

in-depth learning as the teaching guide, takes flipped classroom as the teaching means, and completes the teaching objectives in the classroom atmosphere of teaching and learning, which can better guide students' sense of self-efficacy and give full play to their professional learning potential. It can better guide students to apply knowledge to real life. It can better guide students to correctly understand themselves through active exploration, establish correct world outlook, outlook on life and values, and realize personal values. The arrival of the era of artificial intelligence and the development of digital learning have promoted the continuous reform of education and teaching methods. The implementation of various online and offline mixed teaching modes, such as class worship, micro class, flipped class and live teaching, has not only brought many benefits to the development of mental health education in primary and secondary schools, but also brought inevitable challenges. Deep learning is the standard for the effect of students' autonomous learning, and it is also a new requirement for teaching and learning in the new era. It is not only conducive to promoting students' in-depth understanding and comprehensive mastery of the knowledge learned, but also conducive to the in-depth development of curriculum teaching reform. Deep learning in the field of education is a kind of individual active and meaningful exploration and discovery learning. That is to say, based on the original knowledge framework, the learners will construct a new knowledge framework and improve their own knowledge system in the process of new knowledge learning after deliberate criticism, integration of the old and the new, transfer and verification.

Objective: Based on the analysis of the connotation and characteristics of deep learning, combined with children's psychological characteristics and learning characteristics, and according to the practical needs of children's mental health education curriculum teaching reform, this paper discusses the necessity and practical path of children's mental health education curriculum teaching guided by deep learning, which is of great significance to improve the teaching quality of mental health education curriculum and enhance and improve children's psychological quality and health literacy.

Subjects and methods: In this study, 100 first grade pupils with autism were selected as the research objects. The subjects were randomly divided into experimental group and control group, with 200 cases in each group. The experimental group was given the interactive game teaching mode based on deep learning, and the control group was given the conventional teaching mode. Children's Autism Rating Scale (CARS) was used to compare the mental health status of the two groups before and after teaching. CARS scale includes 15 items and is divided into 4-level scoring system. A score of <30 indicates non autism, a score range of 30-36 indicates moderate to mild autism, and a score of >36 indicates severe autism. Relevant data are calculated and counted by Excel software and SPSS20.0 software.

Results: According to the results of CARS, there was no significant difference between the two groups before teaching ($P > 0.05$); After teaching, the scores of the experimental group were significantly higher than those of the control group ($P < 0.05$). As shown in Table 1.

Conclusions: Both preschool education and school education should understand the importance of interactive game teaching in children's activities, and scientifically use interactive game teaching to carry out quality education for children. Physical education workers should understand the law of children's psychological development, push through the old to bring forth the new, and create more interactive sports games for children. The results of this study showed that there was no significant difference in cars scores between the two groups before teaching ($P > 0.05$). After teaching, the scores of the experimental group were significantly higher than those of the control group ($P < 0.05$).

Table 1. Intra group comparison of the two groups before and after the experiment

Before and after treatment	Experience group	Control group
Before treatment	32.67±5.79	32.27±4.53
After treatment	29.50±5.38	32.17±5.27
<i>t</i>	2.164	-0.329
<i>P</i>	0.034	0.752

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ANALYSIS OF THE CONSTRUCTION PATH OF APPLIED UNDERGRADUATE “DOUBLE-QUALIFIED” TEACHERS BASED ON JOB BURNOUT PSYCHOLOGY

Lijuan Chen¹ & Yunfeng Qi^{2*}

¹The School of Mathematics and Statistics, Nanjing University of Information Science and Technology,

Nanjing 210044, China

²The Higher Education Research Institute, Wuxi University, Wuxi 214105, China

Background: As the name suggests, job burnout generally refers to the negative psychological and physiological reactions of individuals due to work and workplace pressure and other negative emotions and psychological states. Its main sign is physical and mental exhaustion. Job burnout is an abnormal psychological behavior, and its common manifestations include indifference to work and students, weak sense of responsibility, physical discomfort, irritability, anxiety, etc. Some studies suggest that there are three dimensions of the psychological atmosphere of job burnout. The first is emotional exhaustion. The emotional state of patients is often extremely fatigued, and the enthusiasm for work completely disappears, and even affects daily life. Then there is depersonalization, where patients tend to strip their personality from their work and work in a state of negativity and numbness. Finally, there is a decrease in personal achievement, and the patient's sense of self-meaning and value will decrease, and they tend to deny themselves and the outside world. A large number of studies have shown that job burnout is most common among people in the service industry, including teachers, who have to communicate with others in their careers, often under greater pressure, and are easily due to difficult-to-communicate clients and their negative attitudes, such as anger, etc., resulting in physical and psychological burnout and exhaustion. In view of this, it is necessary to study teachers' job burnout psychology and its intervention methods.

The construction of "double-qualified" teachers in application-oriented colleges and universities is one of the development trends of the teaching industry in recent years. "Dual-qualified" generally refers to dual-certified teachers or dual-professional teachers. The professional ethics and quality of the students, while providing high-quality course teaching to students, they should also have the ability to guide students in their occupation and quality, and dual-qualified teachers should also have strong management skills, which can effectively lead and guide students to carry out various tasks. kind of activity. The core of the construction of an applied undergraduate double-qualified teacher team is teachers, so teachers' professional standards and professional psychology are important factors that must be paid attention to in the construction of a double-qualified teacher team. In terms of teachers' psychology, job burnout is a common psychological problem for teachers. How to optimize and intervene in the construction of a dual-qualified teacher team is a problem worthy of research.

