

advanced deeds of ethnic minority college students, and vigorously publicize the excellent models around them, Make ethnic minority college students feel the excellent representatives around them, guide them to correctly understand and deal with the interest relationship between the state and the nation, deepen their understanding of political identity, national identity and national identity, and pay attention to effective publicity.

2. Network education mechanism. We should adapt to the development of the network era, master more network technologies and methods, and establish school network websites, QQ groups, WeChat groups and unblocked campus cable radio and television for ethnic minority college students. We should regularly carry out “Triple Identity” education for ethnic minority college students, so that they can understand the history and culture of the motherland, grasp China’s basic national conditions and see the great achievements of the country, so as to imperceptibly enhance the trust and support of ethnic minority college students to the party and the state. At the same time, we should also set up hotlines and columns to communicate with most ethnic minority college students on political, national and ethnic issues of interest, timely grasp their ideological trends, and timely solve all kinds of questions and difficulties in their thinking and life. Taking the network as a new position and combining online identity education with offline identity education will help to improve the timeliness and pertinence of “Triple Identity” education.

3. Practical education mechanism. We should pay attention to the specific ideological behavior and practical needs of ethnic minority college students, take into account their ideological needs, learning needs, psychological needs, work needs and living needs, and organize and arrange them to actively participate in social classes and carry out “Triple Identity” education activities by taking advantage of holidays or social practice courses, Let them practice the responsibility and obligation of a minority college student in the great practice of socialism with Chinese characteristics. Let them further improve their ability to analyze social phenomena in the close relationship between theory and practice. Let them establish national self-esteem, self-confidence and pride in participation and practice, so as to strengthen their confidence in taking the road of socialism with Chinese characteristics, China’s opening up and modernization, and the party and government.

Conclusions: The patriotic education of ethnic minority college students should proceed from reality, take patriotic education as an important part of student education management, implement the fundamental task of Building Morality and cultivating people, and correctly grasp the national education policy, so that ethnic minority college students can truly shoulder the important task of national rejuvenation. The exploration of patriotism education methods still needs to be further deepened and strengthened.

Acknowledgment: Guangdong Province Educational Science Planning Project (Special Project for Higher Education): Research on the Cultivation of “Triple Identity” of Patriotic Education for College Students in the New Era(2021GXJK031).

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AN ANALYSIS OF THE STRATEGIES OF INFILTRATING MENTAL HEALTH EDUCATION INTO ENGLISH TEACHING IN THE CONTEXT OF CROSS-CULTURAL COMMUNICATION

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Background: Because the current education system is not perfect, to cope with various examinations, teachers often overemphasize grammar knowledge and reading and writing ability in the classroom, ignoring students’ learning of British and American cultural background. Chinese students often make communication mistakes after studying hard for many years, mastering grammar, memorizing words, and memorizing a large number of sentence patterns and idioms. This phenomenon shows that although students may learn basic language knowledge, they do not master the corresponding communicative competence. The increasingly frequent cross-national and cross-cultural exchanges put forward new requirements for English teaching. When talking about cross-cultural communication, an American scholar said that “Mastering only one language does not mean being able to fully communicate with people who use the language”. This puts forward an urgent problem to be paid attention to and solved in English teaching. First, we should run through the understanding and mastery of western culture in English teaching. With the deepening of the new curriculum reform, the requirements for students to learn English knowledge are also improving. There is a serious lack of English learning atmosphere. Because students are curious about the subjects they have

just come into contact with and are very interested in new things, the teaching in the newly opened English class is going very smoothly. With the transfer of time and the increase of knowledge difficulty, some students began to go downhill. Children can only rely on two or three classes at school. Therefore, I have been trying to find the best combination of English teaching and mental education, so as to improve teaching efficiency.

Objective: To pay attention to students' physical and mental health, we should first pay attention to students' personality psychology, and different psychological activities play a decisive role in the process of their English learning. The new English curriculum standard specially emphasizes: "we should pay attention to each student's emotion, stimulate their interest in learning English, and help them build their sense of achievement and self-confidence, so that they can develop their comprehensive language ability in the process of learning. "Therefore, we need to infiltrate mental health education into English teaching, not only pay attention to the development of students' cognitive ability, but also pay attention to students' emotional life, so as to promote the harmony of students' knowledge, emotion, intention, behavior and personality characteristics.

Subjects and methods: 1. Excavate the connotation of vocabulary. Vocabulary has accumulated rich cultural connotations in its long-term use. There are few completely equivalent words in common use in Chinese and English. The seemingly corresponding words may contain different cultural connotations. If students understand them literally without paying attention to cultural differences, they will cause many misunderstandings in communication. Therefore, we must excavate the cultural meaning of vocabulary and let students understand its cultural connotation. 2. Pay attention to cultural differences in grammar teaching. Grammar teaching should not only focus on the explanation of language structure. When analyzing difficult sentences, students can first translate them into Chinese, and then compare and analyze English and Chinese sentences to find out the similarities and differences. In this way, students can avoid many Chinglish in communication and reduce the interference of their mother tongue to English learning. Therefore, in grammar teaching, teachers should often compare English and Chinese, find out the similarities and differences, help students overcome interference, promote positive transfer and improve the efficiency of learning English. 3. Pay attention to the cultivation of communication culture. Go for it covers many topics such as "greetings, asking for information, thanks, making phone calls, making comments, dating, praise, asking for directions and directions, talking about the weather". Teachers can create cultural scenes in the classroom in combination with the functional items of each unit, so that students can practice and use them in different roles, and through comparison, analysis and experience, Improve students' appropriateness of language expression and cross-cultural communication ability. In addition, teachers can also organize students to perform some misunderstandings caused by different cultures, let students compare the similarities and differences between foreign and national cultures, and strengthen the cultivation of communicative culture. 4. Strengthen cultural infiltration through multiple channels. Learning a foreign language cannot only rely on a limited classroom. Teachers should guide students to make full use of extracurricular time to expand their English language and cultural knowledge. First, teachers can guide students to read literary works, biographies of celebrities and other extracurricular reading materials, and require them to exchange experience after reading, so as to enhance their understanding of Western cultural knowledge and information. Secondly, teachers can guide students to watch original English movies, TV and video films, because they contain the lives, thoughts and ideas of people at all levels. The tortuous plot and dynamic performance can make students feel on the spot and make up for the lack of only words in books. By watching actors, students can also more vividly understand and learn many methods and means of nonverbal communication related to English culture.

