

the core to the moral education of students in higher vocational colleges on students' psychological anxiety and anxiety. This study carried out a group intervention experiment based on moral education. The experimental data showed that before the experiment, there was no significant difference in SAS scores between the two groups. However, after the intervention, the SAS scores of the two groups were significantly different, and the average score of the Noddings' care group was 43.0, significantly lower than that of the control group (53.6). It shows that the application of Noddings' caring theory to the moral education of head teachers in higher vocational colleges can alleviate students' anxiety.

Acknowledgement: The research is supported by: Zhuhai Center for Education Research the Prevention and Coping Strategies of Zhuhai's Preschool Teachers' Job Burnout from the Perspective of Caring Theory, The fourth issue of the 13th five-year plan (2019) of Zhuhai's education and scientific research (2019KTZ03).

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THE EFFECT OF PSYCHOLOGICAL CLASSROOM TEACHING REFORM IN HIGHER VOCATIONAL COLLEGES ON THE MENTAL HEALTH OF TEACHERS AND STUDENTS

Xiaohong Cun

Dehong Teachers' College, Mangshi 678400, China

Background: In the research of psychology, mental health is a kind of positive mental state. There is no clear definition of mental health. In the current field of psychology and mental health, it is generally believed that people with mental health are more conducive to the healthy development of body and mind and the achievement of activity tasks. In human development, health is defined as physical health, mental health and moral health that can adapt to social development. Many people have misunderstandings about health. The health of task body is health. This understanding is wrong. In the explanation of modern health, besides physical and mental health, people need to have healthy morality and cultivation to meet the requirements of scientific and stable development in society. Mental health is a good state of harmony and unity from the inside out. In modern education, students are not only required to have the cultural literacy of social development, but also need to have good physical and mental health. Teachers and students should have good physical and mental health, including normal cognition, be able to view themselves correctly, and have stable emotions when getting along with others. In participating in teaching tasks, students with mental health have a firm will, can effectively deal with various problems in learning and life, and can adjust their personal mentality to maintain a healthy and stable development effect with the environment. Therefore, it is not difficult to develop. In modern education, teachers and students need to have good mental health. Good mental health is conducive to the stability and healthy development of education, and promotes the development of education. In higher vocational psychology class, we should strengthen mental health guidance to ensure that teachers and students have good physical and mental health.

With the reform and development of modern education, educational work pays more and more attention to the mental health problems of teachers and students. Ensuring that teachers and students have good mental health will be more conducive to the development of education and teaching. Therefore, many higher vocational colleges have set up psychological classroom teaching content to bring psychological knowledge to the educational environment, more systematically carry out psychological health education, and help students solve various problems in psychology and teaching. However, many higher vocational colleges offer psychological health teaching content with general response effect. In actual teaching, due to more theoretical concepts of psychology courses and less interaction between teachers and students, many students have no interest in psychological classroom performance, which is not conducive to the healthy and scientific development of education. Therefore, in view of the current psychological classroom teaching problems in higher vocational colleges, reform suggestions will be put forward for teaching, including improving teaching methods, adopting flexible teaching contents, increasing psychological practice activities, strengthening the interaction between teachers and students' practice, and building an online platform for psychology. Through five reform measures to improve the current unfavorable situation of psychology class in higher vocational colleges, ensure that teachers and students have a good mental health, so as to promote the healthy and scientific development of modern education.

Objective: This paper probes into the concept and connotation of mental health, analyzes the impact of mental health on teachers and students in higher vocational colleges, and then discusses the role of psychological classroom teaching reform in higher vocational colleges on the mental health level of teachers and students, in order to promote the healthy development of teachers and students in higher vocational colleges and promote educational reform.

Subjects and methods: The research take 120 teachers and students in a higher vocational college as the research object, including 20 teachers, all of whom are in-service psychology teachers and 100 students, who are psychological classroom students. Adopt the reform measures of psychology classroom teaching, including five measures: introducing teaching methods, adopting flexible teaching contents, increasing psychological practice activities, strengthening the interaction between teachers and students' practice, and building an online platform for psychology. The experiment period is four months. PASW18.0 software package and Excel 2007 will be used to process all data, and psychological scale indicators will be used to evaluate the psychological changes of teachers and students.

Results: Table 1 shows the changes of teachers' and students' psychological indicators in the four months of the experiment. The score is 1-10. After adopting the improved five educational measures, the psychological indicators of teachers and students have changed significantly. The psychological indicators of teachers and students have been improved in the four months experimental test, and the quality of psychological classroom teaching has also been improved.

Table 1. The changes of psychological indicators of teachers and students in the four months of the experiment

Project		1 month	2 months	3 months	4 months
Teacher	Emotional state	5	6	7	9
	Mental attention	4	5	6	8
	Teaching effectiveness	4	7	8	9
	Self-evaluation	5	6	7	8
Student	Emotional state	3	4	6	7
	Mental attention	2	4	5	8
	Learning effect	3	5	6	7
	Self-evaluation	3	4	5	7

Conclusions: Mental health is a kind of positive mental state, which is conducive to the development of education and teaching. With the continuous advancement of modern education reform, modern education pays more and more attention to the physical and mental health of teachers and students. Therefore, in higher vocational colleges, psychological courses have been specially set up to help teachers and students build a healthy and scientific psychological state through systematic psychological education, which is conducive to the effective development of education. The experimental results show that the improved psychology curriculum can significantly improve the mental health index of teachers and students, and ensure the teaching quality, which is of great significance to speed up the reform of modern education.

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THE POSITIVE INFLUENCE OF TEACHER CONSTRUCTION ON STUDENTS' SELF-CONTROL PSYCHOLOGY AND SELF-REGULATION IN THE DOUBLE HIGH SCHOOL PROGRAM

Litao Long

Hunan International Business Vocational College, Changsha 410201, China

Background: Self-control and self-regulation are important mechanisms for individuals to maintain psychological stability and health. For students, self-control and self-regulation in learning and campus life are also very important. In the psychological self-regulation model, a complete self-regulation process consists of three stages. The first stage is the planning stage, in which individuals analyze the current situation, and then draw up their own tasks, set up plans and strategies. The second stage is the performance stage, in which individuals implement the plan drawn up in the previous stage and monitor the progress of the plan and their own performance. The last is the self-reflection stage, in which the individual evaluates the implementation and results of the plan, modifies the plan according to the evaluation, and then returns to the first stage to form a psychological cycle. Students' self-control and self-regulation of learning can be understood as students' regulation and control of the whole learning process. This regulation can be conscious or unconscious, and its characteristics include initiative, effectiveness and relative independence.