

corresponding theory to construct a mental health education model in colleges and universities, and conducted a comparative experiment with the traditional model. The results show that the new education model can better deal with the psychological problems of college students. The college students performed better than the control group on both depression and anxiety levels.

* * * * *

ANALYSIS OF THE INFLUENCE OF INTEGRATING EDUCATIONAL PSYCHOLOGY INTO THE MANAGEMENT TEACHING OF ADULT HIGHER EDUCATION ON STUDENTS' LEARNING ENTHUSIASM

Hui Zhao

Teaching Management Center of CDB Branch, Jiangsu Open University, Nanjing 210036, China

Background: Educational psychology is an interdisciplinary subject of pedagogy and psychology. Its main research objects are students, teachers and the learning process, while the research problems are the psychological phenomena and problems of students and teachers in the learning process, as well as the mutual relationship between objects and problems. Correlation and regularity. The study of educational psychology on students' learning motivation, emotional factors, cognitive structure and other psychological activities is of great significance to the improvement and development of teaching activities. So far, educational psychology has done a lot of research in the field of teaching activities. Some studies have shown that curriculum design based on educational psychology can effectively improve students' autonomous learning ability and efficiency, and also have a positive effect on students' psychological state. At the applied level, educational psychology can be applied to design curricula, improve teaching methods, promote motivation, and help students face the difficulties and challenges they face as they grow, with a special focus on students with special educational needs. In addition, in fact, the teaching process and the identities of students and teachers exist not only in schools, but also in all walks of life in society. Therefore, the theory of educational psychology can also be widely used in various industries and fields.

Adult higher education is a form of higher education for working adults. It belongs to the category of continuing education and is an important part of my country's lifelong learning system. When incumbents need education and training to improve their skill level or comprehensive quality, they need to participate in adult higher education. In recent years, due to the development of technology and industry, many incumbents need new skills to adapt to the transformation and upgrading of the industry, so the demand for adult higher education has also increased. Due to the fact that they have participated in social work and are under greater pressure in life, the psychological characteristics and psychological problems of adult higher education students are different from those of minor students that cannot be ignored. Therefore, the educational psychology of this group is questions need to be studied individually. For the problem of low student enthusiasm in adult higher education, improving management teaching is a feasible solution, so the research is based on educational psychology theory to explore this.

Objective: To study whether adult higher education management teaching integrated with educational psychology theory can have a greater positive impact on the enthusiasm of its students.

Subjects and methods: A total of 224 serving persons with adult higher education needs were recruited as the subjects of this experiment, and they were divided into two groups of 112 persons each, called the experimental group and the control group. The two groups were given adult higher education respectively. The experimental group was given management teaching incorporating educational psychology theories in the teaching process, and the control group was given ordinary management teaching. The teaching period lasted for two months. Before the start of teaching, every month after the start and after the end, the members of the experimental group and the control group were evaluated for their learning enthusiasm and learning effect, and the results were compared and analyzed. The measurement tools and standards used in this study are mainly the student Learning Burnout Scale (LBUS) modified for adult education and the scores of the professional knowledge test.

Results: The LBUS scores of the two groups of students before and after learning are shown in Figure 1. It can be seen that after the start of teaching, the level of learning burnout in the experimental group increased slowly, that is, the learning enthusiasm decreased slowly, while the control group showed a large increase, which means that the learning enthusiasm declines rapidly. There were significant differences in the level of learning burnout between the two groups in the first and second months after the start of teaching ($P < 0.05$).

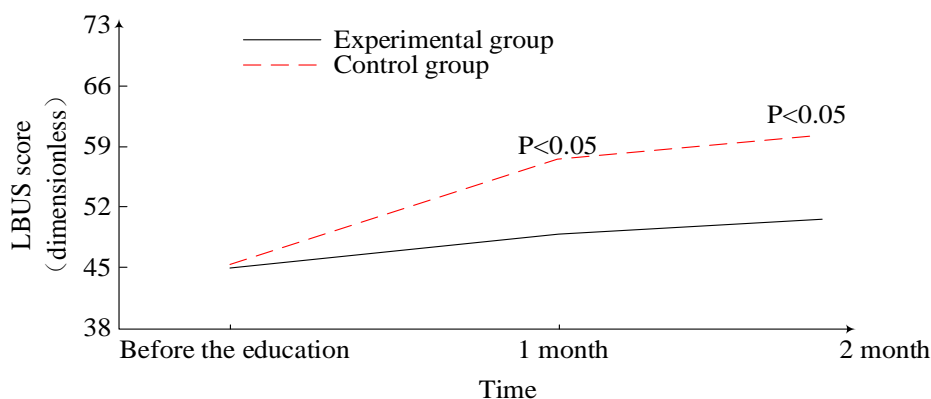


Figure 1. Comparison of LBUS results

Conclusions: Adult education is a category that has gradually increased in demand in the education market in recent years. It is an important part of continuing education and lifelong education, and the psychological characteristics and problems encountered in the learning process of adult learners and minor students are also relatively different. Therefore, the psychological analysis of adult education and the analysis of ordinary students are also different. Aiming at the problem of the decline of learners' enthusiasm in adult education, this study designs mitigation measures from the perspective of educational psychology from the perspective of management and teaching reform. The experimental results show that learners who receive management teaching incorporating educational psychology theories have a slower decline in learning motivation and better learning outcomes.

Acknowledgement: The research is supported by: 2021 The University Philosophy and Social Sciences Research Project of Jiangsu Provincial Department of Education, Research on regional collaborative governance of online education from the perspective of "new education equity", No. 2021SJA0761.

* * * * *

EMOTIONAL AND BEHAVIORAL BARRIERS IN TRADITIONAL NATIONAL PHYSICAL EDUCATION AND THEIR PREVENTION

Yuanping Gao^{1,2}, Yankai Shu¹ & Jingwei Ma^{3*}

¹Hunan University of Science and Technology, Xiangtan 411201, China

²Hunan Sports Vocational College, Changsha 410019, China

³Central South University of Forestry and Technology, Changsha 410004, China

Background: With the state's strong support for national traditional culture, the proportion of national traditional sports content in college physical education is rising. At the same time, with the improvement of social material living standards, the public's attention to physical and mental health is also increasing year by year. Due to the increasing pressure of life and special growth environment, such as high emotional expression family and other factors, some contemporary college students have pathological psychological conditions in which their emotional expression is inconsistent with their environment. The excellent culture in national traditional physical education comes from the summary of life style, thoughts and feelings, life attitude and other contents by historical ancestors. For example, the thought of "resisting the strong with the weak" in Taijiquan, the teaching content of national traditional physical education, contains the small and big debate of Taoist traditional philosophy. Therefore, adding the philosophical guidance of traditional culture to the sports of physical fitness is conducive to liberating the ideological imprisonment of college students, improving students' adaptability to the environment, improving their mental sub-health status and preventing students' mental diseases. Emotional disorder, a psychological disease, is usually manifested as a behavioral disorder of psychomotor excitement or psychomotor inhibition. Therefore, traditional national physical education teaching will also improve students' psychological problems from two aspects. Facing the uncoordinated hyperactivity behavior caused by students' psychomotor excitement tendency, blindly limiting students' hyperactivity behavior and cracking down on students' hyperactivity psychology will bring more psychological pressure. Therefore, we should give play to the traditional thought that blocking is better than sparse, and seek the coordination and unity of the psychological and living environment belonging of students with emotional disorders, as well as the emotion and body movement, so