

into the contradiction of struggle and escape. It not only tends to be assimilated by other (cognitive) structures, but also may be involved in the process of a chronic disease. When mental trauma occurs, it can also extend to the so-called (traumatic process), causing depression, confusion and hysteria.

In this survey, the influence values of specific factors are quantified in five grades of 0-4. 0 means irrelevant, 1 means slight influence, 2 means general influence, 3 means obvious influence and 4 means full influence. In order to reduce the large error caused by personal subjectivity in evaluation, the results are determined by rounding. The specific statistical table is shown in Table 1.

Table 1. Expression characteristics of psychological trauma of immigrants by British World War I poetry creators

Factor	Depressed	Blank	Hysteria
Poet	4	4	4

Conclusions: Psychological trauma has attracted the attention of scholars and relevant people. Although their life has returned to calm, their experience seems to be always on the battlefield every day, constantly flashing pictures of war, dead comrades in arms, scenes of killing, gunshots and so on. Sleep disorder, emotional instability, no sense of happiness in life, living in memories of the past every day, and fragmented. Therefore, by analyzing the performance characteristics of psychological trauma of immigrants, the creators of British World War I poetry can effectively alleviate the degree of personal psychological trauma experienced by the war.

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CONSTRUCTION OF MENTAL HEALTH EDUCATION AND PSYCHOLOGICAL CRISIS INTERVENTION SYSTEM IN HIGHER VOCATIONAL COLLEGES

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Background: With the rapid development of China’s economy, high-efficiency, fast-paced life and strong competition make people’s psychology in a highly nervous state. In addition, the society is also under different degrees of pressure from all aspects. When we can’t use the usual psychological mechanism and existing resources to deal with things, individuals will be hindered in a certain life goal, which is often called psychological crisis. College students have just meet society and are still in a period of contradiction and conflict between ideal and reality. These contradictions and conflicts they have not encountered before also make them anxious and more prone to psychological crisis. In addition to the common adaptation problems, emotional problems, interpersonal problems and academic problems of ordinary college students, the causes of Higher Vocational Students’ psychological crisis also have their particularity. At present, there is a lack of social recognition for higher vocational education. Vocational education is often regarded as the first class of low and middle-class people in colleges and universities. At the same time, higher vocational students do not achieve ideal results in middle school, fail in the college entrance examination, fail to adjust their mentality in time after entering higher vocational colleges, it is difficult to quickly get out of the shadow, or even lose confidence and think that there is no hope for the future. Many higher vocational students come from poverty and study in Higher Vocational Colleges in order to get employment early. Therefore, many higher vocational students do not agree that higher vocational education is an ideal institution of higher learning, and lack a sense of identity for themselves. Higher vocational students are generally sensitive and have low self-esteem, and are prone to depression and frustration. Compared with undergraduates, higher vocational students have only a three-year transition period from enrollment to employment. Therefore, the task of higher vocational students is more arduous. They need to make effective use of these three years, systematically master professional knowledge, and skills, quickly change their roles and enter the society from the campus. However, many students can’t adapt to the mode of higher vocational education for a long time, lack of planning for their future, and feel at a loss about their career. At the same time, in the employment competition, higher vocational students are relatively at a disadvantage compared with undergraduates, which increases the psychological pressure and anxiety of higher vocational students.

Objective: Higher vocational colleges pay attention to cultivating high-quality applied talents and skilled talents as the educational goal. The increasingly prominent mental health problems of higher vocational students will further affect the realization of the goal of higher vocational education. Although higher vocational colleges have gradually paid more attention to students' mental health education in recent years, the educational effect still needs to be improved to a greater extent, and it has not been able to effectively improve students' mental health. This paper mainly takes the mental health problems of higher vocational college students as the starting point, and reveals the current situation of mental health education from different levels. On this basis, we build a crisis intervention system for students' psychological crisis, hoping to improve students' mental health level and eliminate students' psychological problems and psychological crisis.

Subjects and methods: The object of this study is the students at local higher vocational colleges, including students in different grades from freshman to senior, mainly the students with positive results in the measurement of SCL-90. At the same time, on the basis of literature collection and questionnaire analysis, convenient sampling and random sampling are effectively adopted, after selecting the students who meet my interview requirements through the counselors of each department, I will make a separate contact with these students. The interview is carried out on the principle of students' willingness and who has time and who participates, which has a certain randomness. According to the interview outline compiled according to the measurement results of SCL-90, this paper investigates the initiative of higher vocational students to choose private higher vocational colleges. Students' impression and feeling of higher vocational colleges. The current situation of Higher Vocational Students' learning and its influencing factors. The current situation of Higher Vocational Students' daily life and its influencing factors. The influence of the management of Private Higher Vocational Colleges on students. The employment psychology of private higher vocational students. Through interviews, we can understand the causes and influencing factors of psychological crisis of private higher vocational students. Of course, the interview has a certain randomness. Random questions can be asked according to the specific situation and content of the interview and in combination with the needs of the research. The interview was recorded on site by mobile phone. After the recording, the respondents were required to fill in their personal data. After the interview, the recording, transcription, and data sorting were carried out.

