

the characteristics of “Inaction” in behavior. The other is that patients are eager to use a large number of ineffective behaviors to transfer their anxiety. This kind of action is often lacking organization, and the behavior effect is not satisfactory. It is difficult for patients with an anxiety disorder to intervene in their symptoms through their own psychological and behavioral regulation. Therefore, the service support of external society is an extremely important part of their disease intervention. This study takes the reform of public management education as the main research carrier, through the establishment of public management education anxiety auxiliary intervention system, intervene the state of anxiety students in the process of students, and giving psychological education support to anxiety students.

Objective: This study takes the public management education anxiety auxiliary intervention system as the main means to help anxiety students get rid of anxiety problems in their study and life, and provide a new psychological reform path for the modern public management education system while improving students’ academic performance.

Subjects and methods: This study combines the experimental comparison method with the K-means clustering algorithm to compare and analyze whether the auxiliary intervention system of anxiety in public management education has the corresponding effect through clustering classification and actual intervention experiments.

Study design: This study clusters and classifies the anxiety symptoms of students in the process of public management education through K-means clustering algorithm, divide the existing students’ anxiety symptoms into several main symptom types, and on this basis, carries out the comparative experiment before and after the intervention, and analyzes the experimental results with the main anxiety symptoms of students as the dimension. To test the anxiety intervention effect of public management education anxiety auxiliary intervention system in the process of education.

Methods: This study uses Excel to sort out and analyze the data.

Results: The changes of students’ anxiety scores after the auxiliary intervention of anxiety in public management education are shown in Table 1.

Table 1. Anxiety score

Index type	Before intervention	After intervention	<i>P</i>	<i>F</i>
Social anxiety score	60.31	56.42	<0.05	2.61
Expected anxiety score	56.53	51.25	<0.01	0.32
Efficacy anxiety score	55.41	51.76	<0.05	3.68
Positive psychological score	29.27	35.13	<0.05	2.57
Self-identity score	28.61	34.94	>0.05	4.83

Note: *P* < 0.05 means that the data difference is statistically significant, *P* < 0.01 means that the data difference is statistically significant, and *P* > 0.05 means that the data difference is not statistically significant.

In Table 1, only the *P* value of positive self-identity score is greater than 0.05, that is, it is not statistically significant. The *P* values of social anxiety score, efficacy anxiety score and positive psychology score are less than 0.05, which is statistically significant, and the *P* value of expected anxiety score is less than 0.01, which is statistically significant. It can be seen that the auxiliary intervention method of public management education anxiety can form a positive intervention on the social anxiety, expectation anxiety and efficiency anxiety of anxiety students, improve students’ positive psychological score and help students get rid of the negative psychological cycle of anxiety.

Conclusions: It is very difficult for patients with anxiety to adjust their own psychological and social support. This study investigates the anxiety disorder of contemporary public management students, and establishes an auxiliary intervention system for public management education anxiety according to the anxiety characteristics of students, so as to help students get rid of the three main anxiety types of social anxiety, expectation anxiety and efficiency anxiety, break the anxiety psychology and establish a positive psychological cycle, so as to balance the psychological state of students and improve the learning effect.

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THE ROLE OF BEHAVIORAL PSYCHOLOGY IN EMOTIONAL EXPRESSION IN DRAMA PERFORMANCE

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Background: Behavioral psychology is a psychological school originated in the United States in the early 20th century. Its founder is American psychologist Watson. Behaviorism holds that psychology should not study consciousness, but only behavior. The so-called behavior is the combination of various physical reactions used by organisms to adapt to environmental changes. These reactions are nothing more than muscle contraction and gland secretion. Some of them are expressed outside the body, some are hidden inside the body, and the intensity is also different. Behavioral psychology holds that people's psychological consciousness and spiritual activities are unpredictable and inaccessible. Psychology should study people's behavior. Behavior is the body's comprehensive response to environmental changes, which are just muscle contraction and gland secretion. The purpose of behavioral psychology research is to find out the relationship between stimulus and response, so as to infer response according to stimulus and stimulus according to response, so as to predict and control human behavior. Behavioral psychology no longer regards human consciousness as a reflection determined by objective things without its own regulations. It does not believe that the material source required by psychological activities is the content and source of psychological activities. Just as all human material products are always the result of human intellectual activities acting on external materials and the crystallization of internal and external factors, the deepening and development of human psychological activities is always the result of the joint action of internal and external factors. Objective things as the source of external stimulation and instinct or demand as the source of internal stimulation jointly constitute the source of psychological activities, and the content of psychological activities is organically composed of internal and external factors. Only by decomposing cognitive factors and intention factors from people's psychological activities and understanding people's instincts or needs as an intentional existence relatively independent of objective reality and the existence of the whole life, can we logically explain why people have subjective initiative and respond to the actual situation of objective reality. The application and good effect of behavioral psychology in the treatment of autism have been widely recognized in academia, patients and families in some countries. Generally speaking, behavioral therapy for autistic patients can include environmental transformation based on functional analysis, effect regulation and skill training. For the treatment of autism, in addition to the above methods, the more commonly used treatment methods can be summarized as intensive treatment, natural treatment and group treatment. In short, both in theory and in practice, behavioral psychology has made important achievements. Therefore, it is worth continuing to expand the application scope of behavioral psychology.

