

resistance to the competition can be improved. Through psychological regulation, the athletes' psychological endurance can be improved, so that the athletes can play a normal level in the future competition.

**Subjects and methods:** Taking 200 students majoring in football in a sports college as the research object, the students were randomly divided into control group and experimental group, with 100 students in each group. The experimental group was trained with the method of regulating the psychological changes of football players, and the control group was trained with the conventional method. Before and after the experiment, the athletes were evaluated with the mental health Symptom Checklist 90 (SCL-90). The total score of the scale is the sum of the scores of 90 items. The critical point of evaluation is 160 points. When the score is higher than 160 points, it indicates that the subjects have some psychological problems. Relevant data are calculated and counted by Excel software and spss20.0 software.

**Results:** The positive psychology of the two groups was evaluated, and the results are shown in Table 1. After training, the average scores of evaluation and the number of positive items in the experimental group were significantly lower than those in the control group ( $P < 0.05$ ).

**Table 1.** Compare the positive psychology of the two groups after training

-	Experience group	Control group	<i>P</i>
Total average score	1.30	1.90	<0.05
Number of positive items	19.68	25.71	<0.05

**Conclusions:** Football players have their own competition psychological characteristics. The sources of competition psychological pressure are diverse. Whether external factors or internal factors interfere excessively, they will have a serious impact on the athletes' body and mind, and even directly affect the competition results. Therefore, in the psychological regulation of college football players, it is possible to achieve the desired effect by formulating psychological regulation plans tailored to different individual athletes.

**Acknowledgement:** The research is supported by: General Project of Zhejiang Philosophy and Social Science Planning Project: Research on Brand Culture and Construction Path of China Super League Football League (Grant No. 20NDJC184YB).

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## RESEARCH ON THE POSITIVE INFLUENCE OF THE INNOVATION OF EDUCATIONAL MANAGEMENT MODE IN COLLEGES AND UNIVERSITIES ON ALLEVIATING THE PSYCHOLOGICAL PRESSURE OF COLLEGE STUDENTS

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**Background:** Psychological stress, also known as psychological stress, is a state that shows some special symptoms. This state is composed of non-specific changes in the physiological system caused by the response to stimuli. Stress is necessary for everyone's survival and development. Moderate stress is a necessary condition for maintaining normal physical and mental functions and a basic condition for the subject to cope with life. Generally speaking, it is harmless. But excessive pressure, if not handled properly, will endanger physical and mental health. The university stage is a critical period for the development of one's personality and the formation of one's world outlook. At the same time, college students are also facing a series of major life issues, such as the adaptation of college life, the study of professional knowledge, making friends and falling in love, choosing jobs and so on. However, because the physical and mental development is not yet fully mature, the ability of self-regulation and self-control is not strong, and complex self and social problems often lead to strong psychological conflicts among college students, resulting in greater psychological pressure, and even psychological barriers or mental diseases. If the teaching of college students' mental health education blindly focuses on theory, it will make students lose interest in the course. If it blindly focuses on activities, it will make students' understanding of mental health not deep enough. In order to realize the teaching idea of "teaching, learning and doing" integration, this study puts forward the "teaching, learning and doing" integrated teaching mode of college students' mental health, that is, the core of classroom teaching is that students do psychological activities, but in the process of doing psychological activities, students are guided to deeply understand and understand the psychological

knowledge that teachers want to teach, learn their own active learning through doing psychological activities, and the whole teaching activities are carried out in depth around “doing”, Let “Teaching - Learning - doing” combine organically, let students truly “learn by doing”, and let teachers truly “teach by doing”. This kind of classroom teaching mode can better improve students’ ability to learn independently and solve practical problems. The so-called better does not mean that the original teaching mode is completely negated when implementing this teaching mode. It is necessary to integrate the better teaching methods in the original teaching mode into the new teaching mode to achieve better results. In this way, college students can really gain in classroom learning, not just for the sake of curriculum reform; This teaching mode emphasizes the cultivation of college students’ subjectivity, initiative and innovative thinking. It is for the all-round development of college students, not just the cultivation of “learning” skills.

**Objective:** In order to improve the innovation of the management mode of health education in colleges and universities, summarize the classroom teaching experience of college students’ mental health education, and continuously improve the level of this course in cultivating innovative talents in the new era, this study summarizes the “teaching learning doing” integrated teaching mode in the teaching process, that is, the “teaching learning doing” is organically combined in the teaching process, so that students can truly “learn by doing”, and teachers really need to “teach by doing”. This mode has effectively promoted the reform and innovation of the educational management mode, and deepened the students’ deep experience and understanding of mental health. Therefore, the purpose of this study is to explore the positive impact of the innovation of college education management model on alleviating the psychological pressure of college students.

**Subjects and methods:** The subjects were 400 college students in a university, including 198 women and 202 men, aged from 17 to 23, with an average age of  $20.3 \pm 1.7$  years; All subjects were intervened, including self pressure maintenance, improving mental health education, creating a caring atmosphere, and observing the changes of college students before and after the intervention. SCL-90 was used as a test tool. The scale included 90 items, divided into 9 symptom factors and the total average score. Each item is scored at level 1-5, and a score of more than 3 indicates obvious psychological problems. Relevant data are calculated and counted by Excel software and spss20.0 software.

