

intervention experiment of the guiding function of ideological and political education on the positive psychological development of college students. The experiment lasted for 4 months. The self-made mental health evaluation scale was used to evaluate the results during and after the experiment, which were compared with those before the experiment, and the results were statistically analyzed by SPSS23.0 statistical software. The self-made scale has a total of 40 evaluation items. Each evaluation item is set with 0 to 3 points according to the options. After the project evaluation is completed, the scores are summed up. The lowest score is 0 and the highest score is 120. Four evaluation levels are set according to the scores, of which 0 to 30 indicates that the subjects have “serious negative psychology”, 31 to 60 indicates that the subjects have “mild negative psychology”, 61 to 90 indicates that the subjects have “more positive psychology”. A score of 91 to 120 indicates that the subjects have “very positive psychology”. By comparing the results before and after the intervention experiment, we can judge the impact of the guiding function of ideological and political education on the positive psychological development of college students.

Results: Figure 1 shows the change results of the proportion of people at each evaluation level before and after the intervention experiment. It can be seen from Figure 1 that before the intervention experiment, the proportion of people who were evaluated as “serious negative psychology” and “mild negative psychology” reached 90%. After the intervention experiment, the proportion of people who were evaluated as “mild negative psychology” decreased from 70% to 10%, and the proportion of people who were evaluated as “more positive psychology” and “very positive psychology” totaled 88%.

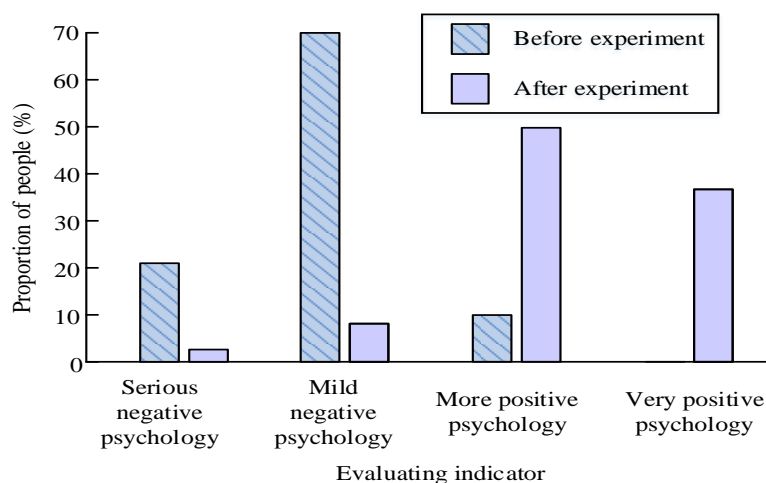


Figure 1. Change results of the proportion of people in each evaluation grade before and after the intervention experiment

Conclusions: Through the guiding function of ideological and political education, this paper defines the direction of college students’ psychological training, solves the psychological and physiological difficulties faced by college students, effectively improves college students’ negative psychology, improves their enthusiasm for ideological and political education, and cultivates positive and healthy psychological conditions.

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THE EFFECT OF RURAL BASIC EDUCATION CURRICULUM AND PRACTICE ON RELIEVING STUDENTS’ PSYCHOLOGICAL ANXIETY

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Background: Anxiety generally refers to a negative psychological reaction, mainly worry and tension, that an individual produces in the face of potential danger or other disturbing factors. When the individual believes that he cannot achieve a specific goal or overcome an expected obstacle anxiety can be especially severe, the phenomenon of psychological anxiety is common among farmers in our country. If most people in a community are anxious because of the same or similar factors, this situation is social anxiety, and this

anxiety is holistic. The collective psychological anxiety of farmers is related to the drastic changes in culture, economy and other aspects that China's rural society is undergoing. The real problems that give rise to this anxiety mainly include the polarization of the rich and the poor, survival anxiety, lack of traditional values and morals, and social mobility. mechanism block, etc. The anxiety of farmers under the influence of these factors has a negative impact on the stable economic and cultural development of rural areas. From the perspective of young farmers, anxiety may lead to extreme personal behavior; socially, it may lead to the deterioration of social relations. Therefore, the anxiety of the peasant group needs to be paid attention to.

Rural basic education refers to the educational activities of citizens and their children in rural society. Because rural teaching sites are generally remote, transportation is inconvenient, and infrastructure construction is not perfect, many schools are dilapidated and may even leak rain. In addition, because many rural parents go to the cities to work in agriculture, many rural students become left-behind children. These problems lead to a gap that cannot be ignored in rural basic education compared with urban areas. At the same time, these problems will further lead to secondary problems, such as uneven distribution of teachers, poor students' learning effect, and weak home-school connection. Under such conditions, group anxiety in rural areas may be transmitted to rural students, causing harm to their mental health. A lot of practice shows that changes in the external environment can affect the mental health level of individuals, so adopting appropriate teaching and practice methods in rural basic education should be able to affect the psychological anxiety of rural students.

Objective: Research whether the rural basic courses and practices can be optimized to relieve the psychological anxiety of rural students.

