

application environment; interpersonal pressure due to lack of family and social awareness, etc., emphasizing scientific guidance from social, material and personal psychological perspectives. The questionnaire survey method is used to test the internal stress index of the study participants and to analyse the causes of psychological disorders, and then to summarise the causes and provide targeted help from the social, family and teacher perspectives. The interview method is used in the later stages of the study to interview the students in a "one-to-one and one-to-many" manner, to provide in-depth psychological education and to record the effect of psychology on the regulation of students' psychological disorders in conjunction with personal debugging, and to make improvements.

**Results:** According to the results of the study, with the guidance of both the school and the society embedded, the guidance from the society's point of view on the psychological disorders of the vocational school students, the provision of services on a more psychological level from the teachers' point of view and the assistance from the material point of view, the final results showed an improvement in the psychological disorders of the students.

**Conclusion:** The results of a large number of literature surveys and questionnaires show that most students in vocational education form psychological barriers mainly due to employment and interpersonal pressures. The survey showed that most of the business English majors are in a state of "useless learning" due to their relatively poor foundation and lack of good study habits, which seriously undermines their self-confidence and amplifies their fear in the face of employment pressure. Psychological disorders. The psychological barrier problem of automation students mainly comes from the interpersonal aspect, which focuses too much on knowledge guidance and neglects psychology. In addition, there is also a situation of formalisation of psychological education and failure to implement embedded guidance, which, together with the redundancy of undergraduate and postgraduate students at this stage, leads to the aggravation of psychological problems of students under vocational education. According to the final results, one-to-one regulation of students' psychological disorder problems, together with the implementation of in-depth psychological education, can effectively alleviate students' psychological problems.

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## THE PRACTICE OF EMOTIONAL EXPRESSION OF COLLEGE STUDENTS' PUBLIC SPEECHES FROM THE PERSPECTIVE OF MENTAL OUTLOOK

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**Background:** From the definition point of view, public speaking refers to a famous person or a person with special experience, in front of a large number of strangers in a public place, using audible language as the main means of information dissemination, and body language, gestures and other auxiliary means, to express their opinions and ideas around a certain issue in a clear and complete manner, in order to achieve a certain purpose (such as conveying certain values). In general terms, the core factor that determines the quality of public speaking is one's ability to express oneself verbally. If the speaker has a wealth of experience, sufficient social practice and a solid theoretical foundation, he or she will demonstrate a strong self-confidence when delivering a speech, which is reflected in the ability to control the scene, the logical language and the ability to guide the people listening to the speech. In many people's minds, being able to speak in public, in front of a large crowd, is an act of "non-stunnedness" and reflects a person's mental outlook and drive. In fact, a significant number of people suffer from "social phobia" to varying degrees, which manifests itself in the lack of courage to "present oneself" when encountering large numbers of strangers (or in the presence of many people whom one "knows" but is not familiar enough with), and in being forced to face the public. "When forced to present a point of view or information to a large group of people, the person may feel timid, scared or fearful. Corresponding characteristics include speaking in a low voice, lack of confidence, averted gaze and lack of body movement.

In fact, a person's ability to express himself or herself verbally and to be confident in front of large groups of people is related to his or her level of psychological construction. If a person is mentally strong, considers "presenting oneself in front of the public" as a "self-challenge" and is willing to face this challenge positively, showing a "me-oriented" temperament when actually making a speech. If you are willing to face this challenge positively and demonstrate a "me-focused" ethos when actually delivering your speech, you are likely to be successful. If a person does not have the mental capacity to present themselves in public and is afraid of failure, they will be caught in a vicious circle - the more they are

afraid of failure, the more they are afraid to go on stage. The result is that one is unable to accumulate successful experiences, always has little confidence in oneself and can never improve one's public speaking skills. This shows that the decisive factor in determining one's public speaking ability is related to one's mental capacity and level of psychological construction. At this stage, when universities offer public speaking courses, most of them focus on the speaker's on-site presentation skills, including language expression techniques, body movement cooperation and scene control ability. However, as mentioned earlier, when a person is "simply afraid to speak on stage", it means that the opportunity to "demonstrate various abilities" does not exist. In this case, even if the regular public speaking course is of high quality and rich in theoretical knowledge, it is still putting the cart before the horse. For this reason, public speaking courses in universities must be based on a psychological perspective, with a focus on improving students' mental capacity and psychological construction.

**Objective:** To communicate deeply with students through multiple approaches, including but not limited to face-to-face conversations and the use of modern tools such as social media and social software. A situation that deserves the attention of staff such as public speaking, ideology and politics teachers and counsellors in universities is that some students may not be good at expressing themselves during face-to-face conversations, or even dare to meet the teacher's gaze, and speak in a coy manner, unable to convey their views clearly. These same students, however, have a completely different outlook and attitude when communicating with others based on online social media, and are bold enough to express themselves. What causes these students to be in this situation varies from person to person and needs to be sorted out by teachers of public speaking classes in colleges and universities as they interact with their students.

Once the psychological problems of the students have been identified, teachers should develop a targeted programme of psychological empowerment based on the specific circumstances of the students, with the aim of helping them overcome their psychological difficulties, cure their "social phobia" and enable them to express themselves in the presence of large numbers of strangers.

After solving the psychological problems, the public speaking course in universities can return to its normal mode - according to the conventional teaching focus, the students' language expression ability, logical thinking ability, site control ability, body language application ability, emergency response ability (for example, in the speech scene when there are a variety of unexpected situations, how the speaker should respond) and so on. The aim of the course is to improve students' public speaking skills in a comprehensive manner.