It should be said that since the birth of dramatic performance art, people have also had academic thinking on this artistic creation practice. Therefore, in fact, there has always been drama performance in drama academia. Whether drama or TV series, actors are required to create vivid, flesh and blood characters to make them have aesthetic value. In the process of shaping the image, the actor needs to "incarnate into a role", that is, the actor takes himself as the carrier, turns himself into a role in the script, shows another role, and becomes another role. However, when actors cannot overcome their emotional expression obstacles, it undoubtedly hinders the shaping of role image. In view of this, this paper constructs a drama performance intervention model based on behavioral psychology, which aims to break the difficulty of emotional expression in the characterization of actors, so as to comprehensively improve the performance ability of actors and bring us vivid and three-dimensional performing artworks.

Objective: To explore the intervention mode of drama performance based on behavioral psychology, in order to solve the emotional expression obstacles of actors in character shaping, so as to improve the performance ability of actors and bring more vivid drama and artworks to the audience.

Research objects and methods: 100 actors were randomly divided into control group and experimental group, with 50 in each group. Combined with the self-made drama emotional expression disorder scale, the emotional expression disorder of actors is measured. The scale consists of five dimensions: limb disharmony, unclear speech, unnatural form, lifeless expression and inattention. The higher the score, the more serious the emotional expression disorder. Among them, the control group adopted the intervention mode of routine performance training, and the experimental group added behavioral psychology on the basis of routine performance training. The intervention period was 1 month. The improvement of emotional expression disorder of the two groups was compared and analyzed.

Methods: Data through SPSS22.0 statistical analysis software is completed.

Results: Table 1 shows the improvement of emotional expression disorder of actors in the two groups after one month of intervention. It can be seen from Table 1 that compared with the control group, the experimental group based on behavioral psychology performance training intervention has a better effect on improving the emotional expression disorder of actors, and there is a statistical difference between the two groups ($P < 0.05$).

Table 1. The improvement of emotional expression disorder in the two groups after one month of intervention ($n=100$)

Factor	Control group ($n=50$)	Experience group ($n=50$)	<i>P</i>
Uncoordinated limbs	4.54±0.55	2.69±0.59	0.00
Unclear enunciation	4.99±0.69	2.47±0.43	0.00
Unnatural form	4.54±0.55	2.54±0.55	0.00
Inflexible expression	4.96±0.41	2.36±0.41	0.00
Mental disorder	4.84±0.46	2.69±0.59	0.00

Conclusions: Performance training intervention based on behavioral psychology can effectively improve the emotional disorder of actors. Therefore, it is worth popularizing and applying in the field of drama performance, so as to bring more three-dimensional and vivid works of art to the audience.

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THE INFLUENCE OF THE TEACHING MODE REFORM OF COLLABORATIVE EDUCATION IN PRESCHOOL EDUCATION ON CHILDREN'S PSYCHOLOGICAL DEVELOPMENT

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Background: Children are not only the initial stage of individual intellectual development, but also the stage of individual forming preliminary cognition of the world. Therefore, correct and appropriate preschool education is of great significance to children's intellectual development, personality shaping and mental health. Preschool education refers to the education that parents, schools and teachers systematically, periodically and scientifically educate children through a series of means and objects, so as to stimulate children's brain and gradually improve the functions of various parts of children's brains. It is an activity of nursing and education for children before the age of 6 weeks. In recent years, with the development of economy and the intensification of competition, people pay more and more attention to preschool education, and the demand for preschool education talents is also increasing. Therefore, the status of preschool education specialty is becoming higher and higher. The teaching effect and efficiency of preschool education courses are related to the quality level of preschool education talents. In order to better improve the teaching effect and quality of preschool education courses, the ministry of education has put forward a collaborative education teaching mode of combining production and learning, so as to improve the practical ability of college students and the teaching quality of kindergartens. Collaborative education teaching mode, that is, before formal work, carries out practical activities for students and practical teaching in kindergartens. In the collaborative education teaching mode, some students are difficult to grasp the key points, their practical ability cannot be improved, and it also hits the students' self-confidence. Therefore, it is necessary to propose a method to reform the collaborative education teaching mode of preschool education.

Behavioral psychology originated in the United States in the early 20th century. It is a branch of psychology. Behavioral psychology is a subject that studies the relationship between human behavior and psychological activities. Behavioral psychology holds that human behavior is an active and conscious behavior under the guidance of consciousness. Human consciousness is composed of intention and cognition, which is the result of the interaction of these two factors. Children's mind has not been developed enough and their self-awareness is strong. Therefore, there will be many unfriendly and abnormal behaviors, such as bullying classmates, screaming, and so on. Therefore, the analysis of children's behavior and psychology based on behavioral psychology can effectively improve the teaching quality of college students. Based on the above contents, integrating the theory of behavioral psychology into the collaborative education teaching mode of preschool education, reforming the collaborative education teaching mode of preschool education can effectively improve the teaching quality, then improve the teaching level of students, and transport more high-quality preschool education talents for the society, which is also of positive significance to the long-term development of our country.

Objective: Correct and appropriate preschool education is of great significance to children's intellectual development, personality shaping and mental health. With the development of the economy and the