

enough, there is a lack of clear evaluation criteria in the enrollment of college entrance examination, which makes the evaluation of students' comprehensive quality uncertain, which will lead to the unfairness of education. Often, students with good family conditions are more likely to get high scores in the comprehensive quality inspection, while poor students are at a disadvantage in the comprehensive quality evaluation because of the limitations of family conditions. This situation will aggravate the anxiety of poor students, make them bear more psychological pressure, and lead to more psychological problems.

Objective: Understand the current educational equity problems caused by the new college entrance examination reform and the anxiety of poor students, and analyze the causes of educational equity problems. On this basis, the path of fair education. By improving the examination and evaluation system, we can scientifically investigate the comprehensive quality of students and improve the fairness of education. Carry out the reasonable reform of the system to make the examination management of education standardized and reliable. Establish a fair and just examination selection platform to make poor students feel a sense of fairness and pleasure in the examination process, alleviate students' anxiety, and improve the quality of poor students' learning and examination. Constructing and perfecting a scientific and effective supervision mechanism to ensure educational fairness is conducive to alleviating students' anxiety.

Subjects and methods: The subjects were poor middle school students. 232 poor high school students were randomly selected from 4 high schools. These students come from different grades, different majors and regions, their personalities are different, and there is a certain gap in family conditions. Understand their learning situation, mental health status and other relevant information, analyze the causes of anxiety of these poor students, and record relevant data. Fuzzy evaluation method is used to evaluate the impact of the new college entrance examination educational equity measures on alleviating students' anxiety. The quantitative score of relevant influencing factors adopts grade 1-5, and 1-5 points respectively mean no impact, slight impact, general impact, obvious impact and complete impact. Data processing and analysis through SAS software.

Results: There are some poor students in middle schools. These students come from remote areas. Their families are relatively poor and are under great economic and psychological pressure. Most poor students have inferiority complex and are prone to anxiety, such as academic anxiety. After the implementation of relevant educational equity measures such as improving the examination and evaluation system and carrying out reasonable reform of the system, the anxiety of poor students has been significantly alleviated. The inferiority score of poor students in senior three is 2.35, which is lower than that of poor students in senior one. The results are shown in Table 1.

Table 1. Anxiety scores of poor senior high school students in different grades

Grade	Inferiority complex	Anxiety	Worry psychology
Senior one	2.67	2.24	1.68
Senior two	2.55	2.48	1.95
Third year in high school	2.35	2.51	2.03

Conclusions: Anxiety refers to an individual's excessive worry about the future of his life, resulting in irritability. The anxiety will be alleviated or eliminated with the solution of the matter. In middle school, due to their poor family, poor students have a certain gap with other students in food and clothing. Poor students are prone to low self-esteem and anxiety, and will pay more attention to their academic achievements. Due to the limitations of family conditions, they rarely carry out training in such questions, which makes poor students at a disadvantage in the comprehensive quality evaluation of college entrance examination. Through the implementation of relevant educational equity measures such as improving the examination and evaluation system and carrying out reasonable reform of the system, the poor students feel the fairness of education, which reduces their psychological burden and alleviates their anxiety to a certain extent.

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A STUDY ON TEACHERS' ANXIETY ABOUT TEACHERS' PROFESSIONAL DEVELOPMENT CERTIFICATION IN NORMAL COLLEGES

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Background: Anxiety is a kind of psychological disease. The generation of anxiety not only affects the patients' daily life, study and work, but also brings many adverse effects on their own body. There are many inducing mechanisms of anxiety. Common physical discomfort symptoms caused by diseases, such as long-term illness, have an impact on physical health. Failure to cure in time will affect the patient's mood and then form anxiety symptoms. In addition, affected by the pressure of work and study, modern people are in a nervous tension state for a long time, with physical and mental overload, depression, anxiety and other symptoms, and are also prone to anxiety. In the development of modern higher education, anxiety has been spreading among teachers, which has brought many adverse effects on the current educational development. Modern education requires teachers' personal ability to improve constantly. Teachers not only need to have excellent professional quality, but also have new requirements for teachers' learning ability and teaching ability. The competition among teachers intensifies and increases the pressure on teachers. At the same time, the increase of teaching tasks, teaching planning and other affairs in the school increases the overall work capacity of teachers, and also makes teachers busy with work all the time. The physical and mental pressure cannot be released, resulting in the symptoms of career development anxiety. Teachers' anxiety in normal universities has had an impact on the development of education and limited the exertion of teachers' overall ability. Therefore, under the current background of education, effective measures need to be taken to improve teachers' anxiety and help teachers develop better.

The factors of teachers' anxiety in normal colleges mainly come from their worry and anxiety about personal development. Coupled with the heavy teaching tasks, many teachers have anxiety problems. Teachers' professional development includes personal career planning, teachers' learning ability, teaching ability, teachers' comprehensive ability and other indicators. Through the reasonable training of teachers' professional development, improving teachers' overall professional quality and obtaining professional development certification will have a positive impact on improving teachers' anxiety symptoms. The training contents include teachers' professional quality training, teaching skills training, participating in expert lectures carry out mental health education and other contents. Through professional development training, teachers can not only improve their professional quality, but also obtain professional certification, which has a positive impact on personal comprehensive development. Therefore, this paper analyzes the influence of modern people's anxiety on study, work and life, analyzes the factors of college teachers' anxiety, and analyzes the effect of developing teachers' professional quality cognition in normal colleges on alleviating teachers' anxiety from the perspective of educational development.

