

of vocal music teaching under educational psychology.

Subjects and methods: 60 students majoring in vocal music in a school were selected as the research object. The Self-rating Anxiety Scale was used to evaluate the current situation of students' anxiety psychology, and the professional scores of students' vocal music courses were counted. This paper analyzes the influencing factors of students' psychological negative emotions in vocal music teaching, and formulates the reform plan of vocal music teaching according to the influencing factors and educational psychology. 60 students were divided into experimental group and control group. The students in the experimental group were intervened by educational psychology reform scheme, and the students in the control group were taught by conventional teaching mode. The changes of anxiety of the two groups were compared after teaching.

Results: The changes and differences of anxiety scores between the two groups are shown in Table 1. From Table 1, it can be seen that the anxiety scores of students in the experimental group decreased significantly after the intervention of educational psychology, and comparing the anxiety scores of students in the experimental group and the control group after the teaching intervention, it can be found that the scores of students in the experimental group were significantly lower than those in the control group, and the difference was statistically significant ($P < 0.05$).

Table 1. Changes and differences of anxiety between the two groups of students

Project	Before teaching	After teaching	<i>P</i>
Experience group	64.32±2.03	42.57±1.86	<0.05
Control group	63.92±2.17	55.38±1.77	<0.05
<i>P</i>	>0.05	<0.05	-

Conclusions: The healthy growth of college students is an important task in college education. The conventional teaching scheme does not pay much attention to students' learning psychology, which leads to that under the traditional teaching mode, students cannot get their due learning needs in curriculum learning, which hinders the teaching reform of colleges and universities to a certain extent. Therefore, the research takes the teaching of vocal music course in colleges and universities as the research object, introduces educational psychology, uses educational psychology to formulate the teaching reform plan of vocal music course in colleges and universities, and analyzes the changes of students' anxiety under the reform plan. The results show that the psychological anxiety of students who receive the intervention of educational psychology has been alleviated more significantly before and after teaching, indicating that educational psychology can play a positive role in promoting teaching reform. Therefore, in college teaching, we need to flexibly apply educational psychology to formulate teaching reform strategies and improve college teaching quality.

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THE EFFECT OF INTERACTIVE GAME TEACHING ON CHILDREN'S MENTAL HEALTH UNDER THE BACKGROUND OF DEEP LEARNING

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Background: Spiritual and cultural needs are increasingly important in individual growth and development, especially in primary and secondary schools. Many children are facing various pressures from parents, teachers and academic achievements. If they are not timely and effective counseling, it will have adverse consequences on their mental health. Previous studies have shown that in interpersonal communication, emotion and stress management, children are prone to psychological confusion, and even psychological diseases and suicidal tendencies in serious cases. At the same time, primary and secondary school is also a frequent period of other mental diseases. The demand for talents in the new era requires students to be able to develop in an all-round way and have a high level of comprehensive quality. They should not only be physically and mentally healthy, have a strong physique and psychological quality, but also have both ability and political integrity to meet the needs of social development. In order to give full play to the main channel role of interactive game teaching and mental health education, it is particularly important to adhere to the teaching practice of students' deep learning oriented mental health education course based on the deep learning theory. The course takes students as the main body of teaching, takes

in-depth learning as the teaching guide, takes flipped classroom as the teaching means, and completes the teaching objectives in the classroom atmosphere of teaching and learning, which can better guide students' sense of self-efficacy and give full play to their professional learning potential. It can better guide students to apply knowledge to real life. It can better guide students to correctly understand themselves through active exploration, establish correct world outlook, outlook on life and values, and realize personal values. The arrival of the era of artificial intelligence and the development of digital learning have promoted the continuous reform of education and teaching methods. The implementation of various online and offline mixed teaching modes, such as class worship, micro class, flipped class and live teaching, has not only brought many benefits to the development of mental health education in primary and secondary schools, but also brought inevitable challenges. Deep learning is the standard for the effect of students' autonomous learning, and it is also a new requirement for teaching and learning in the new era. It is not only conducive to promoting students' in-depth understanding and comprehensive mastery of the knowledge learned, but also conducive to the in-depth development of curriculum teaching reform. Deep learning in the field of education is a kind of individual active and meaningful exploration and discovery learning. That is to say, based on the original knowledge framework, the learners will construct a new knowledge framework and improve their own knowledge system in the process of new knowledge learning after deliberate criticism, integration of the old and the new, transfer and verification.

Objective: Based on the analysis of the connotation and characteristics of deep learning, combined with children's psychological characteristics and learning characteristics, and according to the practical needs of children's mental health education curriculum teaching reform, this paper discusses the necessity and practical path of children's mental health education curriculum teaching guided by deep learning, which is of great significance to improve the teaching quality of mental health education curriculum and enhance and improve children's psychological quality and health literacy.

Subjects and methods: In this study, 100 first grade pupils with autism were selected as the research objects. The subjects were randomly divided into experimental group and control group, with 200 cases in each group. The experimental group was given the interactive game teaching mode based on deep learning, and the control group was given the conventional teaching mode. Children's Autism Rating Scale (CARS) was used to compare the mental health status of the two groups before and after teaching. CARS scale includes 15 items and is divided into 4-level scoring system. A score of <30 indicates non autism, a score range of 30-36 indicates moderate to mild autism, and a score of >36 indicates severe autism. Relevant data are calculated and counted by Excel software and SPSS20.0 software.

Results: According to the results of CARS, there was no significant difference between the two groups before teaching ($P > 0.05$); After teaching, the scores of the experimental group were significantly higher than those of the control group ($P < 0.05$). As shown in Table 1.

Conclusions: Both preschool education and school education should understand the importance of interactive game teaching in children's activities, and scientifically use interactive game teaching to carry out quality education for children. Physical education workers should understand the law of children's psychological development, push through the old to bring forth the new, and create more interactive sports games for children. The results of this study showed that there was no significant difference in cars scores between the two groups before teaching ($P > 0.05$). After teaching, the scores of the experimental group were significantly higher than those of the control group ($P < 0.05$).

Table 1. Intra group comparison of the two groups before and after the experiment

Before and after treatment	Experience group	Control group
Before treatment	32.67±5.79	32.27±4.53
After treatment	29.50±5.38	32.17±5.27
<i>t</i>	2.164	-0.329
<i>P</i>	0.034	0.752

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ANALYSIS OF THE CONSTRUCTION PATH OF APPLIED UNDERGRADUATE “DOUBLE-QUALIFIED” TEACHERS BASED ON JOB BURNOUT PSYCHOLOGY

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