

Result: In the context of the new curriculum reform, physical education is gradually being taken seriously and teaching staff are explicitly required to apply psychology to promote teaching innovation and to improve the physical and mental quality of students. In teaching, teachers are required to pay attention to individual differences and analyse the current problems in teaching, so as to apply effective integration strategies to improve the quality of physical education and reflect the value of the application of psychology in physical education, which in turn reflects the important role of psychology education in physical education and needs to be paid attention to and valued by relevant personnel.

Conclusion: To sum up, in order to apply psychology to physical education effectively, it is necessary to recognise the problems in the application of psychology in physical education, and on this basis to adopt effective strategies, including strengthening the organic combination of psychology and physical education, improving teaching facilities and teaching conditions, so as to help improve the effect of the use of psychology in physical education, and to lay the foundation for students to master physical education knowledge and promote their physical and mental. This will help to improve the effectiveness of the use of psychology in physical education, lay the foundation and create favourable conditions for students to master physical education and promote their physical and mental development.

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ANALYSIS OF THE EVALUATION SYSTEM OF LABOUR EDUCATION IN HIGHER EDUCATION BASED ON A PSYCHOLOGICAL HEALTH PERSPECTIVE

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Background: Labour education is an important element of the socialist education system with Chinese characteristics, and labour education and labour practice is an important process for students in higher education institutions to overcome physical and psychological difficulties due to factors such as their upbringing, cognitive level and labour habits. In July 2020, the Ministry of Education issued the "Guidelines for Labour Education in Schools and Universities (Implementation)", which includes labour education as a compulsory subject in the education system. The evaluation of education has a bearing on the future direction of education and the direction of schools. Individual students have already formed distorted labour values, and their labour practice as a whole is characterised by utilitarianism and realism, which in the long run will lead to psychological problems in terms of self-perception and career choice. In order to meet the needs of social development and follow the law of students' growth, it is necessary to provide students with mental health education, and to consider labour education as a necessary means to improve the comprehensive quality of higher vocational students from a psychological perspective. It is necessary to establish an evaluation system for students' labour education in higher vocational institutions, to give full play to the role of educational evaluation in rewarding and motivating students, to attach importance to the value of education as a guide, and to carry out labour education for students on a regular basis, so as to implement the teaching task of establishing moral education in schools.

Labour education for students in higher education institutions in the new era is conducive to helping students form correct values and promoting their psychological health development. At the stage of higher vocational education, labour education generally relies on ideological and political and psychological guidance, etc., so that students can develop physically and mentally at the same time. In a market economy, people's standard of living has risen significantly, and while material life has been satisfied, people have new demands on the spiritual world. It is therefore necessary to provide students with labour education to develop their practical skills, as well as to guide them to develop good labour habits while receiving labour education from the perspective of mental health. For higher education institutions, when establishing the labour education evaluation system, they should take moral education as the main line, pay attention to the efficient combination of process and structural evaluation, guarantee the diversity of labour education evaluation contents and evaluation methods, and at the same time apply information technology means to do a good job of tracking and monitoring the evaluation big data, so as to fully highlight the wisdom and precision attributes of the labour education evaluation system.

Objective: The purpose of implementing labour education evaluation is to promote teaching and learning through evaluation, and at the same time to incorporate labour education evaluation indicators into the teaching quality system and student quality evaluation system, highlight the general situation of schools in setting labour education courses, reflect students' participation in labour practice, and play the

guiding role of evaluation for teaching and evaluation for learning, so as to realize the improvement of quality and efficiency of labour education in higher vocational institutions. The evaluation of labour education activities based on a psychological health perspective makes it clear that students in higher education institutions are at an important period of physical and psychological development, and that active labour education for students aims to improve their personal physical fitness, help them form a good character, and promote healthy physical and mental development, as well as raise students' awareness of responsibility in the subtle labour education and evaluation process. Based on the psychological health perspective to establish the evaluation system of labour education in higher education institutions, the research objectives of this paper are mainly reflected in the following aspects: firstly, to improve students' practical ability. Labour education in higher education institutions can guide students to learn the theoretical knowledge of labour, master more labour techniques, develop good habits and exercise hands-on skills while improving their practical labour skills, think independently during labour, learn to find and solve problems by themselves, and cultivate the spirit of innovation in the process of exploration and experience accumulation. Secondly, students will develop a sense of independence and social responsibility. At this stage of society's increasing material wealth, students should cultivate a spirit of personal independence and enhance their self-reliance, which is not only related to their lives and studies, but also to their future development. Active labour education is conducive to the development of independent habits, such as taking the initiative to undertake household chores and developing the qualities of diligence and studiousness. Creating an evaluation system for labour education will enable students to understand their current shortcomings, realise what they should do based on the evaluation results and gradually develop a sense of ownership. Finally, it promotes emotional exchange and establishes harmonious social relationships. In a way, the purpose of actively carrying out labour education and establishing a labour education evaluation system is to maintain students' psychological health, to enable them to improve mutual emotional communication during labour, and to bring into play the positive effects of labour relations on their healthy physical and mental growth.

