students speaking ratio, teacher questions and so on. On the basis of educational psychology, this paper fully understands the connotation and elements of overturning classroom, and designs a participatory teaching process. Preset teaching and participatory teaching were used in the two classes respectively, and the video was recorded.

**Study design:** The whole course teaching is divided into three stages:(1) During the pre-class preparation stage (the process of knowledge acquisition), the teacher shall, according to the teaching objectives and tasks of this class, carry out the teaching design, and then, according to the heavy and difficult points of this class, adopt Camtasia Studio 6.0 software to make micro-lessons, and then put the prepared micro-lessons, teaching PPT, and mark preparation and evaluation questions on the 4A platform for students to study and evaluate independently before class, summarize the questions raised in the forum, and bring them to the class for discussion with the students.(2) During the course (the process of internalizing knowledge), the teacher shall, according to the teaching design, answer the questions put forward by the students, explain and comment on them. Students study in groups according to the questions put forward before class, discuss and report in groups, so as to improve the students' participation and comprehensive quality. (3) After class (the evaluation stage of knowledge), students may finish the homework assigned by the teachers, and may go to the 4A platform to watch the micro lessons and the teaching PPT again, or communicate and interact with the teachers on the 4A platform forum.

**Methods:** The language behavior ratio, students' speaking ratio, teachers' questioning, teachers' interaction between teachers and students of the two classes were tested.

**Results:** It is found that students dare to express their ideas and speak actively in the flipping class, which shows that interactive teaching techniques have better teaching effects in the flipping class. But the classroom teaching atmosphere is dull, the teacher and the student lack the interaction, the student study enthusiasm and the enthusiasm are bad. The statistical results of students' initiative in the two classes are shown in Table 1.

Flip the questions in the classroom to stimulate students to think, guide students to learn. Through the video we found that the questions are some open questions, students take the initiative to speak significantly higher than in the classroom, students actively express their views and ideas in the classroom, classroom atmosphere more harmonious. In the classroom, the ratio of teachers' questioning is less than 10.5%, the main reason is that teachers need to complete the teaching of knowledge within the prescribed time. But we find that students are still willing to take the initiative to speak when teachers ask questions. Therefore, we should ask more questions to stimulate students' thinking.

**Table 1.** Classroom comparison of students in two classes.

Classes	Teacher questioning ratio/%	Active response ratio of students/%
Reversal classroom	55.7	53.2
Instructional teaching	10.5	51.6

**Conclusions:** Reversal of the participatory teaching model can improve the effect of teacher-student interaction, break the teacher-centered teaching model, and make teachers change from knowledge givers to students' learning guides and promoters. Has certain advantages, mainly in:(1) Helping students to realize personalized learning and cultivate the ability of autonomous learning. The participatory teaching mode based on inversion classroom realizes the student-centered. Students are the main body of learning activities in the classroom, students can watch micro video at any time and any place to learn, can watch video according to their own progress and needs, students can also according to their own learning progress and needs, carry out selective personalized learning, develop their ability of autonomous learning and

independent analysis of problems. (2) Facilitating the enhancement of teacher-student interaction. In the participatory teaching mode of overturning classroom, the interaction between teachers and students is strong, the relationship is harmonious, and it is helpful for learners to internalize and transfer their knowledge. (3) Helping to reduce students' cognitive load. The process of knowledge imparting in the classroom and the process of knowledge internalization in the classroom can make the teachers and students communicate with each other, so as to stimulate the students' thought collision, reduce the students' cognitive load, and enable the learners to make better use of learning resources and improve the learning effect.

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## MENTAL HEALTH ASSESSMENT OF TOURISM PRACTITIONERS

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**Background:** With the gradual integration and deepening of the Internet and tourism, the tourism industry has entered a new stage of popular and industrialized development, the demand for tourism has been growing, and the tourism industry has entered a new era of "wisdom, individuality and integration". The characteristics of the tourism era require tourism practitioners to have good psychological quality, the will of self-improvement, self-reliance, self-confidence and strong, optimistic and positive attitude towards life. In addition to mastering the necessary professional skills, tourism practitioners must have a good psychological quality and master the psychological characteristics of various guests. One of the professional characteristics of tourism service is that the situation is complex and changeable, and the work of tourism service is not only complex but also changeable. First of all, the objects of service are complex, with different ages, occupations, genders, religious beliefs and educational backgrounds, and different personalities, habits and hobbies. Secondly, the needs of service targets vary greatly, and the needs of people of different ages, different genders and different educational backgrounds are also different. Once more, must process the complex human relations, but also must face each kind of spirit and the material enticement. Only in this way can we deal with the complicated and changeable situation, do a good job in service, and become the guide and attendant that the tourists like.

**Objective:** With the development of tourism industry, the physical and mental health of tourism employees is different from that of ordinary people because of their long working hours, poor regularity and complicated situation. Mature defense mechanism can provide effective psychological protection for people, and provide theoretical basis for understanding the characteristics of defense style and mental health of tourism practitioners and for further proposing feasible psychotherapy and intervention strategies. This survey focuses on the comparison of mental health status of different tourism practitioners, so as to provide reference and reference for guiding tourism practitioners in a timely manner.

**Subjects and methods:** From October 2019 to May 2020, the method of cluster sampling and random sampling shall be adopted to select 200 tour guides and other service personnel respectively from a city tourism company. The tour guide group was divided into study group and other service personnel as control group. The control group and the study group were matched by sex, age and education level to exclude serious physical and brain organic diseases. The study group consisted of 100 patients aged 25-55 years, averaging 35.6±6.3 years and 17.2±6.1 years of schooling. The control group 100 cases, age 25-55 years old, an average of 32.9±7.5 years old, an average of 17.9±5.8 years of education. There was no significant difference in sex, age and educational level between the two groups.

**Study design:** SCL-90 was used to evaluate mental health. Five grades were used to calculate the total score and somatization, compulsion, interpersonal sensitivity, depression, anxiety, hostility, terror, paranoia, psychosis as indicators of mental health.

**Methods:** SPSS17.0 statistical software package, statistical data results. *F* test was used for the measurement data, correlation analysis was used for the correlation test, and *P* < 0.05 was the significant difference threshold.

**Results:** The score of somatization, compulsion, anxiety and paranoia was statistically significant (*P* < 0.05), but no significant difference was found between the two groups. The result of symptom self-rating