

emergency management. To study how to realize the revitalization mechanism of post-epidemic tourism development. (3) Develop revitalization plans to raise the “temperature” of tourism. Tourism is an activity with frequent social communication and based on personal experience and perception. The development of tourism activities should bring health, safety, urban governance, crisis management, people’s livelihood care and other factors into the tourism planning, and establish a tourism crisis management system and tourism crisis evaluation program. Tailored tourism recovery plans should be developed for different regions, different market segments and different tourism recovery time stages according to epidemic risk levels and tourism dependence. Actively develop tourism products according to tourists’ psychology and needs, boost the development of regional tourism, cultural tourism, red tourism, health tourism and so on. Interactive media will be used to show orderly governance and concern for people’s livelihood, as well as “people, scenery and emotions” to prepare for the recovery of tourism after the epidemic. (4) Improve tourism services and boost industrial transformation. The company must grasp the public’s consumer psychology of life and health, environmental protection, science and technology, medical care and health care, and strive to turn “crisis” into “opportunity” while carrying out epidemic prevention and control. Design high-quality tourism products and services by integrating online and offline resources. Hotels and catering companies can also benefit from providing quarantine services. Travel agencies and tourist destinations can develop eco-tourism, health tourism, medical tourism, green tourism, science and technology tourism as the theme of tourism products to promote the release of tourism consumption.

Conclusions: The COVID-19 epidemic will have a significant psychological impact on travelers. In the early stage of the epidemic, the outbreak stage, the post-epidemic stage and the normal prevention and control stage, there are significant differences in tourists’ psychological states, from anxiety, irritability, disappointment, and fear to caution, caution and acceptance. The formation and change of tourists’ psychological state are influenced by complex factors, including gender, age, education level, economic income, location and other basic factors. It also includes personality factors such as tourists’ psychology, number of tourists in tourist destinations, epidemic prevention and control safety index of tourist destinations, degree of social support, knowledge of disease, credibility of government, and transparency of information contact of various media. The psychology of tourists caused by the epidemic has a negative impact on tourists themselves, tourism enterprises and social and economic development. Preventing and controlling the epidemic in the whole process of tourism, overcoming psychological barriers of tourists and developing tourism products adapted to the new requirements of regular epidemic prevention will become the development direction of tourism under the situation of regular epidemic prevention.

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THE PRESENT SITUATION AND IMPROVEMENT STRATEGY OF RURAL PRESCHOOL TEACHERS’ MENTAL RESILIENCE

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Background: Due to the particularity of the education objects that rural preschool teachers face, the education activities are complicated and meticulous, and they shoulder heavy safety responsibilities. At the same time, some rural preschool teachers’ teaching methods lag, the backward teaching concept, faith is not high, this leads to the rural preschool teachers common psychological stress, job burnout, prone to such problems as lack of professional happiness, career anxiety, affecting their professional growth, negative psychological condition not only affects the mental health status of preschool teachers. It will also have a negative impact on the quality of kindergarten and the improvement of education and teaching level. In the face of adversity, some preschool teachers can adjust their mentality in time and comfort themselves to continue to work, while the other part of preschool teachers cannot transform the pressure into the motivation to move forward in time, long backlog, easy to suffer from psychological diseases. The improvement of psychological resilience can reduce job burnout, reduce job anxiety, improve self-efficacy, and thus reduce stress. As a “positive psychological trait” proposed in positive psychology, resilience plays an important role in the physical and mental development of individuals in adversity and adversity.

Objective: This study aims to investigate the level of mental resilience of rural preschool teachers, explore the current situation and influencing factors of mental resilience of rural preschool teachers, and put forward suggestions for improving the ability and psychological quality of rural preschool teachers to cope with work pressure.

