

anxiety of tourism consumers in the development of Mengwushiwei Sumu.

Objective: This paper analyzes the development planning of the traditional village and the environmental differences brought about by the evolution of its spatial distribution in the development, analyzes the current situation of the psychological anxiety of the consumer audience in the tourism of the Mongolian village, and puts forward the impact of the environmental differences in the development of the Mongolian village on the psychological anxiety of tourists.

Subjects and methods: Based on the development planning of Mengwushiwei Sumu, this paper analyzes the environmental differences and changes under the layout structure of its overall development planning “one pole, two centers, one corridor and two belts”. Collect the psychological anxiety differences of 300 tourists participating in its development planning, and get the changes of psychological anxiety of tourism consumers in different planning stages, using SPSS24.0 to statistically analyze all the data collected.

Results: See Table 1 for the analysis of the changes in the psychological anxiety of tourism consumers in the weisumu tourism of MengWu room. As shown in Table 1, with the continuous development planning of Mengwushiwei Sumu, the psychological anxiety of tourists has decreased more significantly.

Table 1. Changes of psychological anxiety of tourism consumers in the development of Mengwushiwei Sumu

| Year | 2016 | 2017 | 2018 | 2019 | 2020 |
|----------------|------------|------------|------------|------------|------------|
| Before tourism | 67.21±1.37 | 66.78±1.61 | 68.84±1.28 | 65.17±1.43 | 64.07±1.36 |
| After tourism | 42.68±1.49 | 42.02±1.46 | 40.38±1.42 | 39.52±1.35 | 38.11±1.49 |
| <i>P</i> | <0.05 | <0.05 | <0.05 | <0.05 | <0.05 |

Conclusions: The planning and development of traditional villages is an important measure to promote regional economic development and cultural development. In the development of traditional villages, the environmental differences in spatial distribution and evolution will not only affect the lives of local residents, but also have varying degrees of psychological impact on foreign tourism consumers. Based on the development of MengWu room and weisumu, this paper analyzes the evolution of spatial layout in the process of its development, and discusses the impact of environmental differences under the evolution of spatial layout on the psychological anxiety of tourism consumers. The results show that there are differences in the changes of audience psychological anxiety of tourism consumers in different time periods of planning and development, and the environmental differences under development planning can significantly alleviate the psychological anxiety of tourism consumers. Therefore, in order to meet the psychological needs of tourism consumers and alleviate the psychological anxiety of the audience, it is necessary for scenic spots to put forward reasonable development plans and improve the quality of scenic spots.

Acknowledgement: The research is supported by: The National Natural Science Foundation of China, Study on Tourism Ecological Disturbance in Hulun Buir Grassland Based on Multi-source Heterogeneous Data (No.42061031).

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RESEARCH ON THE PATH OF PUBLIC MANAGEMENT IN COLLEGES AND UNIVERSITIES FOR COLLEGE STUDENTS' MENTAL HEALTH

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Background: With the rapid development of China's national economy, the state has put forward higher employment requirements for higher education talents. Colleague college students are in a critical period of growth, development, mental health quality and personality formation, and their physical function gradually tends to mature, but the development of individual psychology lags behind. After switching from middle school life to college life, due to the drastic changes in learning environment, learning mode and social relations, a considerable number of college students cannot quickly adapt to college life, resulting in anxiety, fear, negativity and depression in their hearts, even the psychology of pessimism. These negative psychological factors will often affect the learning efficiency and social process of college students, make their social and learning results more unsatisfactory, form a negative psychological self prediction effect, lead to more serious symptoms of mental diseases and vicious behavior cycle. At present, the teaching of public management courses in most domestic colleges and universities has lagged behind the teaching

content to varying degrees, such as more repeated knowledge points in multiple courses, part of the teaching content is divorced from reality or behind the times, teaching is divorced from time and so on. The existence of these problems has led to the negative impact on the mental health of some college students with fragile psychology. Therefore, this study attempts to explore the public management curriculum reform plan conducive to the mental health development of public management students from the psychological perspective of public management students, so as to provide some references for improving the mental health level of public management students and improving their employment competitiveness.

Subjects and methods: Understand the current teaching situation of public management courses in colleges and universities in China by means of telephone communication with teaching experts of public management courses in colleges and universities, offline one-to-one interview, and reading habit literature. Then, by means of volunteer solicitation, 218 college students majoring in public management who are willing to participate in the experiment were randomly selected as the research objects. The selected students are divided into experimental group and control group on average. Before the experiment, we need to compare the basic information of these students and test the significance of the difference. After confirming that there is no significant difference between all basic information of the two groups of students, the follow-up experiment can be carried out. Otherwise, it is necessary to regroup or re select the research object from the volunteer group. Students in the two groups are encouraged to think in time according to the traditional teaching mode, but the students in the two groups are encouraged to change their teaching content in the teaching process according to the traditional teaching mode, but the teachers are required to give students appropriate psychological guidance in the teaching process, and the students in the two groups are encouraged to think in time according to the traditional teaching mode, And the teaching content and speed are also adjusted according to the students' learning situation. The teaching lasted for 2 months. Before and after the experiment, a questionnaire survey was conducted on the two groups of students. The questionnaire was designed for the research team. The higher the score, the better the mental health. The scores in the range of 60-100, 50-60, 30-50 and 0-30 respectively represent the mental health, slight unhealthy, moderate unhealthy and serious unhealthy of the subjects.

