

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,

which makes full use of the mental education materials in the textbooks in teaching, and conducts MH education infiltration according to relevant strategies and approaches; the second grade (6) is the control group, and does not do anything conscious beyond the curriculum standards Infiltration of MH education, only to complete normal teaching tasks. There was no significant difference in the overall level of MH and historical performance of the two classes before the experiment.

Methods of statistical analysis: This questionnaire is based on a large number of research articles on MH education and the introduction of the curriculum. According to the research purpose of this article and the practice status of history teaching at that time, the content tries to fully reflect the penetration of psychological teaching in the history curriculum. In terms of wording, it has been revised several times in order to be concise and concise, with careful consideration of words and sentences. Then, preparatory experiments were carried out in a small area, and after the guidance and experimentation of history professors and frontline teachers of universities, the content validity was good. Use SPSS.19.0 software to use Pearson Correlation Coefficient Method to test the validity of the construction, and obtain Pearson Correlation Coefficient in the questionnaire. The reliability test formula is,

$$r_{xx} = \frac{S_T^2}{S_X^2} \text{ or } r_{xx} = 1 - \frac{S_E^2}{S_X^2}$$

Where S_T^2 represents the variance of the real score; S_X^2 represents the variance of the real score; S_E^2 represents the variance of the error.

Results: Psychological Assessment Results. It can be seen from Figure 1 that in the control class, except for the terror factor, the average scores of the other factors have been reduced to a certain extent, indicating that after a semester of study, although the MH is not consciously penetrated in the teaching education, but the MH of students has also improved. However, the average score of the pre-test and post-test is not much different, and the MH education status of the students has not been significantly improved.

It can be seen from Figure 2 that the average scores of all factors in the experimental class have dropped significantly, and there are significant differences. This shows that the organic integration of MH knowledge into high school history teaching does have a certain effect on improving the MH of students.

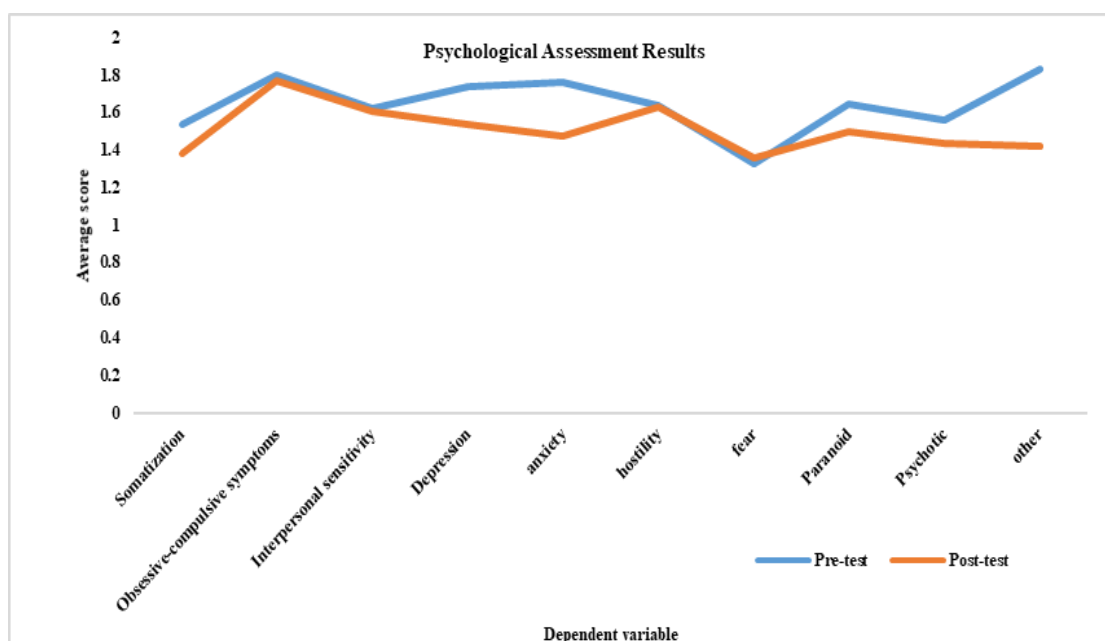


Figure 1. Differences in MH of control classes

Table 1. Results of the first monthly exam and final exam

	The first monthly exam			Final exam		
	Highest score	Lowest score	The average score	Highest score	Lowest score	Average score
Control class	95	36	69.4	93	38	67.5
Experimental class	94	38	68.2	96	43	72.3

