

Objective: If China wants to achieve its development goals, it must give full play to the role of young people. Among young people, college students are pioneers. It is the duty of colleges and universities to carry out ideological and political education for college students. Improving the comprehensive quality of college students has practical significance for the development of the country and the nation. It is very necessary to make an in-depth exploration of the educational work of college students in the new era and build a practical education mechanism. This paper studies the operating mechanism of the ideological and political education of college students in the new era.

Subjects and methods: In this paper, 200 college students in a certain area are selected as the research objects, and they are randomly divided into experimental group and control group, with 100 students in each group. The experimental group was given the operation mechanism of ideological and political education and social practice education, and the control group was given the routine teaching program. After the experiment, the two groups were investigated and analyzed with SCL-90. The scale has a total of 90 self-assessment items, and the test factors include somatization, obsessive-compulsive symptoms, depression, anxiety, psychoticism, etc., the higher the score, the lower the mental health level. Relevant data are calculated and counted by Excel software and SPSS20.0 software.

Results: After treatment, the scores of somatizations, interpersonal sensitivity, anxiety, depression and other factors in SCL-90 in the experimental group were significantly better than those in the control group ($P < 0.05$), as shown in Table 1.

Table 1. SCL-90 test score results

Factor	Control group	Experience group
Somatization	2.19	1.93
Obsessive compulsive symptoms	1.71	1.75
Interpersonal sensitivity	1.77	1.52
Depressed	1.52	1.43
Anxious	2.27	2.21
Hostile	1.44	1.64
Terror	1.51	1.45
Paranoid	1.52	1.44
Psychotic	1.33	1.41

Conclusions: College students are the hope of national development. To enable college students to establish a correct outlook on life, we must make education full of the color of the times. In the education of college students, it is very necessary for colleges and universities to build the education practice and education mechanism. We should constantly innovate the education mechanism from the perspective of social development, so that the college students can establish a correct outlook on life, adapt to the environment of the times, meet the requirements of the times, go into practice and prove their value with action. The results of this study show that the scores of somatizations, interpersonal sensitivity, anxiety, depression and other factors in SCL-90 in the experimental group after treatment are significantly better than those in the control group ($P < 0.05$), indicating that the operation mechanism of ideological and political education and social practice can effectively improve the negative psychology of college students, so as to alleviate the anxiety of college students in all aspects.

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INFLUENCE OF DEEP LEARNING ON CHILDREN'S COGNITIVE PSYCHOLOGY IN PRESCHOOL EDUCATION

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Background: With the improvement of the quality of life and people's attention to education, young parents have realized the importance of preschool education, that is, the preschool period between 0 and 6 years old. Many psychologists have shown through experiments that game is a complex psychological activity that contains a variety of cognitive components. Games can be the best way for children to learn. Because the game itself contains rich cognitive elements, it can promote children's cognitive development

and promote children's learning. Some scholars pointed out that active exploration and active learning are the golden keys to the development of intelligence, and this golden key is forged by games, which is a vivid description of the role of games in children's cognitive development. Observation, as a purposeful and planned perceptual activity, not only constitutes the precondition of the game, but also runs through the whole process of the game. On the one hand, careful observation provides rich perceptual knowledge for children's games, so as to ensure the smooth development of the games. On the other hand, children observe their surroundings all the time during play activities. Imagination is the process of processing and transforming the existing images in the mind and creating new images. Imagination is the core cognitive component of children's games. Because games are children's behaviors that reflect real life in hypothetical situations, they can only be carried out with the help of imagination. Memory is a psychological process in which people accumulate and maintain their individual experiences in their minds. Children show obvious intentional recall in games. Since most games reflect the events that children have experienced, it is necessary for children to constantly consciously recall or recall the past events. Thinking is the generalization and indirect reflection of objective things with the help of language, representation and action. Thinking is the most important cognitive component in games. Because the game is not a simple reproduction of past experience, but a proactive process of re-creation. In the game activities, how to determine the theme, how to act together among multiple roles, how to continue the game, how to combine the past experience with the current situation, and how to deal with the relationship between roles require children to actively think and constantly solve problems. Most children's learning in games is in a shallow state, which is not only a problem of the kindergarten, but also a common problem of the current kindergarten games. Deep learning is a learning method corresponding to shallow learning. It is a kind of learning in which learners actively and critically learn new knowledge and ideas, integrate them into the original knowledge structure, and transfer the existing knowledge to a new situation with the development of high-level thinking and the solution of practical problems as the goal and the integrated knowledge as the content. Deep learning in the early childhood stage is not to pursue the difficulty of learning content and make the learning content beyond the scope of children's understanding, but to guide children to realize the pursuit of knowledge significance in the process of direct perception, practical operation and personal experience, and help children form a lifelong exploration consciousness.

Objective: Due to the restriction of physiological and psychological development factors, children can show some interesting tendencies with common characteristics in the pre-school stage. This paper puts forward a game innovation pattern that can support children's deep learning, and analyzes children's cognitive psychology.

Subjects and methods: Using the theory of cognitive psychology, this study selected 100 pre-school children aged 3 to 6 as the research objects. Before and after teaching, the self-designed classroom emotion scale was used to evaluate children. The content mainly includes four dimensions of classroom self-efficacy, classroom anxiety, fear of negative evaluation and communication anxiety, a total of 35 questionnaire questions. The answers (scores) were: completely unqualified (1 point), not quite qualified (2 points), Not sure (3 points), relatively consistent (4 points), completely consistent (5 points), the full score is 5 points. Relevant data are calculated and counted by Excel software and SPSS20.0 software.