Results: 1. Cultivate healthy emotions between teachers and students. It is the premise and foundation of effective mental health education. Teachers' own sense of Sui has the greatest and most direct impact on the formation of classroom teaching atmosphere and students' emotion. Therefore, teachers should have high ideological quality, good ethics and high psychological quality, so as to treat their work with full enthusiasm, constantly explore new problems in their work, and transform their continuous pursuit of work into love for students. In classroom teaching, teachers should enter the emotional world of students with friendly teaching attitude, pleasant expression and gentle and humorous language, contact, dialogue and communicate with students, induce people with emotion, humanize people with emotion, inspire people with emotion, and fully respect students' personality, individual and emotion, so as to realize spiritual communication, thinking resonance and emotional resonance between teachers and students. There is a healthy emotion of mutual respect and mutual understanding, which is the premise and foundation of mental health education. 2. Timely dredge students' psychological obstacles. Psychology believes that confidence is an important symbol of individual mental health, and confidence is the internal dynamic mechanism for everyone to give full play to their internal potential and realize the value of life. In classroom teaching, a variety of ways are used to evaluate students, so that students can find their own flash points under a variety of evaluation modes, and then stimulate their confidence to make progress. Teachers should be good

at discovering and dredging students' psychological obstacles in time. They can judge students' psychological state through students' eyes, facial expressions or uneasy looks and actions, give students more care and patient confidence, and do dredging work repeatedly, such as talking, analyzing and researching, listing successful examples, and solving the psychological problems they encounter. In English learning, when designing practice items and practice contents, arrange multiple levels, from old to new, from shallow to deep, from easy to difficult, so that students can continue to succeed, so that they can surpass obstacles one by one, gradually enhance their confidence, establish a good psychological state and actively participate in learning.

Conclusions: Generally speaking, as a qualified teacher, students not only need to learn basic knowledge and familiar with learning methods. It also needs to use English teaching skills to develop excellent psychological skills. Therefore, mental health education is what every English teacher needs to do. The implementation of mental health education is a complex and systematic project, which needs the joint efforts of all parties. Caring for and improving students' mental health education should also become one of the symbols of English teachers, which can improve students' mental health. As an English worker. Teachers need to focus on students' mental health while improving their English level, to improve their moral concept.

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APPLICATION OF SAFETY PSYCHOLOGY IN CONSTRUCTION SAFETY MANAGEMENT

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Background: The application of safety psychology is mostly in the field of high accident rate. In the field of construction engineering, safety has always been a major and key problem. There are potential safety hazards in many construction sites. Out of consideration and attention to safety, especially how to prevent and minimize accident damage is also a major issue in construction project management. Therefore, it is necessary to study the research and development of safety psychology in construction project management.

Objective: With the development of the industrial age, construction safety accidents occur frequently. Most of the accidents are caused by people's unsafe behavior, and people's behavior is often controlled by subjective thinking, so it is very necessary to study people's psychology. However, in the current field of construction engineering management, safety psychology is generally in the initial research stage. In order to reduce the accident rate and improve the construction management level, this paper makes a corresponding explanation based on safety psychology and analyzes the types and causes of psychological factors.

Subjects and methods: Architecture is the living and working place in human daily life. Its safety management includes two aspects: construction and use. In the construction operation, because most of the buildings are high-rise buildings, people are required to work at heights, and the construction materials have certain harmfulness. Most of the construction personnel are migrant workers with low educational level, and their safety awareness is shallow. Under the action of these factors, the probability of accidents is high. In terms of use, the quality assurance of buildings is also very important, and the quality of buildings is determined by the whole construction process. Therefore, the behavior of building constructors is studied. Whether the behavior is safe or not depends on the psychological function, so we can't ignore the psychological factors of human safety in construction management.

Results: Introduce safety psychology management method. Generally speaking, there are ten unsafe psychological states in safety psychology, such as paralysis, irrelevant, arrogance, luck and rebellion, which will have a negative impact on safe construction. Such as paralysis, it is difficult for workers to realize the importance of safety production, lack of enough attention, and most of them appear on old employees. Rebellious psychology, employees are in conflict with normal psychology, refuse to abide by various systems, and make errors in the judgment of the current situation, which leads to potential safety hazards. The psychology of making fun mostly appears among young workers. Affected by the surrounding environment, irrational behaviors such as impulse and irrationality will occur, and safety accidents will also be caused. In order to better avoid the circulation of the above situation, construction enterprises can regularly carry out psychological state investigation, establish psychological archives on this basis, strengthen the publicity of healthy psychological state and improve the level of project safety management. In addition, a scientific and reasonable psychological adaptability selection mechanism should be established. Employees should be