**Results:** As shown in Table 1, by comparing the sample population and the national norm, it can be seen that all dimensions and standardized total scores of college students’ SCL-90 scale are significantly higher than the norm level ( $P < 0.05$ ).

**Table 1.** Comparison of SCL-90 scores between the two groups

Dimension	Domestic norm	College student	t
Somatization	1.38	1.49	4.49*
Obsessive compulsive symptoms	1.63	1.76	4.69*
Interpersonal sensitivity	1.66	1.59	-2.84*
Depressed	1.51	1.60	3.13*
Anxious	1.40	1.53	5.47*
Hostile	1.49	1.53	1.53
Terror	1.24	1.34	4.59
Paranoid	1.44	1.50	2.29*
Psychotic	1.30	1.44	6.44*
Total score	1.45	1.53	4.02*

**Conclusions:** This student-centered teaching mode can enable students to fully bring themselves into the teaching process, observe, analyze, perceive and experience from their own perspective, so as to learn to consciously think and act, and deepen the contents of college students’ mental health education into the students’ hearts. It highlights the discipline characteristics, deepens students’ understanding and improvement of mental health knowledge, and fully stimulates students’ interest. “Teaching - Learning - Doing” is closely linked to help students analyze, manage and sublimate their psychology; Fully embody the principle of “helping others and helping themselves” in psychology. Students can master some common psychological adjustment methods through “doing” and can be applied to actual college life and learning.

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## THE INFLUENCE OF FOREIGN LANGUAGE TEACHING REFORM IN HIGHER VOCATIONAL COLLEGES ON COLLEGE STUDENTS' MENTAL HEALTH EDUCATION

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**Background:** Higher vocational colleges are an important place to provide technical talents for our society. However, with the continuous advancement of educational reform, the students' training in higher vocational colleges has gradually expanded to the study of cultural courses. Among them, foreign language teaching has become a more important subject in higher vocational colleges. Foreign language teaching is a basic course to cultivate students' foreign exchange ability. In foreign language teaching in higher vocational colleges, teachers will formulate corresponding teaching courses according to students' existing foreign language listening, reading and writing abilities, so as to improve students' comprehensive foreign language application ability. As a foreign language is different from the mother tongue, students in higher vocational colleges often fail to fully understand the relevant culture in the foreign language environment and their performance is difficult to improve. At the same time, in English Teaching in higher vocational colleges, the difficulty of improving students' performance will lead to students' mental health problems in learning. Therefore, how to carry out in-depth reform of foreign language teaching in higher vocational colleges is the core issue of current educational development.

The mental health of students is the prerequisite for the development of students' comprehensive quality. In the rapid development of modern social environment, college students are facing increasing pressure. Good mental health can help college students build a wall to bear the pressure. At the same time, promoting the cultivation of students' mental health is also the key work in the teaching of higher vocational colleges. Some studies have suggested that the mental health problems of vocational college students are caused by classroom learning. In course learning, students' learning emotions about the current teaching content will lead to different psychological activities. Generally speaking, when the teaching content of the course is complex, students will be afraid of difficulties. When the learning content is various, students will be anxious and a large number of negative emotions will accumulate, which will make it difficult to improve students' mental health. In foreign language teaching, the complexity of its content is not only reflected in the difficulty of foreign language, but also reflected in the differences of foreign cultures. Therefore, in foreign language teaching, teachers need to take students' psychology as the basis in formulating teaching plans, help students understand foreign culture psychologically, and reduce students' psychological resistance to foreign culture. On this basis, a large number of higher vocational colleges began to carry out teaching reform for foreign language teaching. From the existing teaching practice results, it can be seen that the foreign language teaching reform in higher vocational colleges can significantly improve the teaching quality. However, a large number of studies have not deeply analyzed the impact of foreign language teaching reform on students' mental health education. In view of this, the study builds a correlation model to analyze the impact of foreign language teaching reform on students' mental health education, in order to provide reference for the cultivation of students' psychological quality in higher vocational colleges.

**Objective:** To analyze the current situation of college students' psychological negative emotions in the learning process, to explore the influencing factors of college students' psychological negative emotions in the learning process, and to analyze the impact of foreign language teaching reform on the psychological health of higher vocational college students.

**Subjects and methods:** Taking 500 students in a higher vocational college as the research object, through the interview method, statistics on the existing students' mental health problems in foreign language teaching, while understanding the current situation of foreign language teaching reform in colleges and universities, through multi factor analysis to understand the psychological factors affecting foreign language teaching reform in higher vocational colleges, and build a correlation model between college students' mental health and foreign language teaching reform. This paper analyzes the impact of foreign language teaching reform on college students' mental health through the correlation model, and evaluates the changes of students' mental health level under the reform program through the results of the correlation model.

**Results:** Take 200 students as subjects to analyze the changes of mental health status under the reform plan, as shown in Table 1. Table 1 shows the changes of students' learning positive psychology, life positive psychology and anxiety. Positive psychology is evaluated with 0-10 points, indicating that it is poor to very good. Anxiety is evaluated with SAS rating scale.

**Conclusions:** Foreign language teaching is one of the most important teaching subjects in colleges and universities. How to optimize the teaching reform plan is the key to improve the teaching quality of colleges and universities. The research analyzes the effect of foreign language teaching reform by analyzing the