

intervention effect is evaluated as 4, which is significantly higher than those who do not adopt the emergency management mechanism. It shows that the emergency management mechanism can effectively dredge the negative emotions of college students.

Table 1. The effect of emergency mechanism on students' psychological counseling

Group	Control group	Experience group
Evaluation series	1	4

Conclusions: It is precisely because of the unpredictable characteristics of public security emergencies that a complete emergency management security mechanism should be established in all public areas to prevent them. College students have not yet had a sound psychological structure, and their psychological structure is vulnerable to interference and damage from the external environment, especially after encountering sudden safety events, they are more likely to have a psychological crisis. Therefore, colleges and universities should put students' physiological safety first and establish an efficient and complete emergency management security mechanism.

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RESEARCH ON THE POSITIVE IMPACT OF COLLEGE EDUCATION INFORMATIZATION MODEL ON COLLEGE STUDENTS' MENTAL HEALTH

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Background: With the deepening of the practice of Internet technology in various industries, the changes in the teaching industry are also going on steadily. At the same time, due to the continuous expansion of the teaching content of universities, the phenomenon of cross regional study of college students is becoming more and more common, and the information management of students should also be carried out under a more intelligent platform. Therefore, the informatization reform of teaching management in colleges and universities is imperative. However, in the face of the widespread learning pressure and employment anxiety of college students, the reasonable reform and strategy optimization of university education informatization model should be carried out under the guidance of specific theories. The large-scale positive psychology research movement rose at the end of last century. Because of its wide range of theoretical research objects and the endless mental health problems faced by modern people. The theory of positive psychology has developed rapidly in a very short time. Nowadays, systematic scientific research has been formed on the positive psychological role and positive guiding force of contemporary people. Therefore, the information-based reform of teaching management in colleges and universities can also be carried out under the guidance of the theory of positive psychology. The research objects of positive psychology are mainly divided into three aspects: positive emotion, positive personality and positive guidance of social organization system. As for the reform of college education informatization model, the guidance of students' positive emotion, the mitigation of negative emotion, the establishment of students' correct values and the improvement of personality, as well as the intelligent management of college organization and college service facilities are all within the research scope of positive psychology. Therefore, the improvement of teaching informatization mode in colleges and universities can specifically improve students' interpersonal communication ability, and use intelligent algorithms to process students' learning information to implement personalized classroom, so as to teach students according to their aptitude. In addition, the school can provide psychological counseling and team management services. Finally, the construction of school environment and learning atmosphere is also indispensable. A good environment and learning atmosphere can improve students' adaptability and learning enthusiasm.

Objective: This research is based on the analysis of the theory of positive psychology and the current situation of information-based teaching mode in contemporary colleges and universities, and seeks the consistency goal between the two. By analyzing the mental health problems faced by students and various measures of information-based teaching in colleges and universities, the purpose of the research is to solve the negative psychological factors such as students' negative emotions and employment pressure in their study and life through the optimization of educational information-based model in colleges and universities.

Subjects and methods: The research objects of this experiment are two homogeneous classes in a

university. The two classes are set as the control group and the experimental group, in which the number of students in the control group is 35 and the number of students in the experimental group is 37. The experimental method is the teaching experiment method, in which the control group participates in the subject learning of the traditional teaching mode, while the experimental group participates in the subject curriculum of the information-based teaching mode guided by positive psychology. The course duration is 24 class hours, and each course lasts 90 minutes. Before and after the implementation of the course, the students' psychological state is quantitatively evaluated, and the guiding effect of different teaching modes on students' positive psychology is compared and analyzed.

Results: The psychological evaluation of students in different stages is shown in Table 1. The evaluation indexes of the positive impact of different teaching modes on students' psychology in the table are divided into three aspects: positive emotion expression, students' learning adaptability and students' learning enthusiasm.

Table 1. Psychological evaluation of students in different groups at each stage of curriculum implementation

Student groups	Curriculum implementation stage	Positive emotional expression	Learning adaptability	Learning enthusiasm
Control group	Before course implementation	66.2	63.6	52.8
	After the implementation of the course	71.8	76.0	68.7
Experience group	Before course implementation	64.4	67.1	53.4
	After the implementation of the course	83.5	89.4	77.6

The quantitative standard of psychological evaluation in Table 1 is 1-100. The higher the value, the more obvious the positive role of the course and the healthier the students' mentality. From the data in the table, we can know that the curriculum implementation of the traditional model and the improved information-based teaching model has a positive impact on students' psychological state. In the process of acquiring knowledge, students feel self-growth, which is conducive to building students' self-confidence and self-identity. Therefore, both courses have positive effects. The positive impact of information-based teaching mode is more obvious, especially in the improvement of learning enthusiasm. The evaluation difference of the control group in the two stages of curriculum implementation is 15.9, while the quantitative value of the evaluation difference of the experimental group is 24.2.

Conclusions: In order to meet the psychological needs of college students and the requirements of market economy and Society for comprehensive quality talents, the teaching mode of colleges and universities should make continuous progress with the innovation of technology. Based on the positive psychological consideration of college students, this study explores the optimization path of college education informatization reform from the aspects of improving students' interpersonal communication ability, using intelligent algorithms to process students' learning information to implement personalized classroom, improving school management regulations and psychological counseling service facilities, and uses teaching experimental method to verify the impact of the change of teaching mode on students' psychological state. Experiments show that the information-based teaching model has a higher positive impact on students' positive emotion expression, learning adaptability and learning enthusiasm. The information-based education reform has high feasibility to alleviate students' negative emotions and stimulate positive emotions.

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DISCUSSION ON COMPETITIVE DEBATE TEACHING BASED ON PSYCHOLOGY AND DEBATE THINKING

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