Subjects and methods: Taking students in higher education institutions as the research object, labour education is carried out and a labour education evaluation system is created to promote students' physical and psychological healthy growth through labour education evaluation from a psychological health perspective. The literature research method was used to look up the relevant literature on mental health education and labour education and to summarise the content of labour education evaluation, so as to lay a theoretical foundation for the research of this paper. The case study method was used to understand the changes in students after receiving labour education by taking actual labour education evaluation as a case study, respecting students' psychological development and real life, catering to the future needs of social development, and setting refined teaching evaluation objectives for students.

Result: After research and analysis, the basic principles that should be followed to grasp the construction of labour education evaluation system from the perspective of psychological health are as follows: Firstly, the principle of target. The objectives of labour education in higher vocational institutions in the new era should be consistent with the objectives of vocational training, and the establishment of the labour education evaluation system needs to respect the actual situation of students' psychological development, set educational objectives in a quantitative way according to the future development needs of the industry and society, highlight the values and labour consciousness and psychological quality of labour education in higher vocational institutions, emphasize the guiding role of labour education, and clarify the vocational characteristics of labour education activities. Secondly, the principle of comprehensiveness. It is a comprehensive and systematic educational practice. Schools should evaluate the relevant courses and education management system to determine whether students are currently qualified to start labour education, and then incorporate the course learning and practice into students' records. The assessment will focus on the students' knowledge of work, their habits and values, and will determine the actual quality of their work. Finally, the principle of linkage. Institutions of higher education should coordinate with enterprises in the same industry, take labour education as an opportunity to reform the training mode of talents, establish a joint labour education evaluation mode between schools and enterprises, and give full play to the function of school education.

In addition, through the construction of the evaluation system of labour education and the investigation of students' psychological health, it is necessary to further mobilise the subjective initiative of students as evaluation subjects in the next labour education practice, so that students can be guided to think actively from their life, social and professional work and consider their own shortcomings in terms of spiritual quality, labour skills and psychological quality, so as to They can then take effective measures to improve their mental qualities, labour skills and psychological qualities, so as to identify their future career development.

Conclusion: The strategies for constructing an evaluation system for labour education in higher education institutions from the perspective of mental health are generally as follows: firstly, adopt an appropriate and effective education evaluation method. Strictly in accordance with the requirements put forward in the guiding outline, the labour education courses carried out in schools should be adjusted to enrich the content of the labour education courses with practical training courses as the carrier, with practicality as the main feature of the courses, and the effectiveness of labour education should not be taken as the standard only through theoretical learning and subject examination results. As the main subject of evaluation, students are at the stage of self-discipline development of moral evaluation psychology, so the way of evaluation of labour education should tend to be diversified, using a combination of self-evaluation and other evaluation, where other evaluation means that other members of the group, teachers or service recipients evaluate the psychological situation and behavioural performance of students during labour, and the final evaluation results can be presented through daily activity observation, cycle assessment, operation. The final evaluation results can be presented in the form of daily activity observation, cycle assessment, demonstration, etc. Self-evaluation means that through the main body of work, the students make summaries and insights of their work practice from an individual or team perspective, and they evaluate the gains and shortcomings of their participation in the work. Secondly, the scientific grasp of the reasonable content of labour education evaluation. In addition to the compulsory courses on labour for students, it is also necessary to clarify the content of the theme of labour education and integrate it into other professional courses, starting from the ideological level, emphasising Marxian labour relations as a value guide, grasping the profound connotation of labour education, and cultivating students to form an objective and correct labour Cognition. Finally, set objective evaluation dimensions for labour education, such as strengthening organisational guarantees, establishing long-term mechanisms, increasing teacher guarantees and safety guarantees, strengthening labour safety education according to students' physical and mental health, and improving the guarantee system. Optimise the curriculum, standardise the teaching system in higher education institutions, offer compulsory courses on labour education for students, scientifically prepare lesson plans, promote the integration of subjects, integrate labour education with professional courses, enrich curriculum resources, prepare teaching materials according to students' psychological characteristics, collect teaching resources on labour education through the Internet, such as film and television materials on the deeds of advanced figures, play the role of moral and labour models, and guide students to actively participate in labour practice. Students are guided to actively participate in labour practices.

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EMOTION, SPIRIT AND ART FROM THE PERSPECTIVE OF PSYCHOLOGY: INHERITANCE AND DEVELOPMENT STRATEGIES OF JING DANCE CULTURE

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Background: Chinese folk dance is an important part of Chinese culture and art, and minority dances have rich cultural connotations, profound historical heritage and strong ethnic characteristics. The study of minority dances can enable more people to understand minority dances and the dance culture of minority groups, and to feel the cultural art and ideas of dance in the process of enjoying ethnic dances. The Jing dance occupies an important position among the minority dances in China. The Jing belongs to a maritime ethnic group, mainly located in the Guangxi Zhuang Autonomous Region, and most of the Jing people live on Wanwei Island, Shanxin Island and Wutou Island. The most famous dance is the Ha Dance, a type of dance that reflects the history and culture of the Kinh people and their ethnic characteristics. During the rituals, the Jing people dance the Ha dance, and also dance the sky lantern dance during the blessing. The Jing Ha Festival is a national intangible cultural heritage. In order to preserve the dance culture of the Jing Ha Festival and to carry on and develop the excellent traditional culture and art, it was decided to study the unique folk dance culture of the Jing people, and there has been relatively little research on the Jing dance culture by scholars and artists in China. No one has ever studied the Jing dance