Objects and methods: In this study, the rural preschool teachers in Huanggang and Ezhou of Hubei province were selected as the research objects by cluster random sampling method. A total of 300 questionnaires were sent out, of which 266 were effectively received with a recovery rate of 88.7%. Among them, 45 are unmarried and 221 are married. There were 122 preschool teachers in rural public kindergartens and 144 in rural private kindergartens. There are 56 enrolled preschool teachers and 210 non-enrolled preschool teachers. There are 102 preschool teachers with high school education, technical secondary school education or below, 138 with junior college education, and 26 with bachelor's degree or above. 84 people aged between 20 and 30, 106 people aged between 31 and 40, 61 people aged between 41 and 50 and 15 people aged above 50. There are 110 teachers with teaching experience of 0-5 years, 82 teachers with teaching experience of 6-10 years, and 74 teachers with teaching experience of more than 11 years.

The adult resilience (Resilience) scale was developed by Friborg et al., and revised by Yang et al. The scale includes 6 dimensions of self-perception (self-perception), future goals, social ability, organizational style (work planning style), family cohesion and social resources, with a total of 33 items graded from 1-7. The higher the score, the better the psychological resilience. The scale was tested by Cronbach's A, and a coefficient was 0.84, indicating good reliability of the scale. This survey is conducted collectively, anonymous answer, unified recall. SPSS 26.0 was used for statistical processing of the survey data, and T test, variance analysis and regression analysis were used to describe and analyze the mental resilience of preschool teachers in rural areas.

Results and discussion: The results show that in the dimension of total mean score of mental resilience, the scores of teachers with different years of teaching are significantly different. Teachers with 6-10 years of teaching experience have the highest score in this dimension, and teachers with 0-5 years of teaching experience have the lowest score. LSD postmortem test showed that the mental resilience of teachers with 0-5 years of teaching experience and more than 11 years of teaching experience was lower than that of teachers with 6-10 years of teaching experience. In the dimension of self-perception, the psychological resilience of kindergarten teachers in private kindergartens was significantly lower than that in public kindergartens. In the dimension of future goals, teachers with 6-10 years of teaching experience scored the highest in this dimension. LSD postmortem test showed that the scores of novice teachers with 0-5 years of teaching experience and teachers with 6-10 years of teaching experience were higher than those with more than 11 years of teaching experience. In the dimension of social competence, the score of kindergarten teachers in private kindergartens is lower than that of teachers in public kindergartens. In the dimension of family cohesion, the score of novice teachers who joined the school at the beginning of 0-5 was the highest, and the score was significantly higher than that of teachers with more than 11 years of teaching experience.

(1) The characteristics of rural preschool teachers' mental resilience. The study shows that the mental resilience of preschool teachers in rural areas is not good. The average value of each dimension in descending order is social resources, social ability, self-perception, future goals, organizational style, family cohesion. Rural preschool teachers are relatively satisfied with their ability to control social resources and social skills, which also indicates that most preschool teachers can strengthen their communication with relatives and others through interpersonal communication and communication and cooperation, and finally achieve the purpose of overcoming difficulties and pressure. The scores of future goals and organizational style of rural preschool teachers are low, indicating that the mental resilience level of rural preschool teachers is low in the aspects of internal protective factors, such as self-management involving time management and planning ability. In the scale of adult resilience, the family cohesion dimension reflects the external environmental support aspect of resilience. Good social support is mainly reflected in the support of family and the sense of belonging, while rural preschool teachers score low in this dimension, indicating low feelings from family emotional support.

(2) The difference analysis of rural preschool teachers' mental resilience with different demographic characteristics. In this study, demographic variables such as age, teaching age, post and marriage are closely related to the psychological resilience of preschool teachers. Rural preschool teachers with different teaching ages have significant differences in the total mean score of adult elasticity scale, and the dimensions of the scale have significant differences in different background variables, gender, teachers with different teaching ages and teachers with different kindergarten systems. Research shows that the older the teacher, the better the resilience. As we grow older, our ability to cope with external pressure, adversity and difficulties gradually increases. The shorter the teaching time, the lower the level of mental resilience, but it does not increase with the increase of teaching time. The psychological endurance of novice teachers is still relatively weak, and they need to grow up gradually in the work practice. Some teachers with more than 11 years of teaching experience may have plateau stage and transition stage of career development, and also have low

