in-depth discussion on the anxiety in logistics management. Therefore, the research will take the archives management workers in colleges and universities as the research object, analyze the current situation and occurrence mechanism of their anxiety, in order to put forward the reference direction for the psychological anxiety relief of logistics management workers in colleges and universities.

Objective: To understand the work status of college archives management workers, analyze the influencing factors of emotional anxiety caused by college archives management, and explore the mitigation measures of emotional anxiety of college archives management workers.

Subjects and methods: Taking the archives management workers in colleges and universities as the research object, 15 archives management workers in 5 colleges and universities were selected to evaluate the psychological anxiety status of the participants with the self-rating anxiety scale. Using the method of interview to count the work situation of college archives management workers, and analyze the correlation between the work situation and anxiety score, so as to analyze the influencing factors of emotional anxiety disorder of college archives management workers. Based on the influencing factors, formulate anxiety mitigation strategies, and apply the mitigation strategies to the daily work and life of college archives management workers.

Results: The anxiety score and workload of archivists were counted by Excel, and SPSS24.0 was used analyze the correlation between the psychological anxiety of college archivists and their work style, work content, personal ability and social communication, as shown in Table 1. Table 1 shows that in the daily work of archives management workers in colleges and universities, the correlation between work style, work content, personal ability and social communication is low, and the anxiety at work is significantly affected by work style, work content, personal ability and social communication.

Table 1. Calculation results of correlation between anxiety and work

Project	Emotional anxiety	Operation mode	Job content	Personal ability	Social communication
Emotional anxiety	1	-	-	-	-
Operation mode	0.407	1	-	-	-
Job content	0.454	0.014	1	-	-
Personal ability	0.612	0.032	0.017	1	-
Social communication	0.597	0.009	0.011	0.015	1

Conclusions: Logistics work in colleges and universities plays an important role in ensuring the normal operation of colleges and universities, and it is also a key part to ensure the sustainable development of colleges and universities. In order to promote the development of colleges and universities, the mental health problems of archives management workers in colleges and universities have also begun to receive extensive attention. In the research, by analyzing the development status of emotional anxiety disorder of college archives management workers and its influencing factors, this paper puts forward effective strategies to alleviate the psychological anxiety of college scheme management workers. The results show that there are a variety of influencing factors for the anxiety of archives management workers. Therefore, in the development of colleges and universities, it is necessary to formulate a comprehensive, reasonable and appropriate psychological adjustment scheme for archives management workers, so as to enhance the work passion of workers and promote the development of colleges and universities.

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STUDY ON THE ALLEVIATING EFFECT OF STRENGTHENING THE CONSTRUCTION OF TEACHERS' MORALITY AND STYLE ON COLLEGE STUDENTS' ANXIETY

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Background: In psychology, it is believed that college students are just at the boundary between school and society. Many college students can't calmly deal with the pressure of learning, economy, communication and love, passively avoid, and can't actively explore and solve problems, which leads to negative emotions such as complaint, anxiety and fear of difficulties, which seriously affects their physical and mental health. With the acceleration of social development, the social pressure that college students

need to face also begins to increase. Under this social pressure, the mental health status of college students has become the main topic of social concern. It is undeniable that in the psychological changes of college students, more psychological problems are anxiety disorders. The conventional psychological anxiety relief program is to carry out psychological courses, instill relevant psychological knowledge into students, and help students understand the serious impact of negative psychological emotions. However, in the development of psychological curriculum, students' interest in psychological curriculum is not high, which leads to little effect of psychological curriculum on students' psychological counseling. In order to alleviate the psychological anxiety of college students, major colleges and universities gradually began to start with daily curriculum teaching. However, in a large number of teaching practice, it can be found that the psychological intervention on college students can achieve little effect on alleviating college students' anxiety. The reason is that college students are only a part of curriculum teaching in college teaching, and the influence of teachers on students will also affect students' anxiety. Therefore, how to start from the teacher level to formulate a plan to alleviate college students' anxiety is very important.

In the course teaching of colleges and universities, the psychological induction effect of teachers' quality on students is remarkable, and teachers' personal moral code is the key factor affecting teachers' teaching quality. The cultivation of teachers' personal morality is the main content of the construction of teachers' morality and style in colleges and universities. With the development of society, college education is the main source of social talent supply. Therefore, the society pays more and more attention to college education. On this basis, colleges and universities also pay more and more attention to the construction of teachers' morality and style. Previous studies have proposed that the construction of teachers' Ethics in colleges and universities is the key factor for the healthy growth of college students. Good teachers' ethics can not only promote the positive development of college students' values, but also help college students improve their self-awareness and social cognition, reduce their anxiety in the face of problems and enhance their learning self-confidence. And with the development of the new era, the comprehensive benefits that can be achieved by teachers' ethics and style in colleges and universities are more obvious. Therefore, in view of the anxiety of college students, the research will put forward the construction path of teachers' ethics and style in colleges and universities to improve the development speed of teachers' ethics and style, and analyze the impact of teachers' ethics and style on college students' anxiety.

Objective: Understand the current situation of the construction of teachers' ethics and style in colleges and universities, analyze the current situation of anxiety of contemporary college students, and evaluate the impact of the construction of teachers' ethics and style on college students' psychological anxiety.