**Subjects and methods:** Main target group: 100 students in their first and second year of study at the target university. Among them, the ratio of male to female was 60:40, and the age range was 19 to 22 years old, with an average of (20.34±0.86) years old.

Face-to-face conversation, WeChat or YY voice, QQ typing chat, etc. were used, and teachers of psychology, public speaking courses, ideological and political education, counsellors and other teachers communicated fully with the students, in the process of conversation to understand the psychological state of the students, and based on the relevant results, the students were graded in terms of their psychological tolerance. There are three levels of mental capacity: firstly, a high level of mental capacity. When faced with a public speaking audience of 100 people (the size of the school's public speaking programme is set at 150 people in the lecture theatre, but given the need to set up a preparation area in the room, the number of listeners is limited to 100), they are able to speak without any "stage fright", to finish their speech within the scheduled time, to express their views clearly, and to adapt to the situation. They were able to finish their speeches within the scheduled time, express their views clearly, adjust their state according to the situation on the spot, and give good speeches. Secondly, they have an average mental capacity. On the occasion of dozens of people, they were able to express their views effectively and the whole speech was relatively smooth. However, when the number of audience is increased to 100 people, the quality of the speech decreases to a certain extent, and there is a poor response in the face of the unexpected situation that arises on the scene. Thirdly, the mental capacity was poor. Even in the face of a dozen strangers, they are unable to express themselves completely and speak in a low voice, easily distracted by unexpected situations on the spot. In serious cases, they may even lose control of their emotions in the middle of the speech and be forced to interrupt.

Differentiated education for target students based on the results of different mental ability ratings. For students with strong mental capacity, teachers will help students summarise other factors that may affect their emotions during public speaking and lead to a decline in the quality of their speeches, and guide them to develop and strengthen their practice in all areas, in the hope of improving their overall speaking ability and progressing to a higher stage. Students with average mental capacity should be

helped to find the reasons that lead to elevated psychological stress after a change in the scale of the speech. For example, if the speech is delivered in a 150-person classroom, and there are only 50 people in the audience and the seats are scattered, the psychological implication for the speaker may be "there are not many people in the room, the speech is not particularly formal, I can play freely to a certain extent, I don't need to think too much about the content of the speech, whether the case is wrong, etc. I don't need to think too much about the content of the presentation, whether the case is out of order, etc". If there are 100 people in a 150-seat lecture theatre, the speaker may be tempted to say "there are too many people in the room, I need to be careful with the language I use, and some of the cases in my speech are not appropriate". If this happens, the level of the speech will be somewhat removed from the results of the preparation and will not be as effective as expected. In fact, the root cause of these students' psychological fluctuations is that they have many concerns at the ideological level and, in fact, do not have enough self-confidence to express themselves effectively in front of a larger audience. For this reason, teachers of public speaking in universities need to deliver a key message to these students - regardless of the number of people listening to them, they should insist on being 'me first' and should improve their ability to resist the influencing factors on the spot, constantly increasing their self-confidence and ultimately achieving The purpose of improving your presentation skills. Treating students with poor mental capacity, teachers should first identify the reasons for their 'poor mental capacity'. For example, some students grow up without the opportunity to express themselves, and do not even have the energy to sing or recite in front of the public, so they lack self-confidence. For this type of student, teachers should organise small-scale "talent shows" with other students who are close to the student, so that the student can gain experience in "successfully presenting themselves in front of others". As the number of successes accumulates, expand the scale and help the student to showcase themselves on a larger stage. For those who have some degree of mental illness - such as an unconscious increase in heart rate, breathing rate, cold sweat on the palms and forehead when in front of many people. This can be alleviated through 'exercise', but the student may be suffering from a physical illness. Therefore, teachers should help students to receive timely psychological and physiological treatment and then help them to improve their public speaking skills.

**Results:** The psychological problems of all the students were solved to some extent after the public speaking course based on a psychological perspective, specifically: (i) the students who were originally mentally stronger were able to further focus their attention during the speech with the help of the teacher, and were more able to resist the disturbance of the scene, so that they could give a speech on a larger stage. Students with average mental capacity were able to present a "me-focused" mental outlook during their speeches, and did not think too much about what they were going to do. (3) Students who were less able to cope mentally were encouraged, contacted and treated to relax their mental state and were more willing to present themselves in front of more people than before.

**Conclusions:** Public speaking courses based on a psychological perspective can help different students to identify their own problems. The public speaking skills of the students were improved after the targeted instruction.

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## ANALYSIS ON THE INTEGRATION OF PSYCHOLOGICAL HISTORY AND MIDDLE SCHOOL TEACHING BASED ON CORRECT LIFE VALUES

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**Background:** In recent years, with the deepening of China's education system reform, the curriculum and teaching reform at various stages has been in full swing. The implementation of the new curriculum reform requires that history teaching at this stage should always enhance students' core literacy in history, and gradually help students to develop a discipline-specific way of thinking and core competencies by cultivating students' core literacy in history. This is a requirement for schools and teachers to further grasp the actual requirements of the curriculum reform and the new standards on the basis of the existing history curriculum, to clarify the concept of student-centred teaching and to use diverse teaching methods. The integration of historical psychology with secondary school history teaching meets the requirements of such a teaching philosophy and can better train students to use their historical thinking skills to perceive historical knowledge, further broaden their historical analysis perspective and play a role in cultivating students' core historical literacy.