students, students should arrange the teaching contents and methods, and under reasonable planning, let students gradually master relevant Korean knowledge, continuously improve students' self-confidence, and significantly improve students' positive psychological level.

Subjects and methods: The subjects of the study were Korean majors. A total of 212 Korean majors were randomly selected from five universities to understand their learning situation, personal information and attitude towards Korean teaching. The "advance organizer" strategy was applied to Korean teaching, and the relevant experimental data were recorded. Through the fuzzy evaluation method to evaluate the impact of Korean Teaching on Korean majors after the reform, 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. Statistical analysis of relevant data using SAS software.

Results: As a second language, Korean has some difficulties for Korean majors. Because many students can't remember the usage and vocabulary of Korean language, the results of Korean test are not ideal, so they lose enthusiasm for Korean learning and hit students' self-confidence. With the application of "advance organizer" strategy in Korean teaching, students' positive psychological level in Korean learning has been significantly improved. Freshmen's learning enthusiasm score is 5, the same as sophomores. The results are shown in Table 1.

Table 1. Positive psychological scores of Korean Majors

Grade	Learning enthusiasm	Learning self-confidence	Fulfillment
Freshman	5	5	4
Sophomore	5	4	5
Junior	4	4	4

Conclusions: With the development of economic globalization, China has increasingly close exchanges with other countries, especially with South Korea. Therefore, learning Korean is an important prerequisite for cross-cultural communication. As a second language, Korean is unfamiliar to college students and difficult to learn. Some students spend a lot of time to study, but cannot achieve the desired effect, which seriously hits students' self-confidence, reduces students' learning enthusiasm and aggravates students' learning anxiety. After applying the "advance organizer" strategy to Korean teaching, students' learning enthusiasm, learning self-confidence and anxiety are greatly improved.

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SCENE EXPANSION AND CONTENT INNOVATION OF THE HEALTHY DEVELOPMENT OF VIDEO GAMES FROM THE PERSPECTIVE OF POSITIVE PSYCHOLOGY

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Background: Positive psychology belongs to psychology. The research angle of this psychology is a positive angle, through which the research of traditional psychology is studied. Positive psychology is a new research field. Its role is to study the individual's positive psychological quality and guide the individual to go up on the basis of scientific principles and methods. The individual's positive psychological quality includes integrity, courage, persistence, optimism and so on. In the process of applied therapy, positive psychology stimulates individual's positive behavior through relevant environmental design, and promotes the improvement of individual's quality of life under relevant behavior control methods. Or cultivate the individual's positive emotions. With the change of time, these positive emotions will imperceptibly change the individual and make the individual more positive. With the continuous development of science and technology, many sciences and technology have been studied to serve people, integrate into people's daily life, and make people's life more convenient. While meeting people's material needs, but also taking into account people's spiritual needs, we have developed a lot of entertainment projects for everyone to experience. Electronic games are developed in this environment. With the passage of time, electronic

games become diversified and interesting. Many kinds of electronic games have been developed. Some electronic games are favored by students. Because these games are full of interest, students with weak self-control indulge in electronic games, delaying their learning progress and affecting their normal life, some students become grumpy under the influence of violent games, and even admire the violent behavior in the game, and their values deviate. Many parents reject video games because their children are addicted to video games. In order to realize the long-term development of video games, we should explore the positive side of video games from the perspective of positive psychology, so as to make video games develop healthily. Combine video games with education, while playing games, improve students' visual search ability, make students' brain flexible and improve dynamic visual ability. Therefore, this paper excavates the positive side of electronic games from the perspective of positive psychology, combines the education and game of electronic games, carries out the educational evaluation of electronic games, and carries out the design of multiple intelligences.

Objective: Understand the development status of video games and its impact on the mental health of student players. On this basis, excavate the positive side of video games, apply it to the field of education, analyze the significance of video game education evaluation, put forward the realization idea of video game education evaluation, and take multiple intelligences as the basis of education evaluation. In the evaluation design of video game education, we should first design the energy rules for cultivating the potential of multiple intelligences. Different intelligent combinations reflect the development differences among students. The educational potential of video games is divided into three levels, from easy to difficult. For example, the knowledge of players is presented through the performance level, which imperceptibly affects the behavior and attitude of players, and the ability of players is improved through the creative level, such as in language intelligence, Support players to organize sentences, so as to improve players' language ability, improve players' mental health problems and get more support from parents.

Subjects and method: The subjects of the study were high school students. 352 high school students were randomly selected from 6 high school schools. These students came from different grades, arts and Sciences, and their interests and hobbies were different. Understand the mental health status of these students and their views on video games, and analyze the causes of mental health problems of these students. Collect the attitudes of these students towards the evaluation of video game education, and record the relevant data. The fuzzy evaluation method is used to evaluate the impact of different types of video game intelligence on the mental health problems of senior high school students, and the influencing factors are quantified. The score adopts grade 1-5. The higher the score, the greater the impact. Grade 0-4 was used to score the mental health status of senior high school students. The higher the score, the more serious the mental health problem. The data were processed and analyzed by SAS software.

