

Realize the innovation of educational ideas. Positive psychology realizes the construction of positive quality and positive prevention in mental health education in Colleges and universities. Positive psychology believes that the most important thing in prevention is to systematically shape various abilities within individuals, rather than correct defects. The main task of prevention is to build a science about human power, and its mission is to find out how to cultivate these qualities in young people. Through reliable and effective measurement of these positive qualities that play an internal driving force, appropriate longitudinal research is carried out to clarify the formation process and ways of these qualities, and appropriate intervention is carried out to shape these qualities. Methods are taken to enhance these positive qualities so as to realize active prevention. In other words, psychologists teach people how to use optimistic qualities, which can effectively prevent depression and anxiety, rather than blindly correcting defects.

Realize the innovation of technical means. A variety of measurement techniques were used to implement positive psychological intervention. The new mental health education under the concept of positive psychology evaluates mental health status with positive indicators. As one of the positive evaluation indicators, the measurement technology of well-being has formed a diversified measurement system with structured questionnaire measurement as the main body and combined with other evaluation technologies to comprehensively, accurately and deeply reveal the essence of happiness and evaluate the quality of life Life satisfaction provides a solid technical foundation and technical support. At the same time, the new mental health education is committed to solving psychological problems with active intervention. Positive psychological intervention starts with the possibility of human development and realizes the resolution of problems and the sublimation of positive power by stimulating people's internal positive potential. Active intervention advocates using human's own positive power to complete the prevention and treatment of mental diseases. This positive power is not obtained through external indoctrination, but is independently constructed by individuals in intervention. It is the exploration and cultivation of individual positive quality, and the maintenance and promotion of positive power.

Conclusions: To sum up, the construction of mental health teaching mode under the concept of positive psychology is the primary development direction of mental health education in Colleges and universities in the future. In this regard, relevant educators need to strengthen the relevant research on positive psychology, infiltrate the concept of positive psychology into every link of college psychological education, and strengthen the application and innovation in practice, so as to improve the educational quality and effect of college psychological education.

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THE INFLUENCE OF EVALUATION ON STUDENTS' LEARNING PSYCHOLOGY IN FRENCH TEACHING

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Background: Foreign language teaching is an activity that takes students as the main body, teachers as the leading and can be completed through the cooperation of teachers and students. It is also a process of mutual communication and promotion between teachers and students. Therefore, the teaching process is also a process in the sense of psychology, not just in the sense of pedagogy. Therefore, teachers' research on educational psychology is very helpful for them to understand and master students' learning characteristics and psychological characteristics, so that they can use a variety of teaching methods in line with students' physical and mental characteristics in teaching practice, so as to cultivate students' awareness of autonomous learning and improve teaching quality.

Objective: In French teaching, teachers usually pay more attention to the evaluation and summary of students' learning effect in the previous stage, and summarize the advantages and disadvantages of their own teaching arrangement in the previous stage by analyzing the evaluation results, so as to improve the teaching arrangement in the next stage; However, there is a lack of systematic analysis and Research on the impact of evaluation results on students' psychology and learning attitude in the next stage. This paper analyzes the impact of different types of assessment on the psychology of students with different language ability levels, hoping to provide some reference for teachers, so that the future assessment of students can vary from person to person, and give different assessment results according to the needs of different students, so as to promote students' learning enthusiasm from the perspective of assessment.

Subjects and methods: Evaluation has always been an integral part of the French teaching process. Usually, we equate evaluation with examination. In fact, all examinations belong to evaluation, but evaluation is not limited to examination. The common reference framework for European languages: learning, teaching and evaluation divides the evaluation into 13 categories and 26 different types based on the standards of content, object, implementation subject and method. Considering the particularity of French teaching, the operability of investigation and research, the direct correlation with students' learning, students' understanding and acceptance of different evaluation types and other factors, we have selected two widely accepted evaluation methods in Chinese French teaching circles: one is formative evaluation (hereinafter referred to as classroom evaluation: including teachers' oral evaluation of students' performance in class, homework score and in class test), and the other is summative evaluation (hereinafter referred to as examination evaluation: including mid-term and final examinations with horizontal ranking) The analysis shows that examination evaluation is paid more attention than classroom evaluation. In the interview, all students believe that this evaluation has a greater impact on their whole learning career. Therefore, we will first analyze the impact of examination evaluation on students' learning psychology, and then study the role of classroom evaluation.

Results: Impact of examination evaluation. The seriousness of the examination process, coupled with the objectivity of written scores and the authority of horizontal ranking, leads to the direct and long-term impact of examination evaluation and scores on students' psychology. However, for students at different ranking levels and language levels, good and bad scores in the general concept have different effects on their psychology. It can be seen that for consistently excellent students, good grades have no sudden impact and change on their learning habits and attitudes, while an occasional bad grade will give them unexpected pressure and motivation; For most good and medium-sized students, an occasional good grade has a great attraction and driving force, and an occasional bad grade will promote them to work harder. An exception to the Convention, whether positive motivation or negative pressure, will contribute to their progress; For students with average grades, they never expect miracles, neither expect good grades, nor reflect on the decline of grades, and are completely in a state of giving up. From the perspective of teachers, when evaluating the test results, we should be more cautious in the face of average students, and do not give scores below 60 continuously, because long-term bad scores will make students lose hope and motivation; For students who have bad scores in two or three consecutive exams, they can consider giving them a better score at an appropriate time and where possible, so as to restore their confidence in their own ability and level.