Results: According to the data of two questionnaires, Table 1 is obtained. Note that in the study, the metrological features are displayed in the form of mean \pm standard deviation for *t*-test, and the counting features are displayed in the form of number or proportion of number for Chi square test. The significance level of difference is taken as 0.05.

Table 1. Questionnaire survey results of mental health of college students majoring in public management

| Investigation time | Control group | Experience group | <i>P</i> |
|--|----------------|------------------|----------|
| Before teaching experiment | 64.2 \pm 3.7 | 65.1 \pm 4.2 | 0.753 |
| After the teaching experiment is completed | 63.8 \pm 3.9 | 73.6 \pm 3.4 | 0.030 |
| <i>P</i> | 1.251 | 0.037 | - |

It can be seen from Table 1 that the difference in mental health score data between the two groups before the experiment is not statistically significant, but after the experiment, the difference in mental health score data between the two groups is statistically significant. Specifically, after the experiment, the average mental health score of students in the experimental group was 73.6, which was 9.8 higher than that of the control group after the experiment and 8.5 higher than that of the experimental group before the experiment

Conclusions: Aiming at the problems of backward teaching mode and poor teaching effect of public management courses in some colleges and universities in China, based on the collection of relevant data and analysis of the current teaching situation of public management courses in colleges and universities, this study designed and carried out a group teaching experiment in the school. The teaching experiment results show that under the premise that the difference between the mental health score data of the two groups of students before the experiment is not statistically significant, after the experiment, the difference of mental health score between the two groups was statistically significant. After the experiment, the average mental health score of the students in the experimental group was 73.6, which was 9.8 higher than that in the control group after the experiment and 8.5 higher than that in the experimental group before the experiment It shows that paying proper attention to students' psychological status and learning status in the reform of public management curriculum in colleges and universities will help to improve the mental health level of students in this major, so as to improve their learning quality.

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APPLICATION OF EDUCATIONAL PSYCHOLOGY IN THE TEACHING REFORM OF SPORTS DANCE IN COLLEGES AND UNIVERSITIES

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Background: Educational psychology is a branch of social psychology, and it is closely related to general psychology and pedagogy. Its main research object is the learning and educational psychology of the educated and the teaching psychology of the educators in the environment of receiving education. By studying the psychology of educates and educators, the application of educational psychology can achieve many purposes, such as improving teaching methods, stimulating students' learning motivation, assisting students to face difficulties in the learning process and so on. Using the theoretical methods of educational psychology to study and optimize the problems existing in the teaching process will not only help to improve teachers' teaching ability and the ability to solve complex educational problems, but also help schools adjust teaching measures and management mode according to the research results, so as to improve the quality of education and teaching in schools. Due to the high appreciation of dance performance, there are a lot of details and cumbersome knowledge points in the content of sports dance teaching in colleges and universities. Some students with poor understanding ability and certain cognitive impairment may not be able to keep up with the teaching progress of teachers in time, resulting in anxiety, depression, self doubt and so on. Educational psychology focuses on the psychological situation of all parties in the teaching process, and improves the teaching process and methods in turn. Therefore, this study attempts to analyze the theoretical methods of educational psychology in college sports dance teaching, in order to provide more effective methods to improve the quality of college sports dance teaching.

Subjects and methods: Collect academic research and books related to dance teaching and educational psychology published at home and abroad in recent five years from relevant academic institutions and websites, and carefully study the top 20% of the documents with many reprints and large citations, so as to understand the current situation and main problems of sports dance teaching in universities all over the world. Then 248 college students majoring in dance performance were selected from China as the research objects. These students were divided into experimental group and control group, which were randomly selected. Before the experiment, the basic information of the two groups of students was compared and statistically analyzed, and the significance of the difference was tested. After confirming that there is no significant difference between all the basic information of the two groups of students, the follow-up experiment can be carried out. Otherwise, it is necessary to regroup or re select the research object from the group of college students. In the experiment, the two groups of students are required to accept the dance course teaching with the same theme and the same teaching content, but the teaching process of the control group is not interfered by the teachers, while the teachers in the experimental group are required to apply the theoretical methods of educational psychology in the teaching process, observe the students' listening expression and psychological state as carefully as possible, and provide some help in time when they find that the students' psychology has become negative and their learning passion has been frustrated. The ways of help include but are not limited to encouraging, exchanging inner thoughts with them, slowing down the speed of teaching, etc. The teaching experiment lasted for 3 months, and the course teaching was carried out at least twice a week. Before and after the experiment, all students were tested for dance knowledge and skills and interviewed with positive psychology (both of which were 10 points. The higher the score, the stronger the dance performance ability or the more obvious the positive psychology). In addition, all measurement type features in the study are displayed in the form of mean \pm standard deviation for *t*-test, and counting type features are displayed in the form of number or proportion of number for Chi square test. The significance level of difference is taken as 0.05.

Results: After all teaching experiments are completed, the interview and examination data are counted, and the results are shown in Table 1.

Table 1. Statistics of interview and examination data

| Investigation time | Survey items | Control group | Experience group | <i>P</i> |
|----------------------|---------------------|----------------|------------------|----------|
| Before experiment | Test score | 7.3 \pm 0.38 | 7.3 \pm 0.41 | 2.049 |
| | Positive psychology | 6.5 \pm 0.36 | 6.6 \pm 0.44 | 0.631 |
| After the experiment | Test score | 7.4 \pm 0.52 | 8.0 \pm 0.35 | 0.026 |
| | Positive psychology | 6.3 \pm 0.56 | 7.9 \pm 0.48 | 0.017 |

According to Table 1, on the premise that there is no significant difference between the test scores and