level of mental resilience. Marital status is also an important influencing factor. The psychological resilience of married teachers is higher than that of unmarried teachers, because they are more likely to get corresponding emotional and social support from their families, and thus better cope with setbacks and pressures in work. The mental resilience scores of preschool teachers in rural public kindergartens are higher than those in rural private kindergartens, and the mental resilience scores of preschool teachers in rural organized kindergartens are higher than those in non-organized kindergartens. Regression analysis showed that in the dimension of future goals and family cohesion of resilience scale, two dummy variables at different teaching ages could effectively explain and predict the level of resilience of preschool teachers. In the dimensions of organizational style and social competence of resilience scale, teachers' dummy variables belonging to different kindergarten systems can effectively explain and predict the level of resilience of preschool teachers.

(3) Suggestions on improving the mental resilience of rural preschool teachers. "National Medium- and long-Term Education Reform and Development Plan outline (2010-2020)" clearly put forward, to strictly implement preschool teacher qualification standards, strengthen the training of preschool teachers, improve the overall quality of preschool teachers, implement the status and treatment of preschool teachers in accordance with the law, and build a high-quality and high-level preschool teacher team. Improving the overall quality of preschool teachers, enhancing the level of psychological resilience of preschool teachers, and cultivating their ability to create positive emotions and deal with pressure with positive attitudes in adversity are important conditions for the sustainable and healthy development of preschool teachers. Based on the above research on the mental resilience of rural preschool teachers, this paper puts forward the following suggestions to improve the mental resilience of rural preschool teachers in both theory and practice.

Targeted psychological training and intervention were carried out for rural preschool teachers in different career development stages. Early childhood teachers just set foot on the teaching post, the new working environment, work content and work responsibilities are still in the exploratory stage. Securitization, as will produce many problems in the work, in dealing with various kinds of actual problems in the children, and parents also will encounter many obstacles and difficulties in communication, unable to effectively solve the problem in time, the mood will be affected by a certain, produce certain frustration, thus affecting the whole state of mind, even at the beginning of their career choice. First of all, preschool teachers should be trained to establish the awareness of multiple professional roles. Preschool teachers should realize that they are not only the supporters, guides and collaborators of children's physical and mental development, but also the companions and guardians of children's safe growth. Further cultivate the professional quality of teachers, so that in the face of children's problems, the ability to communicate and cooperate with parents to complete the work of early childhood education will continue to improve. In addition, the kindergarten also needs to help the new kindergarten teachers to establish the correct career concept and belief, clear their own value and career value, understand the advantages of the career, help them to determine reasonable career goals and personal career planning, establish the appropriate career development path.

In this study, teachers with 6-10 years of teaching experience score the highest in psychological resilience. In the stage of career development, preschool teachers at this stage are in the stage of career growth. Some studies believe that preschool teachers in this stage is also an important stage of their career development towards differentiation. Through the challenges of work, some teachers have achieved effective results and become the backbone of the kindergarten and have gained self-satisfaction and professional achievement. While the other part of the teachers in the day-to-day work lost enthusiasm, have a strong job burnout, give up and adhere to vacillate between. Therefore, through online and offline training, relevant organizations should improve the professional knowledge and ability level of teachers, enhance the psychological endurance of rural preschool teachers, and increase their sense of self-efficacy in the work of education and education. In addition, the organization of this stage of rural preschool teachers to carry out cultural quality and psychological quality of teachers and other aspects of training, comprehensively improve the quality of teachers, so that they have a certain sense of professional pride.