Objective: This paper studies the influence of the construction path of dual-qualified teachers in colleges and universities on teachers' burnout psychology, and whether it can be properly designed to improve teachers' occupational burnout psychology through this construction path.

Subjects and methods: Find 154 college teachers with obvious job burnout, and divide them into two groups of 77 people, one of which is the experimental group, and the experimental group will work under the improved path of double-qualified teachers. The other group is the control group, which will work in a traditional setting. The two groups of teachers were observed for 4 months, and before and after the observation, and during the process, the two groups of teachers' job burnout psychological status and related psychological factors were investigated and compared. The psychological tools used in the study were the Burnout Scale (MBI-GS) and the Generalized Anxiety Scale (GAD-7).

Results: The experimental results are shown in Table 1. Table 1 describes the burnout scale scores of the two groups of teachers before and after the experiment, and the statistical analysis of the differences before and after the experiment. It can be seen that the level of job burnout in the experimental group has a greater decline, and it has a statistical significance ($P < 0.01$), while the decline in the control group is smaller and not statistically significant ($P > 0.05$).

Table 1. Comparison of MBI-GS test results

Group	Before	After	P
Experimental group	58.7±6.8	47.5±8.1	<0.01
Control group	59.4±7.2	56.9±8.6	>0.05

Conclusions: The construction of double-qualified teachers is the development direction of the teaching industry this year. To improve the ability and quality of teachers, teachers need to have a correct and positive psychological state. Only in this state can teachers perform their duties in teaching, and at the same time strive to improve themselves and conscientiously help students. As a common psychological problem that plagues the teaching profession, job burnout is one of the important issues to be considered in the construction of a double-qualified teaching team. The study explored the possibility of influencing and improving teachers' job burnout psychology through the design of teacher team building paths, and found that appropriate path design can indeed effectively alleviate teachers' job burnout psychology, and at the same time, it can effectively alleviate psychological problems such as depression and anxiety. also has a

relieving effect.

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RESEARCH ON CONSTRUCTION TECHNOLOGY OF ASSEMBLED BUILDING FROM THE PERSPECTIVE OF MANAGEMENT PSYCHOLOGY

Peipei Chen

Suzhou Industrial Park Institute of Vocational Technology, Suzhou 215000, China

Background: Management psychology is a branch of psychology, which takes people in organizations as specific research objects. The core of management psychology lies in the systematic research on the individual composition of joint management objectives, so as to improve efficiency and maximize the enthusiasm and creativity of the managed under certain cost control conditions. Management psychology has the characteristics of taking humanistic thought as the premise, strong comprehensiveness, strong applicability and wide application. It has the advantages of strengthening and mobilizing individual enthusiasm, improving organizational structure, improving individual work and life quality, and establishing healthy and civilized interpersonal relations. Management psychology focuses on individual psychology, group psychology and organizational psychology, and enables them to combine organically. Management psychology can be applied in almost every organization, including construction engineers.

Prefabricated building refers to a kind of building assembled by prefabricated parts on the construction site. According to the forms and construction methods of prefabricated components, prefabricated buildings are divided into five types: block buildings, plate buildings, box buildings, skeleton plate buildings and rising plate and rising floor buildings. In construction engineering, the prefabricated construction technology has been widely used in practice, mainly because it has three advantages. First, the prefabricated construction technology can save construction costs and improve the economic benefits of construction projects. Second, the prefabricated construction technology can reduce the consumption of resources. Third, the prefabricated building construction technology is conducive to environmental protection. Because the prefabricated construction technology produces less construction waste in the process of construction, and will not produce serious noise pollution compared with traditional construction. Prefabricated buildings are common in current buildings, so the professional and technical engineers required by the project are also paid much attention to in terms of employment. Correspondingly, the technical engineers of prefabricated building construction often have higher requirements in professional needs and planning. At this time, we should pay more attention to the application of management psychology. For the construction technology in prefabricated buildings, the corresponding basic engineer is the key core. The psychological state, learning ability and learning depth of the engineer will directly determine the construction technology. Therefore, in order to study the construction technology of prefabricated buildings, we should return to the technical engineers and pay attention to the psychological state of engineers.

Objective: To analyze and explore the positive psychological impact of management psychology on the technical engineers of prefabricated building construction, and hope to improve the technical skills of engineers on the basis of psychology

Subjects and methods: 80 technical engineers with similar technical level and basic psychological situation were selected from the same enterprise, and they were divided into two groups according to the principle of equal number. One group integrated management psychology into the management mode, and understood the wishes and career planning of engineers based on it. This group was used as the experimental group, and the other group used the traditional engineer management method as the control group. The experiment lasted for 4 months. Every 10 days during the experiment, the psychological states of the two groups of technical engineers were tested, analyzed and compared, mainly including the enthusiasm of learning technology, their own job satisfaction, the customer's job satisfaction evaluation of technical engineers and other indicators. The above indicators were used as a self-made scale as a measurement tool to quantify the actual satisfaction of engineers with their own work and their enthusiasm