Results: Higher vocational colleges need to pay more attention to students' psychological crisis and establish a three-level prevention model of publicity and prevention in the initial stage, timely discovery in the middle stage and intervention and correction in the later stage. In the process of early publicity and prevention, strengthen the psychological survey of students in higher vocational colleges, and establish detailed psychological files, which are managed by professionals. In the medium-term and timely discovery stage, it is necessary to focus on the serious psychological problems based on the psychological survey, and help the students with psychological crisis solve the problems. Archivists shall conduct regular investigation, classify students who need special care and help separately, arrange time for regular counseling and treatment, and help them regain their confidence as soon as possible. In the process of later intervention and correction, it is clear that the professional quality of the professional team of psychological crisis treatment that meets the actual needs is improved, and the psychological counselors who are professional and hold relevant qualification certificates are required to be the core figures of campus psychological crisis. Carry out special training for relevant teams and actively send them to participate in major psychological special interview seminars. Summarize experience and enrich their professional knowledge. Work with parents and teachers to formulate psychological counseling programs, scientifically, reasonably and quickly help students with psychological crisis, and strive to build a psychological crisis team with knowledge, experience, high literacy and strong comprehensive ability to ensure the effective implementation of the later intervention process. Psychological disease treatment is a long-term continuous process. In addition to the school's psychological crisis intervention of relevant students in school, it should also strengthen the establishment of contact with the society. When students enter the society for employment, psychological pressure also follows. In the face of fierce competition in the job market, insufficient education, finding a job that is inconsistent with the major and can't keep up with the fast-paced life, it will also lead to excessive pressure and the occurrence of psychological diseases. The school should do a good job in connecting students before they step into the society, establish contact with the society through forums, seminars, and other forms, and obtain the help, support and understanding of the society.

Conclusions: With the gradual increase of psychological crisis accidents of college students, schools should focus on psychological crisis in pre-education, strengthen the attention to mental health education in higher vocational colleges, avoid the occurrence of psychological crisis and reduce the accidents caused by psychological crisis, which is of great significance to the cultivation of higher vocational college students. Building a high-quality psychotherapy team and improving the psychological crisis intervention system can also enable higher vocational colleges to cultivate more professionals with physical and mental health and all-round development for the society.

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WIND MUSIC TRAINING TEACHING FROM THE PERSPECTIVE OF STUDENTS' PSYCHOLOGICAL NEEDS

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Background: Psychological demand is the key to affect students' learning efficiency. It is of great significance to students' growth and development and has become the focus of attention. The psychological needs of students in traditional wind music training have not been paid enough attention. Teachers only teach according to the syllabus, which frustrates students' subjective initiative in wind music training to a great extent. According to the students' psychological situation, it is urgent to grasp the main needs and personality demands in their teaching and form an interesting, practical and open wind music teaching system in the current wind music training and teaching.

Objective: Wind music education occupies an important part in music teaching. However, wind music training and teaching in China is restricted by many factors, which is not conducive to the improvement of students' music level. Wind music training teaching based on students' psychological needs is a common teaching method for music majors in recent years. This paper puts forward the precautions of wind music training teaching based on students' psychological needs from many aspects, in order to provide reference for students' wind music learning.

Subjects and methods: As an important part of students' instrumental music teaching, wind music education takes "aesthetic education" as the teaching concept. Taking playing musical instruments as the basis and cultivating students' ensemble and solo ability as the way. The main purpose is to cultivate students to appreciate and participate in music. The wind music training works are mainly Chinese and Western classical music tracks, which help students feel western culture and inherit national music, so as to improve students' perception of traditional culture and music. In recent years, with the development of quality education reform, people pay more and more attention to the development of students' overall quality. Music curriculum has also become an important curriculum in primary and middle schools. Wind music education, as an important part of music curriculum, is of great significance to cultivate students' sense of Art and participants' team spirit.

Results: (1) Reasonably select teaching materials according to students' needs. With the change of educational environment, students' understanding of teaching has changed greatly. They begin to pursue their core position in learning and hope to be respected and valued in the process of teaching. In the process of wind music training and teaching, teachers should grasp the above students' subjective needs, reasonably set the teaching content, fully combine the students' individualized situation to form targeted teaching materials, so as to fully stimulate the students' talent in wind music. In the process of wind music training, the author pays great attention to the needs of students, often discusses students' views on wind music teaching materials with students after class, and adjusts the teaching materials in combination with students' views, so as to realize the comprehensive optimization of teaching materials and coordinate the teaching materials with students' needs, which improves the teaching quality of wind music training to a great extent.

(2) Create teaching background and realize efficient introduction. In the process of communicating with students, the author found that many students have the problem of "difficult entry", that is, students lack understanding of the primary knowledge of wind music, resulting in follow-up learning obstacles, which seriously affects the quality of students' wind music training. Therefore, in the process of wind music training and teaching, teachers should make all-round settings for classroom introduction, and build interesting, high story and more vivid teaching situations combined with the things that students are interested in, so as to reduce the difficulty of wind music knowledge, enable students to smoothly enter the wind music knowledge teaching and lay a solid foundation for students' follow-up learning. In the process of clarinet training and teaching, the author introduces the "birth" of clarinet into the classroom as the background, shows the production process of clarinet through dynamic video images, and allows students to understand the structure of clarinet during watching the video, so that students can fully master and operate each performance part of clarinet in the process of subsequent clarinet training, Comprehensively, optimize the benefits of clarinet training.