

In colleges and universities, we should create a harmonious teaching atmosphere in teaching activities. On the one hand, teachers should focus on strengthening relations with students, strengthen communication with students and understand students' needs. The teacher will genuinely care for students. They will not only become the "mentor" of student, but also do the student's "good friends", and good at discovering the advantages of students. On the other hand, we should pay more attention to the building of the atmosphere in the classroom. The classroom teaching should be vivid and visualized, so as to improve students' participation and enable students to get involved in class and get relevant knowledge they want to acquire.

In teaching activities, students tend to talk to friends. Therefore, schools should be attached to the psychological associations of college students and carry out psychological associations, so that students can participate in the activities of related psychological associations. Through the related community activities, the concept of mental health is disseminated, and the psychological assistance of college students is given. Besides, schools should cultivate class psychological committee members in teaching activities, who can concentrate on the psychological status of students in the class, and make relevant feedback to schools in time. The barriers to communication between the peers will be reduced, and the prevention of each other will be reduced. Therefore, the optimization of peer psychological environment cultivates students' healthy personality.

Conclusions: The educational activities of colleges and universities are not only related to the development of students and schools, but also to the development of the society as a whole. The increasing pressure on life at this stage increases the psychological pressure of teachers and students. In order to effectively apply educational psychology to teaching activities, this paper analyzes the factors that affect the teaching activities of colleges and Universities. This paper analyzes the application status of educational psychology in teaching activities through questionnaires, and puts forward suggestions for improving the application of educational psychology, so as to provide improvement measures for teaching activities in related universities.

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OPTIMIZATION STRATEGY OF CURRICULUM CONSTRUCTION OF PRESCHOOL EDUCATIONAL PSYCHOLOGY

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Background: Curriculum education reform puts forward higher requirements for the teaching quality of preschool education curriculum. As for the key factors to improve the teaching quality, it is inseparable from the optimization of effective teaching strategies. Teaching strategy is an important part of the whole curriculum teaching design. Effective teaching strategy can not only effectively improve the teaching quality of corresponding courses, but also stimulate students' learning enthusiasm and learning enthusiasm to the greatest extent. So, in the process of preschool psychology teaching, what aspects should we start from to optimize the teaching strategy, which can not only comprehensively consider from the perspective of students, but also ensure the quality of curriculum teaching to the greatest extent?

Subjects and methods: With the economic development of the times and the continuous promotion of curriculum reform, the teaching of preschool psychology has attracted extensive attention from all walks of life. To effectively optimize the classroom teaching of preschool psychology, first of all, it is inseparable from the careful design of lesson preparation and the rational use of teaching methods in the specific teaching process. In short, only by combining the specific characteristics of preschool teachers' major with the characteristics of preschool psychology, can we really optimize the teaching strategy.

Study design: In the current teaching of preschool education, psychology course is a very important content, which has an important impact on the improvement of students' psychological quality level. Therefore, it is necessary to carry out psychology course teaching effectively. In the current psychology course teaching, in order to achieve satisfactory results, it is necessary to carry out the course construction effectively, so as to provide a better foundation and guarantee for the development of psychology course teaching. This paper analyzes the optimization path of preschool education psychology curriculum construction, so as to make the psychology curriculum construction get a satisfactory effect, and then make the preschool education psychology curriculum teaching get a satisfactory effect.

Methods of statistical analysis: In the current curriculum teaching of preschool education, psychology curriculum has become a very important content and component. Therefore, it is necessary to effectively carry out the construction of psychology curriculum in order to achieve better psychology curriculum

teaching. However, in terms of the actual teaching situation of preschool educational psychology, the effect of curriculum construction is not very ideal, and there are still some problems. The specific analysis is as follows. First of all, it does not pay attention to the teaching of psychology. Secondly, the goal of psychology curriculum construction is unreasonable. Thirdly, the content of psychology curriculum is lack of rationality. At the same time, many teachers do not combine the actual situation of schools and students when choosing curriculum content, which is not conducive to students' learning and mastery of psychological knowledge.

Results: In the process of teaching this part, teachers should not only make students understand and master basic theoretical knowledge, but also make students understand that in future work, each child has its own characteristics, and there will be differences between children. They have certain differences in the development of physiology, movement and activity or psychological process. Therefore, it is necessary to analyze the psychological development of children according to their specific conditions, combined with the knowledge learned in theoretical courses, and select appropriate methods for education, which is not only the basic skills that preschool educators should have, but also the basis for improving students' professional quality, promoting children's physical and mental health development and improving the quality of preschool education in China. However, at present, many vocational college students have poor foundation. The study of theories and concepts in preschool psychology may be boring, boring and difficult to understand for them. In addition, they have little contact with real children, and they will feel distant and empty about children's psychological development and regular learning, which is easy to lose patience and reduce their interest and enthusiasm in learning. According to these characteristics, teachers should properly integrate and combine the real cases of kindergartens in teaching, shorten the distance between students' theoretical learning and reality, and skillfully ask questions according to the cases, so that they can think in doubt and learn in thinking. In this way, students can skillfully apply their theoretical knowledge to practice after employment.

Conclusion: To sum up, we can see that the optimization of teaching strategies of preschool psychology is not only the objective requirement of curriculum education reform, but also the latest direction of preschool teachers' professional education under the condition of market development. In the process of optimizing psychology teaching strategies, teachers must pay attention to the effective design of teaching links from the perspective of students, respect students' learning needs to the greatest extent, and create corresponding space and opportunities for students' autonomous learning, so as to truly improve the teaching quality of preschool psychology courses, Make due contributions to the development of curriculum education reform in colleges and universities.

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EVALUATION OF THE EFFECT OF MENTAL HEALTH EDUCATION IN HISTORY TEACHING INFILTRATION BASED ON ANALYTIC HIERARCHY PROCESS

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Background: In recent years, in response to the penetration of psychological education into the field of education, the Ministry of Education has also issued a series of documents, stipulating that teacher should always carry out psychological teaching. Infiltrate the psychological curriculum that meets the psychological characteristics of students into various teaching, life education and teaching activities in the psychological teaching law. Based on a large number of relevant references, this article combines the necessity of infiltrating MH education in history teaching, the reasons for infiltrating MH education, and the characteristics of the analytic hierarchy process. Does the infiltration of MH education in teaching have a positive effect on the MH of high school students?

Subjects and methods: The Necessity of Permeating MH Education in History Teaching. (1) It is the need to enhance the teaching effect of history course. (2) It is the need to promote the all-round development of students. (3) It is the need to promote the professional development of teachers. The key to achieving school education goals is the organization and implementation of teachers. Traditional classroom education only regards the educational content itself as an educational resource. The penetration of MH education in subject education requires teachers to develop educational resources through multiple channels. In particular, students themselves are educational resources for cultivating abilities.

Study design: In order to test whether the infiltration of MH education in history teaching has a positive effect on the MH of high school students, we conducted two natural classes of high school (5) and high school (6) in a middle school in a certain city from September 2020 by February 2021, a 6-month controlled experiment was conducted. Among them, the second grade (5) of the high school is the experimental group,