From the perspective of intimacy with and trust in teachers, excellent and good students trust teachers more, are more willing to turn to teachers when they encounter difficulties, and do not think that telling others about their learning difficulties is detrimental to their self-esteem. It can be seen that excellent achievements for a long time have helped them build strong self-confidence, Have confidence in their learning ability and language level. On the contrary, the relationship between middle and ordinary students and teachers is relatively alienated. Most of these students think it is a shame to tell their difficulties directly to their teachers. From a deeper point of view, it is the long-term low grades that give them a psychological hint of "they are very poor", which makes them distrust teachers and students around them and fear that they will laugh at themselves. In fact, the psychology of such students is more sensitive and fragile than most excellent students. When dealing with such students, teachers need to pay more attention to their words and deeds and don't attack their self-confidence too much.

Finally, for students with different language levels, good grades are relative. Most students regard higher grades as good grades according to their own level, and rarely expect particularly high grades. This is an embodiment of Chinese students' pragmatic psychology, which is particularly obvious for good and medium-sized students. Therefore, teachers can give students a slightly higher score than their consistent score, which can play a good encouraging role; In the face of the slack of excellent students, there is no need to give such strong stimulation as failing grades, which can be appropriately lower than the consistent grades.

Impact of classroom assessment. In the eyes of most students, tests and examinations with achievements are the only assessment they recognize; Written scores, such as homework scores, will also have a certain short-term impact on their mood; Oral evaluation is basically excluded from the scope of evaluation. On the one hand, it may be that the Chinese school teaching environment has paid attention to the psychological hint caused by the examination for a long time. At the same time, because the results of oral evaluation can not exist permanently and objectively, it has less impact on students; On the other hand, this is also caused by the characteristics of classroom evaluation itself. As a long-term and continuous information feedback process, this continuous feedback stimulation can easily cause students' reflex fatigue, resulting in them gradually losing their initiative to receive and analyze feedback information. Therefore, basically, all students do not think that classroom evaluation will have a significant impact on their learning enthusiasm, At most, they can only be given a psychological comfort or stimulation at that time, but it can not last long.

From the perspective of teaching, the one-time test evaluation has a lot of contingency, which can not comprehensively and objectively evaluate students' language ability; On the contrary, continuous classroom assessment can carry out a more lasting, objective and comprehensive evaluation of students' language level from both oral and written aspects; In addition, teachers have more freedom to control the results of classroom evaluation. If classroom assessment can be valued by students like examination assessment, its role in teaching will be further strengthened. How to make students realize the importance of classroom evaluation and turn the feedback information into learning motivation will be another topic worthy of research.

Conclusions: There is no doubt that the evaluation results will have an impact on students' learning initiative in the next stage. As a teacher, in addition to paying attention to the summary role of evaluation, we should also pay more attention to the follow-up impact of evaluation. We should not take each evaluation as a dividing point to separate the French teaching process, but as a bridge connecting different teaching stages. It is hoped that the survey results can provide some reference for teachers to further study the impact of various assessments on students and play a role in attracting jade.

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ANALYSIS ON THE CONSTRUCTION OF PERSONALIZED INTELLIGENT TOURISM SCHEME UNDER TOURISM PSYCHOLOGY IN DIFFERENT REGIONS

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As a strategic pillar industry of China's national economy, tourism industry has strong industry relevance. Due to its strong pulling effect on other related industries, it enjoys the reputation of "smoke-free industry" and "sunrise industry". In recent years, the continuous growth of national income has driven the surge in tourism demand of Chinese residents. At the same time, the integration of Internet technology and various industries is increasing. As an information resource intensive industry, tourism has a fundamental demand for information dissemination and information technology. China has a vast territory and many nationalities. Due to the different natural environment and customs, there are huge cultural differences in various regions, which will also have an impact on tourism psychology. Therefore, according to different tourism psychology, this paper discusses the impact of personalized smart tourism scheme on tourists' tourism experience.

Key words: personalized smart tourism scheme - tourism psychology - tourism industry

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STUDY ON THE INFLUENCE OF CUSTOMIZED CABINET LIGHTING DESIGN ON MENTAL HEALTH AND COGNITIVE PERFORMANCE

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Human beings have been using electric energy for more than a century. For a long time, the first purpose of lighting has been around how to "illuminate" the dark space. However, with the development of the times, people's demand for outdoor environment has also risen from the lower level of basic function and sensory information to the higher level of spiritual and cultural aesthetic demand. Lighting affects the secretion of melatonin in human body, thus affecting the sleep quality of people of different ages. Appropriate lighting can regulate the biological rhythm of human body. By improving the lighting condition, we can adjust the seasonal emotional disorder caused by insufficient illumination caused by seasonal changes. The lighting environment with different illuminance and color temperature also has different comfort for people of different ages and genders. Therefore, customized cabinet lighting design will also directly affect people's physical and mental health and cognitive performance. Therefore, in