In addition to the survival, validation, and growth stages, career development also goes through the frustration stage. In this study, the psychological resilience score of teachers with more than 11 years of teaching is lower than that of preschool teachers with 6-10 years of teaching, indicating that the development of teachers' career does not always develop in a positive direction with the growth of age. Preschool teachers at this stage are in the stage of career transformation or plateau, career development will appear obvious differentiation. Part of preschool teachers is sure that his choice of a career path, according to the professional development can be adjusted accordingly, however, there are part of the preschool teachers' professional development at this stage, there will be the emergence of career plateau phenomenon, obvious characteristics are professional faith swing, contradiction and conflict heart at every moment, teaching enthusiasm waning, strong job burnout. Teachers reject and do not accept the new ideas in teaching, and their own professional ideas, professional abilities, business skills and job promotion are in a relatively stagnant stage, resulting in a certain sense of frustration and inferiority. To improve the level of psychological

resilience of teachers in this stage, the first step is to cultivate their positive cognition or belief. To some extent, positive cognition and belief can stimulate the confidence of preschool teachers to solve difficulties and pressure. Secondly, pay attention to the development of preschool teachers' psychological adjustment ability and psychological adjustment skills. Through various forms of training to help preschool teachers learn to adjust psychological methods and strategies in professional life. Help them to firm up their educational ideals, grasp the nettle, make their career further development, and finally obtain professional happiness. In addition, more growth and development platforms will be provided to teachers at this stage. Teachers at the plateau stage can break through themselves and regain their passion and motivation for work by going out to study and develop.

By improving the living state of private kindergarten teachers to improve the level of preschool teachers' mental resilience. In this study, the scores of self-perception, organizational style, and social competence of preschool teachers in rural private kindergartens were significantly lower than those in public kindergartens in psychological resilience scale. Relevant studies at home and abroad also showed that occupational and organizational factors such as economic income, working conditions and interpersonal relationship were important factors affecting teachers' mental health. Due to the limited resources and power occupied by teachers in private parks, their living conditions are worrying and their vulnerable characteristics are highlighted. This shows that as a unique group, preschool teachers in private kindergartens have their own unique development situation and professional ecology. Improving the living state of the teachers in private kindergartens is the only way to improve their mental resilience. First, we should broaden the professional learning channels of preschool teachers and improve their professional level. The entry qualification threshold of preschool teachers in private kindergartens is low, and many preschool teachers have poor professional quality, which requires continuous learning and training to improve. However, in practical work, rural private preschool teachers have few opportunities for professional development. The competent departments of education shall, according to the local reality, appropriately broaden the professional learning channels for preschool teachers in rural private kindergartens and provide preschool teachers with the same platform and opportunities for professional training as teachers in public kindergartens. In addition, according to the actual needs of rural private preschool teachers, to provide targeted training, to improve the effectiveness of training. The improvement of the professional level of private preschool teachers will inevitably bring about the improvement of self-acceptance, self-cognition and self-evaluation of preschool teachers, thus improving the sense of efficacy of education and teaching, and finally promoting the improvement of the psychological resilience of preschool teachers.

Secondly, improve the living conditions of private kindergartens and improve the psychological resilience of preschool teachers. Kindergarten size, class size, leader 's support, interpersonal trust, teaching policy and incentive measures all have an important impact on preschool teachers' mental resilience. At present, most rural private kindergartens have a large number of classes, heavy safety responsibilities, low social recognition, lower salary level than public kindergarten teachers, and frequent turnover of kindergarten teachers. The contribution of kindergarten teachers is not proportional to the report, which affects the professional loyalty of kindergarten teachers in private kindergartens. Increase investment in preschool education in rural areas, especially improve the salary level of kindergarten teachers in private kindergartens, to provide certain motivation for them to work in kindergartens. The guarantee of income also has certain positive significance for the improvement of social status, professional identity, and professional happiness of kindergarten teachers in private kindergartens.

Build a social support system to enhance the sense of belonging of rural preschool teachers. To establish a good social support system, on the one hand, managers should create a trusting and supportive interpersonal atmosphere in the kindergarten and enhance the sense of belonging of preschool teachers. Good interpersonal atmosphere and emotional support can protect individuals when they face adverse situations and make them develop in a positive and benign direction. Kindergarten should as far as possibly provide humanized management services for preschool teachers, strengthen the cooperation and communication between teachers and help teachers learn interpersonal skills and strategies, helping teachers and family members to establish harmonious interpersonal relationships with colleagues, to society, the family support system, preschool teachers work relief caused by work stress and negative emotions, Improve their psychological resilience. On the other hand, relevant departments should moderate policy tilt, macroeconomic regulation and control of resources, establish the mechanism of promoting rural pre-school education teachers, for the rural preschool teachers offers a variety of channels of learning and training opportunities, improve the overall quality of the rural preschool teachers of level and working ability, so that it can in preschool education ideas and practices to keep pace with the times. In order to meet the needs of social and educational development, enhance the sense of efficacy in educational activities, enhance the sense of belonging to the occupation.