Subjects and methods: Find 210 students with similar basic conditions from rural schools, and divide them into two groups according to the principle of equal numbers. One group adopts targeted and optimized basic education, this group is used as the experimental group, and the other group adopts the traditional basic education method was used as the control group. The teaching period is 4 months, and the students' psychological state and anxiety level are tested and data analyzed and compared every month during the teaching period and before and after the beginning of the teaching. The psychometric tools used in this study were the Symptom Checklist 90 (SCL-90) and the Generalized Anxiety Disorder-7 (GAD-7).

Results: Table 1 describes the GAD-7 test results before and after the experiment for the two groups of students. It is not difficult to see from the table that the anxiety levels of the two groups of students were similar before the start of teaching, but the anxiety level of the experimental group decreased significantly after the teaching, while the control group did not change significantly. After the statistical analysis, it can be found that the anxiety level between the two groups showed a significant difference after the teaching ($P < 0.05$), but not before the teaching.

Table 1. Comparison of the results of the self-assessment test of students' anxiety between the two groups

	Before the education	After the education
Control group	7.89	7.39*
Experimental group	7.73	5.84*

Note: * indicates that there is a significant difference between the two groups.

Conclusions: Anxiety is a negative psychological state that occurs when an individual faces danger or uncertainty. Excessive anxiety can affect the normal life of an individual. Due to the drastic changes in economy, culture and value orientation in the current rural society, there is a group anxiety that needs attention, and this anxiety naturally also exists in the rural student group. Due to the particularity of their environment and education, the anxiety characteristics of rural student groups also have their own characteristics on the basis of rural group anxiety. Based on the influence of the external environment on people's psychological state, the research optimizes the basic education curriculum and practice for the anxiety problems faced by rural students. The experimental results show that the designed basic education can effectively reduce the impact of rural students on the basic education stage anxiety levels of students.

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RESEARCH ON THE REFORM AND DEVELOPMENT OF EDUCATIONAL MANAGEMENT SYSTEM FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: The traditional education management system relies too much on test scores, neglects the values and ethics bred in teaching, and thus covers up the actual value in the education management system. The exploration of contemporary educational innovation from the perspective of educational psychology is in line with the spirit of the reform of contemporary educational management system. At the same time, it has an important connection with the idea of promoting the all-round development of students at this stage. There are two main problems in the current education management system. On the one hand, the management system is lack of systematization, and educational psychology covers a wide range. When applied to the management system, the management system cannot be unified, which is the problem of jumbled content and unclear theory in the practical application of educational psychology. Therefore, it is necessary to systematically integrate the management system to provide reliable system support for the current educational reform. On the other hand, the management system is lack of innovation, and the education management system is in urgent need of innovation to provide a more perfect and convenient teaching management method for psychology. In the process of the development of educational psychology, the theory of educational psychology is not consistent with the actual situation. Educational psychology is a branch of psychology, which studies the regularity of human psychological activities and external performance through teaching situations. The research environment of educational psychology, as a teaching scene, studies the psychological activities of both education and the educated and the development trend of education, which provides an effective basis for achieving the best results of educational psychology. Using educational psychology research results as teaching practice experience to provide theoretical support to help students improve learning efficiency. Teachers connect the teaching content with students' psychological changes, and take educational psychology as the theoretical guidance of teaching. The application scope of educational psychology is mainly in the field of teaching, focusing on the practicality and applicability of educational psychology. We should focus on the contemporary situation of educational reform, and provide a new theoretical basis for the reform of educational management system on the basis of scientific and rational reference to the research results of educational psychology. Through the detailed analysis of complex psychological activities and complex behaviors, we can properly excavate the humanistic spirit contained in the teaching process to enable students to actively participate in learning in a good growth mentality and help students comprehensively improve their personal quality.

Objective: Through the theoretical basis and practical experience of educational psychology, the research will reform and improve the current educational management system, excavate the ideas generated in the teaching process, help students establish a good mentality, cultivate positive psychological conditions, and improve their own quality.

Subjects and methods: The study selected 50 college students from each of the four universities as the experimental objects, and made 200 of them participate in the experiment of the psychological impact of the reform of the teaching management system on college students from the perspective of educational psychology. The experiment was divided into the control group of the traditional teaching management system and the experimental group of the teaching management system of educational psychology. The experimental period was 8 weeks. The research adopts the Expectation Maximization algorithm (EM) and SASD data to statistically analyze the improvement effect of the experiment on college students' psychological negative emotions. The experiment was evaluated with Symptom Checklist90 (SCL-90). SCL-90 has 90 evaluation items, and mainly evaluates nine evaluation factors, including obsessive-compulsive symptoms, depressive symptoms, anxiety symptoms, fear symptoms, paranoia, somatization symptoms, interpersonal sensitivity, sleep and diet. The experiment adopts five levels of evaluation, which are "no negative emotion", "light negative emotion", "moderate negative emotion", "heavy negative emotion" and "serious negative emotion".

Results: The results of the impact of the reform of teaching management system on the psychology of college students from the perspective of educational psychology are shown in Table 1. It can be seen from Table 1 that the number of people who are evaluated as "serious negative emotions" and "heavier negative emotions" in the traditional education management system increases with the experiment. At the end of the experiment, the number of them accounted for 84%. In the experimental group of teaching management system under the intervention of educational psychology, the number of students without negative emotions showed an increasing trend. This model has a positive role in promoting the mental health of college students.