

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.

Table 1. The effect of teaching management system reform on college students' psychology from the perspective of educational psychology

Experimental grouping	Evaluation grade	Number of people at different stages (pcs.)			
		The first week	The second week	The fourth week	The eighth week
Traditional teaching management system	No negative emotion	0	0	0	0
	Mild negative emotions	47	38	21	8
	Moderate negative emotion	42	40	25	11
	Heavy negative emotions	9	16	37	57
	Serious negative emotions	2	6	17	24
Teaching management system under the intervention of educational psychology	No negative emotion	0	3	24	48
	Mild negative emotions	23	40	55	50
	Moderate negative emotion	62	48	20	2
	Heavy negative emotions	12	8	1	0
	Serious negative emotions	3	1	0	0

Conclusions: The reform and innovation of the teaching management system from the perspective of educational psychology, compared with the traditional education management system, has greatly improved college students' anxiety about teaching management, helped college students cultivate positive and healthy psychological status, and promoted the reform process of the education management system.

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RESEARCH ON THE INFLUENCE OF IDEOLOGICAL AND POLITICAL CONSTRUCTION OF PHYSICAL EDUCATION CURRICULUM ON COLLEGE STUDENTS' MENTAL HEALTH UNDER THE MIXED TEACHING MODE

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Background: As a branch of psychology, sports psychology studies the formation and development of teachers' and students' psychological activities and psychological quality in the process of sports. Physical education plays an important role in physical and psychological development. Sports practice and research show that sports can make people's personality be expressed, trained and developed in a short time. Different sports have different effects on people. For example, in the collective confrontation, the students' will and character of mutual assistance, cooperation, tacit cooperation and tenacious struggle have been developed. The difficult and thrilling skill items help to develop students' brave, decisive and tenacious personality. Through intense competition, students can develop their ability to control their emotions and will, and develop their sports intelligence and morality. Physical education teachers should pay attention to promoting students' psychological quality while they master sports skills. In the practice of physical education teaching, physical psychology attaches importance to the individual differences of students, mainly including physiological and psychological differences, such as the difference of physique and health level, and the obvious difference of students' psychological reflection. There are differences in age psychology, students' interest, attitude, way of participation and degree of participation in sports at different ages. Gender differences, there are differences in the attitude and concept of sports and the choice of sports items among students of different genders. There are differences in personality, psychology, temperament and motor nerves of different types of students. There are differences in interest in sports and will quality. Physical education teachers should not only organize teaching according to the psychological characteristics of physical education, but also according to the psychological commonness and individuality of students, so as to promote the physical and mental development of students.

The ideological and political education of physical education curriculum should give full play to the moral education function of physical education curriculum teaching, apply the cultivation and practice of socialist core values to the construction of physical education curriculum and the implementation of