mental health education according to the growth characteristics and psychological characteristics of college students under the new situation, so as to cultivate college students' adaptability and pressure resistance to social life.

Objective: The research analyzes the current teaching situation of mental health education in colleges and universities, understands the problems existing in mental health education in colleges and universities, puts forward a new mental health education model integrating big data technology, and explores the application of big data mining technology in mental health education in colleges and universities. By optimizing the teaching mode of mental health education in colleges and universities and integrating big data technology into the traditional teaching mode, the research is expected to provide ideas for improving the quality of mental health education in colleges and universities and promote the improvement of the mental health level of college students.

Subjects and methods: The research adopt the methods of reform pilot and comparative analysis to explore the impact of college mental health education reform integrating big data technology on students' mental health quality. A college tries out the college mental health education teaching mode integrating big data technology. With 500 college students of different majors and years as the research object, the reform pilot of the new college mental health education mode proposed by the research institute is carried out. This paper analyzes the changes of students' psychological quality under the new teaching mode. It also reviews and analyzes the mental health of students under the traditional teaching mode, compares and analyzes the mental health of students under the traditional mode and the new mode, and explores the impact of college mental health education integrating big data technology on the quality of students' mental health.

Results: The mental health rating of students before and after the pilot reform of mental health education in colleges and universities integrating big data technology is shown in Table 1. The mental health level of students has been significantly improved under the new teaching mode.

Table 1. Students' mental health rating before and after the pilot reform of mental health education in colleges and universities

Time	Score
Before reform	2.31
After reform	4.16

Conclusions: Mental health education is an important part of the comprehensive quality education of college students. Colleges and universities should pay attention to the mental health education of college students, analyze the laws and characteristics of college students' physical and mental development, and on this basis, establish the mental health development and training mechanism of college students based on big data information, and formulate a scientific and reasonable mental health education plan for college students. Moreover, colleges and universities should establish a sound mental health education system, do a good job in the allocation of ideological and political education and mental health education resources, and use big data technology to provide a good environmental atmosphere for alleviating college students' anxiety.

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AN ANALYSIS OF THE INFLUENCE OF SCHOOL CURRICULUM CONSTRUCTION ON TEACHER EFFICACY FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: Teacher efficacy in school curriculum construction refers to the belief of primary and secondary school teachers that they can successfully carry out school curriculum construction, that is, their confidence in their ability to continuously improve and perfect the curriculum in view of school curriculum practice or problems. It can guide teachers to participate in the behavior of curriculum construction,

strengthen their motivation for curriculum construction, and influence their attitude in the process of curriculum construction. However, in the current practice of school curriculum construction, teachers rarely have the opportunity to participate in the school curriculum construction work, even if there is, it is mostly formal participation, and there is a widespread phenomenon of absence of teachers. The inner world and inner landscape of teachers are the most fundamental factors to enable teachers to exert their subjective initiative and play the main role in school curriculum construction.

Objective: At present, there are some defects in UAV mission planning course, which leads to students' inability to fully understand and master some complex theories, and then suffer from anxiety. Based on educational psychology, the research improves the teaching mode of UAV mission planning course, so as to improve the teaching quality of the course, improve students' learning efficiency and avoid students' anxiety caused by excessive pressure.

Subjects and methods: From the perspective of educational psychology, teacher efficacy in school curriculum construction is divided into four dimensions: general curriculum construction efficacy, curriculum design and development efficacy, curriculum implementation efficacy and curriculum evaluation efficacy. A convenience sample of 330 primary and secondary school teachers, draw lessons from social psychologist Albert Bandura's seven different task situation of teacher efficacy questionnaire and Guo-liang Yu, a Chinese professor of efficacy questionnaire compiled by the teachers, to compile the teachers in the school curriculum construction efficacy questionnaire, combined with interviews and investigation on the current situation of teacher efficacy in the construction of the school curriculum, to explore the influencing factors. And based on the analysis of the status quo and influencing factors, find strategies and methods to improve teacher efficacy, promote the development of school curriculum construction.

Results: After teaching, the SAS score, SDS score and HADS score of the students in the research group were lower than those in the control group, and the difference was significant ($P < 0.05$). The SAS scores of the two groups are shown in Table 1.

Table 1. SAS scores of two groups of students

Timing	SAS score		t	P
	Research Group	Control group		
Number of students	58	56	-	-
Before teaching	65.3±12.3	66.1±12.9	0.403	0.762
After teaching	44.6±6.2	65.3±10.1	4.354	0.042
t	8.019	0.431	-	-
P	0.000	0.437	-	-

Conclusions: From two aspects of internal and external causes to explore the factors influencing teacher efficacy in the construction of school curriculum: course will drive internal factors mainly include teachers, hold direct experience and indirect guidance and training, peer learning and exchange of experience acquired. The external factors include practical difficulties obstacle, lack of school support and improper evaluation of teachers. Therefore, to improve teacher efficacy in school curriculum construction, first of all, teachers' willingness to curriculum should be encouraged appropriately. Second, teachers should be encouraged to fully participate in curriculum construction and promote the acquisition of direct experience. Thirdly, strengthen training and exchange, increase teachers' indirect experience. Fourth, provide material support to solve practical difficulties. Fifthly, promote teachers' self-study and improve their professional quality.

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THE INFLUENCE OF COMMUNICATION AND ADAPTATION BARRIERS OF ANTI-CORRUPTION PERSONNEL ON THE EFFECT OF WORK

Lu Li & Hongquan Li*