Subjects and methods: Taking a university as an example, 500 students of different majors were selected to participate in the experiment, including 268 males and 232 females. The self-rating anxiety scale was used to evaluate the current situation of students' psychological anxiety. Investigate the current situation of the construction of teachers' ethics and style in colleges and universities, and put forward the optimization scheme of the construction of teachers' ethics and style in colleges and universities. The optimization scheme was used to carry out educational intervention for 250 students randomly among 500 students, and the remaining 250 students were intervened with the conventional construction scheme of teachers' ethics and style, so as to evaluate the difference of anxiety scores between the two groups of students.

Results: The comparison of students' anxiety is shown in Table 1. Table 1 shows that the change range of anxiety scores in the student group intervened by the optimization scheme of teachers' ethics construction is significantly higher than that of the students intervened by the conventional construction scheme. After testing, the difference of psychological anxiety scores between the two groups after the intervention is statistically significant ($P < 0.05$).

Table 1. Changes of middle school students' psychological anxiety in the construction of teachers' morality and style

Project	Anxiety score	Cognitive psychology	P
Before intervention	69.57±2.41	68.31±2.52	>0.05
After intervention	54.02±1.94	43.19±1.69	<0.05
P	<0.05	<0.05	-

Conclusions: Higher education is not only to improve students' professional level, but also to guide students' values positively. Among them, teachers have the most obvious influence on students' values. Therefore, it is of great significance to strengthen the construction of teachers' ethics and style in higher education. At the same time, in college education, students are prone to psychological anxiety. Improving students' psychological negative emotions is also a key problem that needs to be broken through in college education. The results show that under the intervention of the optimization scheme, the students' anxiety

score decreases significantly, and the range is much higher than that under the intervention of the traditional construction scheme. Therefore, in college education, in order to improve students' comprehensive level and reduce students' anxiety, we need to strengthen the construction of teachers' ethics and style in colleges and universities and adopt more optimized schemes to promote the cultivation of students' values.

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EVALUATION AND ANALYSIS ON THE EFFECT OF CHILDREN'S MENTAL HEALTH EDUCATION IN PRESCHOOL EDUCATION

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Background: Children are an important care group in China. In the process of individual growth, in addition to being vulnerable to physical injury, their mental health is also vulnerable to external influence. Children's group is the initial stage of individual cognition. For children, their cognition is still in the initial stage, that is, children's cognition is limited at this time. Therefore, it is necessary to cultivate their mental health in children's stage. Healthy psychology has a far-reaching impact on children's future survival and development, and even has an irreversible impact. Healthy psychology can effectively promote children's growth and improve children's ability to absorb external knowledge. From psychological research, we can know that the content of healthy psychology includes rich connotation of mental health, strong psychological perception ability and strong psychological anti-interference ability. However, for children, healthy psychology only needs to have a certain degree of correct values and independent growth ability.

In China's education, mental health education for children is generally through preschool education to improve children's comprehensive psychological quality. Preschool education is an important stage of education in China. In the stage of preschool education, schools and teachers can cultivate children's correct values and improve children's comprehensive literacy by optimizing the mental health teaching system. However, it is worth noting that with the continuous development of society, multiculturalism coexists in different cities, and the ideological impact will have a certain impact on the cultivation of children's values. Therefore, the role of traditional preschool education in children's mental health education is becoming smaller and smaller. As a very important part of China's education, preschool education must pay attention to the introduction of more effective teaching programs. In order to promote children's healthy growth and cultivate students' healthy value orientation, it is necessary to put forward a new program of preschool education to cultivate students' mental health. Based on the trend of social development, the study puts forward new strategies of preschool education in social development, and analyzes the impact of new strategies of preschool education in children's mental health education, so as to provide theoretical support for the cultivation of children's mental health in China.

Objective: Explore the development and evolution of China's preschool education in social development, analyze the current situation of children's mental health, put forward a new program of preschool education, and evaluate the impact of the new program on students' mental health.

Subjects and methods: 1000 kindergarten students in a city were randomly divided into research group and control group, with 500 students in each group. The research group first optimized the teaching structure in preschool education, added educational plans such as practice and activities in education, and adopted targeted cognitive education for students to improve students' cognitive ability. Secondly, give full play to the discipline advantages in curriculum education, cultivate students' knowledge cognitive ability and give full play to students' subjective initiative. Then add game activities and other links in preschool education to improve students' strictness and organizational psychology, and strengthen children's psychological perception. Finally, stimulate children's autonomous learning ability in classroom learning and induce students to participate in classroom interaction, so as to improve students' enthusiasm and stimulate students' enthusiasm for learning and life at the same time. The students in the control group used the conventional preschool education model. Finally, the mental health level of the two groups of students was compared. The evaluation indexes included students' anxiety, classroom enthusiasm, sense of responsibility and unity. Anxiety evaluation adopts anxiety score, and enthusiasm, sense of responsibility and solidarity are quantified with 0-10 points, indicating weak to strong.

Results: After preschool education and teaching, the anxiety, classroom enthusiasm, sense of responsibility and unity of the two groups of students are evaluated as shown in Table 1. Table 1 shows that the anxiety scores of students in the intervention group decreased more significantly, and the evaluation of