Results: With the popularity of the Internet, many high school students like to play video games, indulge in them, affect their study, and have a negative impact on their behavior and attitude. By excavating the positive side of video games, carrying out educational evaluation on them, and classifying the multiple intelligence training potential of different video games, senior high school students can choose video games according to their own situation and improve their relevant abilities. Among the impact scores of different types of video game intelligence, visuospatial intelligence has the greatest impact on high school boys, with a score of 4.85. The results are shown in Table 1.

Table 1. Effects of different types of video game intelligence on mental health problems of senior high school students

Gender	Visual spatial intelligence	Verbal intelligence	Music rhythm intelligence
Male	4.85	4.36	4.28
Female	4.47	4.72	4.74

Conclusions: The continuous development of network technology and science and technology has promoted the rapid development of the video game industry. Many students are addicted to video games, resulting in a serious decline in academic performance. Many parents reject video games because their children are addicted to video games. In order to realize the healthy development of electronic games, the positive aspects of electronic games are excavated from the perspective of positive psychology to make them suitable for the field of education. Through the evaluation design of electronic game education, the multiple intelligence cultivation potential of different electronic games is analyzed, and the recommended age of different electronic games is set. Through the evaluation of video game education, parents can understand the positive side of video games and promote the alleviation of students' mental health problems.

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RESEARCH ON PROFESSIONAL IDENTITY OF PRE SERVICE MUSIC TEACHERS FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: As a branch of applied psychology, educational psychology applies the theory and research results of psychology to pedagogy. It is an interdisciplinary subject of psychology and pedagogy. Based on the research foundation of psychology and pedagogy, educational psychology is based on psychology and has its own characteristics under the conditions of education and teaching. As a complex and meticulous educational work, the core goal of educational work is to train students to become people with all-round development in line with social requirements. Educational psychology can assist teachers to achieve this core goal. Specifically, educational psychology helps teachers pay attention to students' learning and development, especially students receiving special education, by studying the basic psychological laws of education and teaching in education and teaching situations. At present, the research content of educational psychology is mainly to explore how to cultivate students to become people with all-round development of morality, intelligence and physique according to the discipline system of pedagogy and students' psychological characteristics. In addition, educational psychology also focuses on the law of students' and teachers' psychological activities in different educational environments, and thus establish a theoretical system, to promote the reform of education and teaching and improve the quality of teaching.

Professional identity refers to the individual's perception of the goal and social value of the occupation, and the development of this perception forms attitude, sense of belonging and behavior involvement. Professional identity can be divided into three stages: pre service, in-service and post service. Among them, teachers' pre service identity plays an important role in their career growth and education. At present, the professional identity of music teachers is lower than that of teachers in other disciplines. At this stage, due to the interaction between themselves and the professional environment, their cognitive state of their own profession is constantly changing. Some music teachers do not have a strong sense of professional identity before taking office. From their own point of view, it may be that they have no good interest in music learning and only take teachers' work as a tool to make a living, so they do not establish a sense of mission and responsibility for the profession of teachers. From the perspective of the overall teaching environment, music is not a major course for students. Many schools do not pay attention to music teaching and often marginalize the subject and squeeze the time of music courses. Therefore, music teachers should make full preparation and understanding from the bottom of their hearts before taking office, regard transmitting the beauty of music to students as a sacred and hard job, strengthen their professional faith, and continue to pursue further study with the goal of solid and comprehensive professional skills. The overall professional environment should also support the professional identity of pre service music teachers in many aspects. For example, while enhancing students' professional music skills, improve their respect and understanding of music teachers' profession, form an atmosphere in which schools pay attention to music courses, make positive comments on music teachers by public opinion, and help music education by national policies. The strong sense of professional identity of pre service music teachers can promote music teachers to better invest in teaching, so as to promote the overall development of national music education.

Subjects and methods: The study takes the students majoring in music pedagogy of a normal university as the research object, and gives them a three-month lecture training. The lecture mainly takes educational psychology as the theoretical support to carry out music education pre service training for students. Then, the students are evaluated by Holland professional interest scale and role identity scale every month, and the higher the grade is, the better the effect of lecture training on improving students' professional identity is.

Table 1. The level of the occupational identity assessment

Duration of training	One month	Two months	Three months
Evaluation level	1	2	4

Results: Table 1 shows that with the increase of lecture training time, the evaluation level increases, indicating that lecture training guided by educational psychology can improve the pre service professional identity of students majoring in music education. When the lecture training lasted for 3 months, the upward