

scholars, industrial heritage research in 2006, the first China Industrial Heritage Protection Forum was held in Wuxi, which formed the Wuxi proposal, the first charter document for China's industrial heritage protection. In the same year, the State Administration of cultural relics issued the "on strengthening industrial heritage protection". Since 2006, domestic industrial heritage research has received more attention and achieved more research results.

Results: Concept and connotation of industrial heritage. From the foreign interest in industrial technology products to the final definition of industrial heritage formed by TICCIH, it can be found that "industrial heritage" is a broad concept. The protection and reuse of industrial heritage is not limited to material space, but also applicable to early industrial and handicraft technologies, process processes and various technical products. Only based on the correct understanding and grasp of the concept and connotation of industrial heritage can we promote the further development of industrial heritage research.

Conclusions: China's industrial heritage research started relatively late, only 10 years from the beginning to now. However, at present, the industrial heritage research has attracted the attention of different scientists, trying to carry out relevant interpretation and research from the perspective of the discipline itself. On the basis of reference, further research is carried out according to the development characteristics of industrial heritage research at home and abroad. While fully clarifying the definition, research methods, research characteristics and research purposes of industrial heritage, it is necessary to expand our horizons, understand the international research methods and ideas on interdisciplinary issues in the field of industrial heritage, care about how to develop and improve the industrial heritage research theory suitable for China's development status, promote it to solve the practical problems between social development and industrial heritage protection. While paying attention to the transformation of theory and practice, we should pay more attention to how to fully study the social, cultural, historical and technological values contained in industrial heritage, and actively make use of its potential economic value.

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ANALYSIS OF THE PSYCHOLOGICAL GUIDING ROLE OF TEACHING EVALUATION SYSTEM IN COLLEGE MATHEMATICS TEACHING

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Background: Since the middle of the last century, mathematics has played a very important role in promoting scientific and technological progress and social development. As a basic science discipline, its results have become an important foundation for the development of the high-tech era, and the development of mathematics has also provided strong support for the development of other scientific disciplines. It is precisely because of the current changes in the scientific status of mathematics and the high integration of mathematics and modern high technology that higher education needs to improve students' mathematics quality. In addition to strengthening the teaching of mathematics theory, it also pays attention to the cultivation of students' mathematics application ability. This has become the main direction of higher mathematics teaching reform and also an important content of the new world higher education goal. In addition, the teaching evaluation system with the guarantee of teaching quality in colleges and universities as the main teaching quality has a very important guiding role in the process of mathematics teaching.

Study design: Based on a brief introduction to the concept of teaching evaluation, mathematics teaching goals and evaluation basis, this article focuses on the evaluation methods and evaluation systems of mathematics teaching in my country's colleges and universities. And on this basis, it puts forward the specific guiding role of the teaching evaluation system on mathematics teaching in colleges and universities. Therefore, it is hoped that this discussion can provide a certain reference value for the research and practical exploration of mathematics teaching in colleges and universities in our country.

Subjects and methods: The purpose of teaching evaluation is to fully understand the process of students' learning mathematics and to improve teachers' teaching methods while encouraging students to learn. In general, the evaluation of mathematics teaching objectives can be analyzed from the following two aspects: Only by combining the evaluation and the teaching process can we establish the whole process in control mechanism, and for the whole process in teaching, that is, feedback correction, guidance and incentive. Therefore, the author thinks that the evaluation of college mathematics teaching is the superposition effect of diagnostic evaluation, formative evaluation and summarize evaluation. As shown in Figure 1.

It can be seen in terms of evaluation methods, repeated, cross-use and self-evaluation, mutual evaluation, main evaluation and so on are made up by the dynamic structure of diagnostic evaluation, formative assessment and finality evaluation, so that form a teaching evaluation system of evaluation content, evaluation type and evaluation body with three-dimensional integration, as shown in Figure 2.

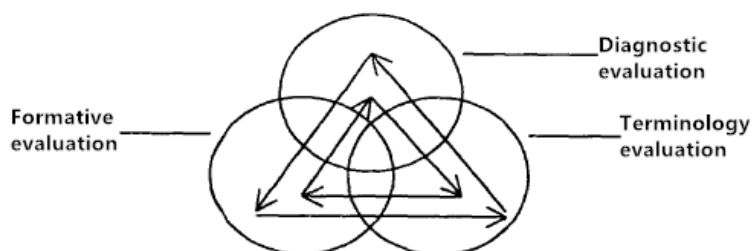


Figure 1. The structure model of College Mathematics Teaching

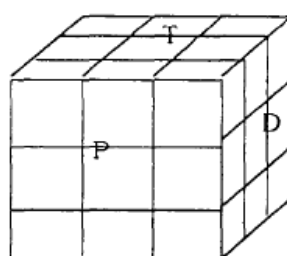


Figure 2. Teaching evaluation system model

Results: From the perspective of the structure of the teaching evaluation system and the content of the evaluation model, the purpose of mathematics teaching in colleges and universities is to cultivate students' mathematical theory literacy and mathematics application ability, so that students can give full play to their subjective initiative in the learning process. The guiding effect of the teaching evaluation system on mathematics teaching in colleges and universities is mainly reflected in the following aspects:

First of all, in terms of teaching methods, a reasonable and scientific evaluation system of mathematics teaching in colleges and universities should start from both psychological and educational aspects, paying attention to students' emotions, interests and other non-intellectual factors in order to create a good teaching environment for students. In the teaching process, teachers should design problem situations based on the abstract and logical characteristics of university mathematics courses, guide students to actively study and think, and stimulate their interest in learning.

Secondly, college mathematics teaching should emphasize the training of mathematical thinking methods and the connection and application of knowledge. This article attempts to establish a mathematics curriculum evaluation method that combines process evaluation and summative evaluation. Specifically, the process evaluation of mathematics courses can be carried out through periodic tests, extracurricular activities, mathematical modeling experiments, etc.

Conclusions: Teaching evaluation is a new subject. Reasonable evaluation methods have important enlightenment to mathematics teaching. It is the most important way to objectively and fairly evaluate teaching and learning, and it is also an important content of promoting education reform. Let students acquire good emotions, attitudes, values and other mathematical cultural literacy through mathematics learning, and also promote teachers to adopt appropriate teaching methods to realize curriculum reforms in teaching, and promote students to achieve better self-development. It can mobilize and encourage students' enthusiasm for active learning, and is conducive to cultivating students' innovative spirit and practical application ability of mathematical knowledge, so as to adapt to the requirements of the era of knowledge economy.

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APPLICATION OF THINKING LOGIC BARRIER COURSE IN THE MANAGEMENT OF COLLEGE STUDENTS' MENTAL HEALTH EDUCATION

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