

It is not only the job of teachers to build a good education system for students in higher education, but it is also important for students' families and society to educate them about their mental health. Therefore, when providing mental health education for students in higher education under the perspective of psychology, we should give full play to the positive role of society and family, and build a comprehensive education system that combines school, family and society, so that students can receive positive psychological guidance and education outside of school, and help students to form a positive and optimistic psychological state.

Result: Due to the nature of education in higher education institutions, in the context of the current new curriculum reform policy advocating the comprehensive development of students' moral education, higher education institutions should pay attention to the mental health education work for students. This will enable students to take the core socialist values as a guide for their own value orientation and provide them with a perfect platform for mental health education, so as to cultivate good moral qualities and improve their image and inner cultivation, so that they can become useful talents for society after completing their studies. In addition, the provision of mental health education can help students to coordinate their physical behaviour and thinking, so that their thoughts and behaviours can be well-controlled and co-ordinated, which in turn can lead to the formation of a healthy mentality, improve their thinking ability and resistance to stress, and lay a good foundation for their employment.

Conclusion: In the work of mental health education for students in higher education institutions, teachers can apply psychological knowledge and diversified teaching measures so that students in higher education institutions can find happiness and hope in mental health education, eliminate inferiority complex and other negative psychology produced by students, so that students can face life with confidence and hope, and form their own good life values and healthy psychological state. The development of students' core qualities as a guide for moral education in higher education institutions is the core of the educational mission and the future direction of all higher education institutions today. Therefore, the moral education work in higher education institutions should be actively reformed and a new system of moral education work in higher education institutions should be formed in line with the development of the times, so as to promote the personalised development of students and lay a good foundation for their lifelong development by taking education and nurturing as the starting point of work.

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THE APPLICATION OF POSITIVE PSYCHOLOGY IN THE MORAL EDUCATION OF COLLEGE STUDENTS DURING AN EPIDEMIC

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Background: Since the beginning of 2020, the most serious infectious disease pandemic in nearly 100 years has broken out worldwide, with more than 200 countries and regions experiencing infection with the new coronavirus pneumonia. The new coronavirus epidemic is characterised by rapid spread, widespread infection and difficulty in prevention and control, and China is also engaged in a war of interdiction against the epidemic under the leadership and command of the Communist Party of China. At this stage, China's fight against the epidemic has achieved significant strategic results and has made an important contribution to the global fight against the epidemic. In this public health emergency, the people of China have participated in the fight against the epidemic in different ways, truly reflecting the unity of the nation, responsibility and institutional confidence, which also provides real and intuitive teaching materials for the development of moral education of university students, and effectively improves the effectiveness of ideological and political education. Positive psychology is a psychological movement initiated by the American psychologist Seligman at the end of the 20th century. The concept of positive psychology is based on human self-management, self-direction and adaptability as a whole, and advocates a positive psychological attitude to face psychological phenomena and solve psychological problems, so as to achieve the activation of the individual's real and potential abilities, and then guide the individual to form a positive personality, positive qualities and positive strength. Positive qualities and strengths. Positive psychology emphasises that people can survive and develop in the face of adversity and

difficulties in order to improve their quality of life. At this stage, positive psychology has been developed in the USA, Japan and Canada, and more psychologists are involved in the research. In this context, applying the concept of positive psychology to the moral education of university students can help them to establish correct cognition, shape their psychological quality, optimise their healthy personality, and improve their quality of life and sense of well-being in difficult situations, thus cultivating more physically and mentally healthy talents and laying a solid foundation for the practice of core socialist values.

Objective: In an epidemic-ridden environment, university students will be affected psychologically and physically to a certain extent, especially the "home education" and "online education" that appear in the epidemic environment, which will also make university students face new problems. In the past, when teachers and students communicated, solving problems in education was a key part of the process, and studying at school also ensured normal interaction between teachers and students, helping teachers to understand the problems of students in their studies and interpersonal relationships, and to provide timely assistance. However, due to the epidemic, many problems have been put on hold and cannot be dealt with in a timely manner, and new problems can be further induced. On the one hand, there are psychological problems. According to a survey, a large proportion of university students across the country experienced fear, nervousness and dread during the outbreak, but only a few of them could effectively adapt themselves, so it can be said that many of them were facing both physical and psychological tests. In the environment where the new coronavirus epidemic is under control, the resumption of production and work will make students return to collective life again, and their psychological problems will be more prominent. On the other hand, behavioural problems. University life is a socialised behaviour, and students are subject to appropriate organisational constraints when living and studying at university. And under the influence of the epidemic, all educational and teaching work needs to be done in an online form, which also makes the development of the original educational and teaching order change, which puts higher demands on the adaptability of both teachers and students. During the period of online classes, the school's discipline and management of students is greatly reduced, and the adjustment of students' habits and study habits, as well as the teachers' planning of the management and discipline model, have become new difficulties in education. In the face of such educational difficulties, moral education in universities needs to play a role in changing the traditional teaching model and applying the concept of positive psychology to effectively enhance students' motivation to learn. The fundamental aim of moral education in universities is to help students to form and develop their moral character and build a correct cognitive structure and emotional world, and the introduction of positive psychology helps teachers to understand the psychological processes and characteristics of students and to adopt more targeted educational theories and methods. The application of positive psychology can not only expand psychological education, but also promote the moral education of university students to reach new heights. In the course of this paper, it is hoped that the relevant theories of positive psychology can be used to enhance the moral education of universities and play an important role in promoting the reform and development of moral education.

