

psychological help when they encounter psychological or emotional problems in the service process under the incomplete mental health service system is an urgent problem to be solved.

Subjects and methods: To study the willingness of college students to seek professional psychological help when they encounter serious emotional or psychological problems under the Rural Revitalization Strategy, and to explore the relevant factors affecting college students' psychological help seeking willingness, so as to provide a scientific basis for carrying out targeted mental health education and enhancing college students' psychological help seeking consciousness in this region. This study adopts the multi-stage cluster random sampling method. Firstly, 2 towns are randomly selected from 8 towns, and then 2 villages are selected from each town. A total of 10 qualified college students are taken as samples. The evaluation samples are used to seek professional psychological service willingness, and the health questionnaire depression scale is used as a statistical tool. The severity of depression in the past two weeks was evaluated, the awareness of mental health and mental health knowledge was measured by mental health and mental health knowledge questionnaire, and the cognitive attitude towards mental diseases was evaluated by devaluation discrimination scale.

Results: A total of 10 college students met the inclusion criteria, of which 10 accepted the survey, and the response rate was 100%. The results show that men who serve the psychological will of the region are more willing to stay in the region than women, and the severity of negative emotions is lower. Some college students who know the knowledge of mental health and mental health care are more willing to seek professional psychological help than those who know the knowledge of mental health and mental health care.

Conclusions: The main challenge to improve mental health services is the lack of a complete mental health service system, and township areas are more prominent than urban areas. Study the service willingness of college students and explore its influencing factors, so as to provide a scientific basis for carrying out targeted mental health education and strengthening college students' awareness of psychological help seeking under the strategy of Rural Revitalization, Thus, improving the mental health status of college students is conducive to promoting the construction of new countryside and the establishment of harmonious society.

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ANALYSIS ON THE CONSTRUCTION OF COLLEGE STUDENTS' PSYCHOLOGICAL AESTHETIC EDUCATION UNDER DIFFERENT PERSONALITY TENDENCIES

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Background: All aesthetic education activities will focus on people's psychological aesthetic education. Through psychological aesthetic education, we can not only cultivate people's aesthetic psychology, but also cultivate people's aesthetic education psychology, internalize beauty and aesthetics into the steady-state quality of their own soul and personality, so as to achieve the good effect of self-education and achieve the purpose of self-education and self-improvement.

Subjects and methods: In order to better implement college students' psychological aesthetic education and establish aesthetic education psychology, 60 students in the teaching class were selected as the research object. 60 people were divided into 2 groups, 30 people in one group. The group without psychological aesthetic education was used as the control group, and the group receiving psychological aesthetic education was used as the control group. The control group underwent 18 weeks of psychological aesthetic education, the whole process of aesthetic education psychological training, transformed the educational relationship into the aesthetic relationship, and transformed the passive of the teaching object into the initiative of the aesthetic subject. After the experiment, carry out the difference adjustment questionnaire, investigate the control group and the control group respectively, obtain the data, and then use the SPASS software for statistical analysis to master the differences between the control group and the control group, so as to obtain the actual implementation effect of psychological aesthetic education and the construction degree of aesthetic education psychology.

Results: The experimental results show that after the implementation of psychological aesthetic education, the control group is more sure of the implementation of psychological aesthetic education and more satisfied with this psychological education model than the control group. In the cultivation of aesthetic education psychology, the demand intention of the control group is lower than that of the control group. The cultivation of aesthetic education psychology is not a simple knowledge education, but also an emotional attitude education of aesthetic relationship and aesthetic way. This is the psychological communication and psychological induction of the educatee's aesthetic education psychology induced and constructed by the educator's own aesthetic education psychology.

Conclusions: The cultivation of aesthetic education psychology is both target education and quality education. Therefore, in the process of cultivating aesthetic education psychology, we should fully respect and understand people, guide the educated to the expected goal, and make them obtain their due quality. To sum up, this is not only entertaining people with beauty, but also educating people with beauty. In the happy education of teaching in fun, people can get beauty and know education, and know how to lead the feeling of beauty to understanding, understanding to intuition, internalize and precipitate intuition into a stable seemingly subconscious aesthetic education psychology, and devote themselves to the perfection of personality anytime and anywhere. The construction of aesthetic education psychology is to achieve the coordination, complementarity and symbiosis of beauty and education, so that people can not only obtain the reality of education, but also obtain the soul of beauty; It has not only the ability and ability obtained from education, but also the quality and spirit obtained from beauty, which is not only a social application value of aesthetic education psychology, but also the basis for the popularization and generalization of aesthetic education psychology.

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STUDY ON THE COUPLING DEGREE BETWEEN PRESCHOOL EDUCATION AND MENTAL HEALTH

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Background: The mental health level of preschool education students will not only affect their own development, but also affect children's physical and mental health development and early childhood education, and affect their healthy growth in the future. Therefore, the mental health education of preschool education students can not be ignored, but also imminent.

Subjects and methods: This paper aims at the coupling mode of preschool education and mental health, and selects the following methods. For the mental health education of preschool education students, teachers should help preschool education students form a positive interpretation style, help them form the habit of looking at things positively, be able to discuss and analyze the causes of failure and frustration with students, and help students look at induced events optimistically and positively until students draw correct conclusions. Through learning and training, students will gradually change to a positive and optimistic interpretation style, so that students can look at problems from multiple angles and draw positive conclusions. Teachers can also enhance the positive emotional and emotional experience of preschool education students, create a positive campus environment and classroom environment, pay attention to experiential psychological courses, carry out various forms of psychological group assistance activities, and shape the positive character of preschool education students. Teachers can also strengthen a positive mental health education support system, strengthen students' mental health investigation and screening, and pay special attention to students with serious symptoms.

Results: The experimental results show that The activities designed by teachers fully arouse the specific psychological experience of preschool students, enable students to master mental health knowledge in the activities, experience profound emotion in participation, and obtain spiritual growth in perception, which guides students to make positive emotional response in a certain situation and learn to transfer it to real life. After the implementation of mental health, preschool education students can understand the great significance of early childhood education, let preschool education students feel the educational feelings of excellent teachers and preschool education experts through various lectures, and let preschool education students have a positive professional emotional experience in the activities through kindergarten practice and organizing various community activities, It is conducive to adjusting bad emotions and more effectively preventing possible psychological and behavioral problems of preschool education students.