

kindergartens.

Results: The statistical results of the problems existing in the existing rural state-run kindergartens are shown in Table 1. Although some achievements have been made in rural preschool education, there are still many problems. At present, the utilization rate of hardware facilities in rural state-run kindergartens is low, the professional quality of teachers is uneven, and the knowledge of preschool education is backward. At present, the management of rural state-run kindergartens is chaotic, the system construction is imperfect, there is a lack of management, the randomness of teaching activities and plan design is strong, and the curriculum of preschool education is unreasonable.

Table 1. Statistical results of problems existing in existing rural state-run kindergartens

Survey object	Kindergarten principal	Teachers	Parents of students
School running philosophy	1	2	2
Hardware facilities	2	1	2
Teacher qualification	1	1	1
School management	1	2	2
Instructional design	2	1	2

Conclusions: Through the analysis of the psychological characteristics of preschool children and the law of changes in psychological activities, this study strengthens the teaching and education construction of high-quality state-run kindergartens in China and promotes the development and progress of rural preschool education. From the current teaching situation of the existing state-run kindergartens, under the policy support, the allocation of hardware facilities and other resources of rural state-run kindergartens is basically in place, but there is a problem of low utilization rate of hardware facilities, which requires rural state-run kindergartens to actively use local resources and improve the level of teaching quality. In addition, rural state-run kindergartens should strengthen the construction of relevant management systems, standardize the daily teaching management of state-run kindergartens, improve the access threshold of teachers in rural state-run kindergartens, and provide targeted and planned professional skills training and guidance for teachers in rural state-run kindergartens.

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METHODS OF ELABORATING THE DEATH THEME OF CHILDREN'S LITERATURE UNDER COGNITIVE PSYCHOLOGY

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Background: Death is the only way in human individual life, and death, as the precipitation of life, is also one of the eternal themes in literary works. Literary works usually describe death from various angles to show the author's exclamation about death or life. Children's literature is a special branch of literary works. Because of its different readers, it is quite different from conventional literary works. The potential readers of children's literature are young children, so the authors of children's literature have special writing techniques in content selection and elaboration. In the elaboration of the death theme of children's literary works, the author often chooses to avoid the intuitive description of death and sadness, and choose to take death as the theme and integrate the hope of life, so that children's readers can perceive death in the text and realize the value of life.

Based on psychological knowledge, the theory of cognitive psychology absorbs the essence of many advanced theoretical achievements, such as information theory and cybernetics, and analyzes the process of individual psychological change from the perspective of experiment and information processing. Cognitive psychology believes that human cognitive process is the process of responding to external stimuli. Human cognition of knowledge or information goes through individual processing and storage, and finally stimulates individual sensory organs and enters individual memory. Cognitive psychology also emphasizes the enthusiasm of individuals in information search and processing. Individuals use strategies to actively search for information, process, store and express it. From the perspective of cognitive psychology, to look

at the cognitive process of children's readers on children's literature, through the analysis of children's psychological activities in the cognitive process of things, and from the perspective of children's cognitive psychological characteristics, to analyze children's stimulation and perception of death, a special thing, can be effectively analyzed from the perspective of psychology. It provides a reference for the author of children's literature to elaborate the theme of death.

Objective: Under the guidance of cognitive psychology theory, taking children's cognitive psychological characteristics and change law as the starting point, the research analyzes the elaboration methods of death theme in children's literary works, studies the expression mode of death theme in children's literary works, and discusses the narrative characteristics and value of death theme in children's literary works. I hope to explore new ideas for the writing of death theme in children's literature and promote the effective and reasonable display of death theme in children's literature.

Research objects and methods: The research adopts the combination of questionnaire and interview, takes the author of children's literature and children's readers as the survey object, discusses the value of death theme in children's literature from the two perspectives of author and readers, and understands the interpretation methods of death theme in children's literature at present. Through one-on-one interviews, the research deeply excavates the death theme of children's literature from the perspective of children's literature writers, discusses the expression form and value of the death theme in children's literature, and excavates the new elaboration ideas of the death theme in children's literature.

Research design: The research analyzes the rationality and objectivity of the death theme in children's literature works in the form of questionnaire, discusses the significance of the death theme in children's literature works from the perspectives of children's literature authors and children's readers, understands the author's and reader's cognition of the death theme in children's literature works, and analyzes natural death The narrative way of accidental death and suicide in children's literature.

Results: The survey results of the respondents' narrative recognition of different types of death themes in children's literary works are shown in Table 1. The results of the survey on the narrative recognition of different types of death themes in children's literature are shown in Table 1. The recognition of children's literature writers and children's readers on the narrative of natural death, accidental death and suicide death themes is at a high level. It is believed that incorporating the theme of death into children's literature can effectively expand the depth and width of children's cognition of the world and life.

Table 1. The survey results of the respondents' narrative recognition of different types of death themes in children's literary works

Survey object	Author of children's literature	Children readers
Natural death	4	4
Accidental death	3	3
Commit suicide	4	3

Conclusions: Integrating the theme of death into children's literary works can guide children's growth from the spiritual level, reveal the relationship between death and life to children through the form and language of natural literary works, and help children find the truth of life in the simple literary kingdom. Children recognize death through literary works, perceive death through virtual story scenes and backgrounds, obtain the power of life and hope behind death, help children experience the confusion and confusion of death, and establish a more positive outlook on life and values. Death often makes people fear, and contacting death through the plain language of literary works can effectively help children avoid the violent impact of death, help children establish a hazy cognitive impression of death, and guide children to correctly recognize and treat death when they really face death.

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INFLUENCE OF SPORTS GAME TEACHING METHOD ON THE PSYCHOTIC AND AESTHETIC FACTORS OF COLLEGE STUDENTS

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Background: Psychotic factor is an evaluation index of the severity of individual psychotic symptoms, which has wide applicability in the evaluation of psychotic symptoms. SCL-90 is a commonly used auxiliary