Subjects and methods: This paper takes the development of university moral education under the control of the New Coronary Pneumonia epidemic as the object of research, and combines the research results of positive psychology at home and abroad, introduces the theoretical basis of positive psychology into university moral education, actively carries out research on the fit between positive psychology and university moral education, and then uses the relevant research results as the basis for practical exploration. At the same time, in the research process of this paper, through the use of positive psychology theory to promote the stable implementation of university students' education on ideals and beliefs, patriotism, physical and mental health education, etc., to guide students to understand the measures and achievements of China's participation in the epidemic prevention, to cultivate students' positive and vigorous spiritual qualities, to build a positive moral education environment under the guidance of positive psychology, and to enhance the effectiveness of university moral education. The research methods of this paper include: firstly, literature research method. In the process of the research, we practised the principle of combining theory and practice, and from the direction of the selected topic, we consulted domestic and foreign journals and monographs on the fight against the new epidemic, the moral education of university students and the theory of positive psychology through the library, China Knowledge Network and relevant literature and books, and collated and analysed the relevant information resources to gain a preliminary understanding of the research dynamics of moral education of university students and positive psychology in the epidemic environment. This will lay a good foundation for the subsequent research work. The second method is the questionnaire survey. The questionnaires were designed to investigate the application of positive psychology in the moral education of university students in terms of educators, educational targets, educational agents and educational environments. The first-hand information on the current situation of the application of positive psychology in moral education in the epidemic environment. Thirdly, the method of

analysis and induction. In the research process, the problems of moral education in universities are analysed by reviewing a large amount of literature and collecting survey data, and then the ways to solve the problems through positive psychology theory are proposed in a targeted manner and summarised in a systematic manner. Individual and group interviews with students involved in moral education can also be conducted in the research process to derive relevant information.

Results: With the application of positive psychology theory, the problems of moral education in the context of epidemic prevention and control and the unstable and uncertain factors faced by the university can be effectively solved, especially the key problems such as superficiality of the thinking and political work, single activity carrier, weak infectivity of moral education work and lack of effectiveness of moral education are proposed corresponding measures to ensure that the application of positive psychology theory can The application of positive psychology theory ensures that the effectiveness of the university in epidemic prevention and control and moral education can be enhanced. Furthermore, with the application of positive psychology, universities can guide the whole staff to participate in the cultivation of positive psychological qualities and positive emotional experiences, and insist on deepening the education of ideals and beliefs, patriotism, employment and entrepreneurship, mental health education, humanistic education and other aspects. In addition, with the application of positive psychology, it helps to create positive public opinion guidance within the university, cultivate students' ability to distinguish between right and wrong in an epidemic environment, and improve students' awareness of prevention and ability to cope, not only by allowing them to receive correct and positive public opinion guidance, but also by participating in the correct conduction of public opinion.

Conclusion: In conclusion, during the epidemic, universities should give full play to the important role of the high ground of ideological education and realise the purpose of moral education through the implementation of moral education. In this process, universities should also apply the theory of positive psychology to moral education, on the one hand, using the initiatives and advanced deeds of China's fight against the epidemic as materials for moral education, and on the other hand, using moral education to enhance students' confidence and ability to fight the epidemic. At the same time, schools should also increase the promotion of moral education for students, promote the sharing of quality resources, and better integrate quality resources into the moral education system of universities, so as to lay a solid foundation for practising the core socialist values and enhancing the effectiveness of ideological and political education work. It is worth noting that moral education work should also be fully in line with the characteristics of the times. Under the influence of positive psychology, students can be hopeful and join in the cultivation of positive emotions and adjustment of positive mindset during the special epidemic period, while achieving innovative development of positive education. Positive psychology will play a key role in promoting the holistic development of students and helping them to establish positive values. At the same time, the theory can further guide the implementation of moral education in universities to the individual, emphasising the good qualities and positive strengths of the individual. Particularly during the epidemic, students can be made more aware of the positive significance of their own existence, ensuring that the laws of moral education work, of teaching and education, and of student development can be truly followed, ensuring that universities can produce more physically and mentally healthy and excellent people.

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THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY ON HOW TO STIMULATE STUDENTS' INTEREST IN LEARNING IN MATHEMATICS TEACHING

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Background: The importance of the subject of mathematics will continue to grow with the advancement of education reform, and it is the incumbent responsibility of teachers to cultivate mathematical talents and to focus on the cultivation of students' core literacy in mathematics to improve their mathematical abilities. In recent years, the development of educational psychology has provided a scientific reference for the reform of mathematics teaching. Using educational psychology in the design of mathematics courses can effectively improve teaching methods, help students to face difficulties and challenges with a proper attitude, bring into play the guidance of psychological knowledge, cultivate