Objective: To explore the impact of anxiety on human development and physical and mental health, analyze the causes of anxiety among modern college teachers, and analyze the impact of the development of teacher professional development certification on teachers' anxiety, in order to improve teachers' mental health problems and promote the healthy development of modern education.

Subjects and methods: In the study, 120 teachers with anxiety in a university were selected as the research object, and teachers were trained in professional quality for 6 months on campus, and helped teachers obtain professional development certification. Mini Mental Status Examination (MMSE) and SF-36 Mental Health scale (MH) were used to count the mental health indicators of teachers before and after training, so as to evaluate the effect of teachers' professional development certification on teachers' anxiety.

Results: After six months of experiment, the mental health indicators of teachers are shown in Figure 1. As can be seen from the figure. After six months of professional development certification training, teachers with anxiety have significantly improved their professional anxiety. The initial MMSE score has increased from 15.08 to 26.89, and the difference is statistically significant ($P<0.05$).

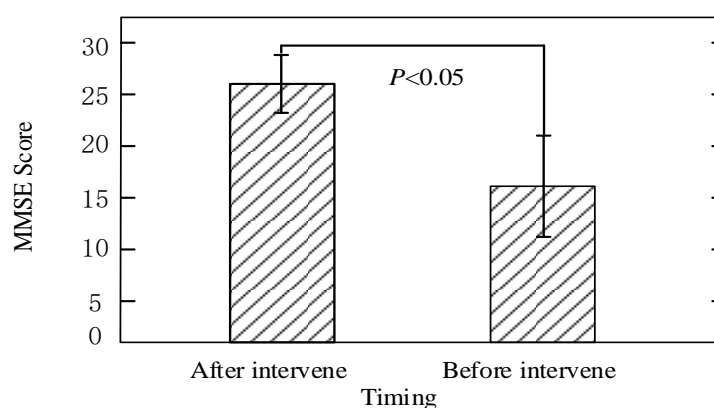


Figure 1. After 6 months of experiment, the mental changes and health indicators of teachers are shown in the figure

Conclusions: With the continuous development and reform of modern higher education, modern education has higher and higher requirements for teachers' professional quality and mental health quality. The competition among teachers, the aggravation of teaching tasks and the impact of career planning all have an adverse impact on the psychology of modern teachers and hinder the development of modern education. The development of modern education should pay attention not only to the education of students, but also to the mental health of teachers. This paper studies and analyzes the influence of teachers' anxiety, analyzes the effect of teachers' professional development certification on improving teachers' anxiety, and uses Mini Mental Status Examination (MMSE) and SF-36 Mental Health scale (MH) to count the mental health indicators of teachers before and after training. Experiments show that reasonable professional development training for teachers can alleviate teachers' anxiety, improve teachers' mental health and promote the healthy development of modern education.

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RESEARCH ON THE OPTIMIZATION OF DYNAMIC ADJUSTMENT MECHANISM OF SCIENCE EDUCATION IN SENIOR HIGH SCHOOL FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: Educational psychology is a psychology that focuses on studying the law of educational development. In the research of educational psychology, it will make a detailed and scientific analysis of the psychology of teachers and students in the educational environment, constantly adjust the teaching content and teaching planning by mastering the changing state of the psychology of teachers and students, so as to improve the quality of the curriculum. Educational psychology is an important research content in modern education. Especially under the background of modern education reform, emphasizes paying attention to students' mental health and teachers' mental health. Through reasonable educational psychological mechanism intervention, it will pay more attention to the healthy and scientific development of education. According to the current research, the change of educational psychology changes with the development of education. The change of educational content will have an impact on the psychology of teachers and students, so as to change the teaching effect of teachers and the learning quality of students. Therefore, in the actual teaching, we should pay more attention to educational psychology, improve the teaching quality through reasonable educational psychology research, and realize the scientific development of education. However, at present, there is not much research on educational psychology in China's educational development. It is more to realize the innovation and development of education by improving teachers' professional ability and changing teaching mode. With the continuous improvement of China's education system and the more scientific education model, China's education will pay more attention to the influence of educational psychology in education, provide important support for the development of education and improve China's education system.

The research objects of educational psychology include students and teachers in the teaching environment. Through the capture of teachers' psychology and students' psychological state, we can obtain the psychological state with the best matching degree with education, and constantly optimize the current teaching content, teaching methods and teaching means, so as to improve the teaching quality. In the development of education, the dynamic adjustment mechanism has always been a scientific teaching optimization strategy. In high school science education, teachers can obtain students' learning psychological state according to the research on students' psychological state of psychological education, and adjust the mechanism in real time in actual teaching to meet students' learning psychological requirements, which will significantly improve the teaching effect and improve students' learning quality. The application of dynamic adjustment mechanism in high school science education needs to effectively master the principles of educational psychology. In the process of implementing education, teachers will obtain learning interest and desire through understanding students' educational psychological state, real-time dynamic teaching means and dynamic teaching content, and even change teaching ideas and teaching tasks in teaching to meet the requirements of students' psychological development, and significantly improve the quality of