Results: As shown in Figure 1, after applying the game innovation mode based on cognitive psychology to support children's in-depth learning, children's scores in all dimensions of classroom emotion in preschool education were significantly better than those before teaching ($P < 0.01$).

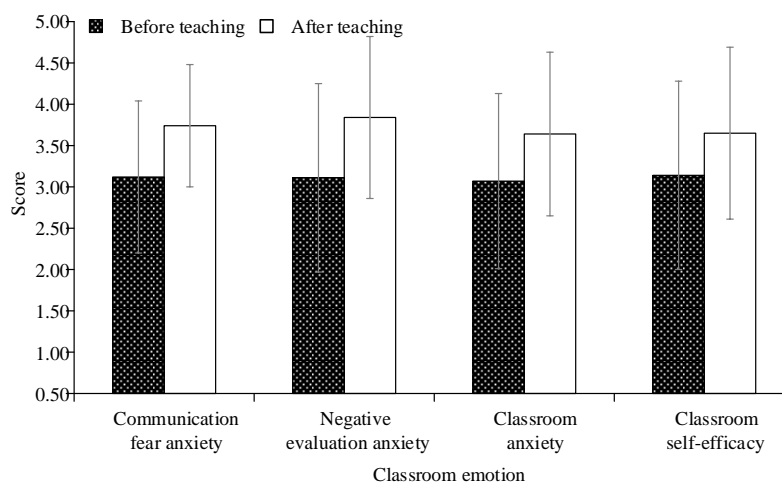


Figure 1. Changes of children's classroom emotion

Conclusions: To innovate the game pattern in practice and enable children to actively carry out in-depth learning in the game, teachers need to change the original game concept and guidance method, and experience the process of overthrowing and rebuilding the concept system and educational behavior. The results of this study show that after the application of the game innovation mode based on cognitive psychology to support children's in-depth learning, children's scores in all dimensions of classroom emotion in preschool education are significantly better than those before teaching ($P < 0.01$), indicating that teachers can timely understand children's learning dynamics under this mode, and continuously optimize their educational views and teaching methods according to their learning attitude, learning behavior and learning ability, So as to improve the children's mood in the physical education class.

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RESEARCH ON THE NECESSITY AND STRATEGY OF APPLYING POSITIVE PSYCHOLOGY TO PHYSICAL EDUCATION IN COLLEGES AND UNIVERSITIES

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Background: Positive psychology believes that psychology should not only study injuries, defects and injuries, but also study people's strength and excellent qualities; Treatment is not only the repair and compensation of injuries and defects, but also the exploration of human potential and strength; Psychology is not only about disease or health, but also about work, education, love, growth and entertainment. Therefore, the research focus of positive psychology is the positive factors of people themselves. It mainly takes people's inherent, actual, potential strength and virtue as the research object. It not only helps those who are in adversity to survive and get good development, but also pays attention to those ordinary people who are in normal environmental conditions to help them establish high-quality personal life and social life. The principle of positive psychology has brought a new perspective to the teaching of physical education in colleges and universities. It is of great value for us to deeply understand the teaching objectives of physical education in colleges and universities, promote the development of students' physical quality and sports ability, and cultivate students' lifelong sports awareness, excellent ideological quality and good style of work. College physical education is a comprehensive discipline, covering the knowledge and theory of pedagogy, psychology, physiology, sociology and other disciplines. The proposal of positive psychology theory broadens the vision of college physical education teaching and enriches the model of college physical education teaching. Physical education teaching should strengthen students' positive self-concept and value orientation. Psychological research has proved that the positive and negative self-concept of individuals cause their own positive or negative emotions and attitudes. People with good self-concept often have a higher level of mental health and social adaptability, can face pressure, adversity and loss more easily, create more value and make their life wonderful. People with poor self-concept often have many doubts about themselves, cannot be sure of themselves, and show inferiority complex, such as aversion to competition, a tendency to avoid, shyness and timidity, and pessimistic attitude towards success in physical education learning. Positive psychology is oriented towards positivity and development. Its core is to adhere to the positive evaluation orientation of human nature, strengthen the development of people's own positive factors and potential, take people's inherent, actual, potential and constructive strength, virtue and goodness as the starting point, interpret people's psychological phenomena with a positive attitude, stimulate people's own internal positive quality with positive content and methods, and let individuals learn to create happiness, Sharing happiness can maximize one's potential, greatly improve psychological immunity and resistance, enrich and develop the best state of life, so as to create a beautiful heart full of optimistic hope and positive progress matching the harmonious society.

Objective: The research of positive psychology focuses on people's own positive factors and advocates a positive attitude to explain people's psychological phenomena and problems. In college physical education, the use of positive psychology to guide and educate college students requires teachers to formulate diversified teaching objectives and teaching contents, pay attention to shaping the healthy personality of college students, give full play to the role of teachers as energy carriers, establish an open teaching evaluation mechanism, and build a good campus physical culture environment.

Subjects and methods: 160 college students were randomly selected as the intervention objects. The students were divided into experimental group (80) and control group (80). After the intervention, the positive psychological status of college students was analyzed. The subjects were evaluated with SCL-90 before and after teaching. Relevant data are calculated and counted by Excel software and SPSS20.0