In addition, through more policy and financial support to rural non-governmental public garden, and gradually to increase wages for rural preschool teachers' input, improve the level of preschool teachers'

salary, for preschool teachers to provide full material guarantee, alleviate the pressure of the life from economic problems, reduce the trouble back at home, and improve their professional happiness and sense of belonging. In this way, not only can improve the social and economic status of preschool teachers, but also conducive to the stable development of preschool education teachers. At the same time, the society needs to actively create a supportive environment to enhance the sense of belonging of preschool teachers. Can take advantage of the preschool education awareness month in more than all kinds of media publicity preschool teachers to make a lot of effort and contribution for pre-school education career, rather than to the general public output a lot of negative news, preschool teachers social psychological stress relief for the preschool teachers, through various support and propaganda called for better a kindergarten talent to rural employment. Establish more positive images of preschool teachers, help rural preschool teachers get the trust and support of families, parents, and leaders, make preschool teachers feel emotional support and other aspects, so as to improve the level of psychological resilience.

Cultivate positive mental resilience through pre- and post-service education. Positive psychological resilience is the trait factors that help individuals to cope with setbacks and stressful situations and ensure that individuals can adapt well and develop actively. Positive coping style, good sense of self-efficacy, good communication skills and problem-solving skills are all positive personality characteristics of resilient individuals. Therefore, you can through the system of professional psychological training, shaping pre-service preschool teachers and post-employment positive personality traits, cultivate their positive coping styles, effectively self-efficacy and positive attribution training, improve their interpersonal skills and communication skills, help them to master the skill and ability to solve the problem, improve the resilience of preschool teachers, promote the improvement of psychological quality.

Conclusion: A questionnaire survey was conducted on 266 rural preschool teachers in Huanggang and Ezhou of Hubei Province using the Adult Mental resilience Scale to explore the current situation and improvement strategies of rural preschool teachers' mental resilience. The results of the questionnaire showed that: (1) The overall performance of rural preschool teachers' mental resilience was not good. (2) There are significant differences in the types of kindergartens and the establishment of kindergartens, and the level of mental resilience of teachers in public kindergartens and institutions is higher than that of teachers in private kindergartens and non-institutions. (3) The mental resilience level of rural preschool teachers at different teaching ages is significantly different, and the mental resilience level of rural preschool teachers who have been working for more than 11 years is lower than that of rural preschool teachers who have been working for 6-10 years.

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THE INFLUENCE OF TRAVELING ON THE MENTAL HEALTH OF COLLEGE STUDENTS

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Background: In 1946, the Third International Conference on Mental Health proposed that as an important part of the concept of complete health, mental health specifically refers to physically, intellectually and emotionally compatible with the mental health of others, then develop your own state of mind into an optimal one. On April 13, 2017, the Central Committee of the Communist Party of China (CPC) and the State Council issued the Medium and long-term Youth Development Plan (2016-2025), and requested all departments in China's regions to conscientiously implement it in light of actual conditions. It defines the age range of "Youth": 14 to 35 years old. In this first national plan on youth development, the state clearly stated the need to carry out in depth various forms of mass spiritual civilization-building activities for young people, and pointed out that school education should support young students in carrying out various extra-curricular and extra-school activities, and fully support the development of healthy youth friendship exchange activities. It also emphasized the need to pay special attention to the health improvement project of young people, Specific development measures include improving the Physical Health of young people. Strengthening Mental Health Education and services for young people, improving the health of various groups of young people and strengthening health promotion work for young people. The state pays more and more attention to the mental