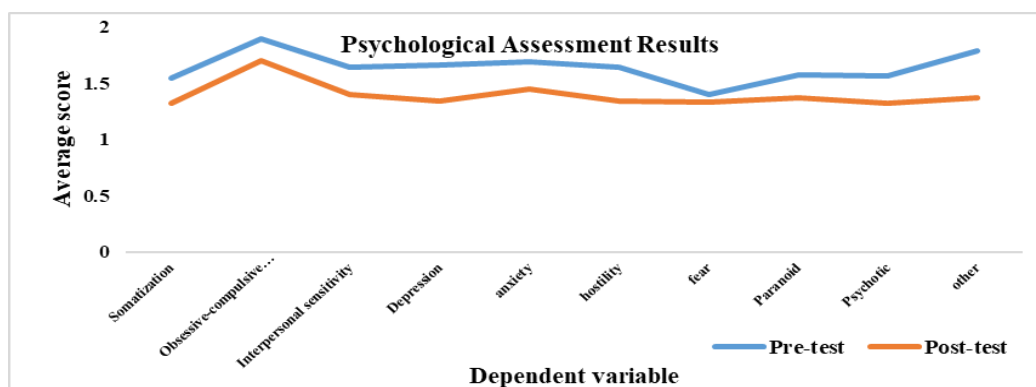


Figure 2. Differences in the level of MH in experimental classes

Conclusions: With the development of the times and the progress of society, the main purpose of school teaching is to cultivate compound talents that meet the requirements of China's socialist modernization in the 21st century. In the process of psychological teaching, teachers should not only impart professional knowledge and skills, but also pay attention to the physical and MH of students in order to promote the overall development of students. The penetration of psychological teaching in school history education has opened up new ways for colleges to carry out psychological teaching.

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THE RECOVERY OF STRESS DISORDER AND THE RECONSTRUCTION OF SPORTS PSYCHOLOGY IN THE ENVIRONMENT OF NATURAL DISASTER

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Background: Recovery of stress disorder and sports psychological rescue is a traditional national sport. It is not only a technical skill with a high degree of disaster prevention environment, but also an exquisite form art and fitness method. Adolescent period is the key period of human early education and psychological development. It is of great significance to seize this critical period to carry out scientific early education on disaster environment for adolescents, which is of great significance to their physical and mental health and sports psychological rescue development. Long-term disaster environment practice is beneficial to improve the response ability and concentration degree of teenagers, improve self-observation and imitation ability, self-control ability, performance ability, exercise agility, flexibility and correct thinking ability, so as to further improve the comprehensive ability.

Subjects and methods: Through literature review and interview, this paper makes a specific analysis of the psychological rescue of youth sports, hoping to explore the impact of environmental disaster movement on the psychological rescue of youth sports.

Study design: The most basic is to establish a reliable therapeutic relationship and a controlled alliance that does not overly push the boundaries of the client, that is, do not get too involved, which is difficult. On this basis, the personality of the visitors should be highly respected, that is, different visitors are suitable for different ways, cannot be required to all visitors through crying to vent their emotions. At the same time, we can help the visitor to regain his autonomy. We can invite the visitor to discuss the topic of the trauma actively. If he refuses, we can wait again. Some studies have shown that patients with severe symptoms can be treated with antidepressant drugs, which are effective.

Methods of statistical analysis: About the geological hazard prevention and control of strategy, first of all need to follow the principle of diversity, the construction of control system and to perfect the content, the geological conditions and environment information related to carry out survey work, at the same time the disaster geological changes before and after the time and the content such as full records, sorting and statistics after the results of the survey, geological disaster grade projections for regional geological environment disasters, and connecting with the actual level of early warning scheme, in order to prevent the work ahead of time. At the same time, in the process of overall planning for geological disaster prevention and control, a series of works, such as giving priority to prevention, organically combining control and avoidance, prevention and control, single and comprehensive, mass and special prevention, should give full consideration to key construction planning projects. In addition, it has always adhered to