

students' classroom enthusiasm, sense of responsibility and solidarity improved more significantly.

Table 1. Changes of children's mental health in the two groups

Project		Anxious	Enthusiasm	Conscientiousness	Solidarity
Before teaching	Intervention group	37.33±1.77	3	3	2
	Control group	35.23±1.64	3	2	2
After teaching	Intervention group	25.08±1.45	7	7	6
	Control group	29.37±1.39	4	4	3

Conclusions: As a key educational object in China, children's mental health training is the main teaching content of preschool education. How to improve the existing preschool education strategies, so as to more effectively promote children's mental health training. The research analyzes the defects of existing preschool education, puts forward preschool education strategies, and applies them to children's mental health education. The test results show that under the action of the optimized preschool education program, children's mental health has changed significantly, and it can be found that compared with the traditional preschool education program, the optimized preschool education program has a more obvious impact on students. Therefore, in children's preschool education, in order to improve students' mental health level, schools should optimize preschool education programs, so as to improve the training effect of students' mental health and promote children's healthy growth.

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INTERVENTION STUDY ON ANXIETY AND JOB BURNOUT OF YOUNG TEACHERS IN LOCAL COLLEGES AND UNIVERSITIES

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Background: In the education and teaching of local colleges and universities, the ability level of young teachers is an important factor to ensure the teaching quality. Therefore, in order to always pay attention to the teaching status of young teachers, colleges and universities put forward the use of work performance evaluation to test. In the work performance evaluation of young teachers in colleges and universities, the teaching quality evaluation of young teachers is not only affected by the basic ability of young teachers, but also can be known from a large number of studies that the psychological factors of young teachers can also affect their work performance. In many studies, it is pointed out that the professional quality of young teachers has a significant impact on their teaching level. Generally speaking, the more positive the professional identity of young teachers, the more obvious the teaching passion reflected by young teachers in their daily teaching, and it is easier to drive students' classroom learning enthusiasm. The professional quality of young teachers is the degree of hard work of young teachers. The classroom atmosphere brought by more dynamic young teachers is easier for students to feel the charm of the discipline and accept the teaching knowledge of young teachers. Some studies have simply analyzed the classroom impact of young teachers' job burnout. The research found that young teachers' job burnout psychology can directly lead to the reduction of classroom teaching quality, and then affect the job performance evaluation of young teachers. Therefore, in order to improve the teaching quality of young teachers in colleges and universities, improve the work performance of young teachers, and explore the specific role of burnout psychology in young teachers' professional quality, we will be able to establish a perfect teaching system more quickly.

The main cause of job burnout of young teachers in local colleges and universities is the anxiety of teachers. Anxiety is a psychological phenomenon, which generally refers to the fear, worry and tension of individuals in the face of events or objects. There are many factors that lead to individual anxiety. Psychology believes that anxiety is influenced by heredity and environment, and strange environment produces anxiety psychology for individuals. At the same time, in psychology, psychological anxiety is defined as a short-term negative emotion, which is easy to breed under the influence of the outside world. Generally, it will only affect students' psychological activities in a short time. However, when patients with anxiety disorder have long-term anxiety, they often have anxiety. In the face of real life, it is difficult to express their true feelings, and it is never easier to have doubts and uneasiness about the unknown,

resulting in serious mental damage.

Objective: This paper discusses the anxiety psychology of young teachers in local colleges and universities in the teaching process, counts the psychological changes of job burnout of local college teachers in the teaching process, and analyzes the impact of anxiety intervention on job burnout psychology of young teachers in local colleges and universities.

Subjects and methods: Taking a local university as the research object, 20 young teachers in colleges and universities were randomly selected to participate in the test. The Self-rating Anxiety Scale was used to evaluate and analyze the anxiety psychological status of 20 young teachers. At the same time, the interview method is used to determine the job burnout psychology of 20 young teachers. Finally, the influence of young teachers' anxiety on job burnout is evaluated. Then, with the help of the psychological influencing factors of young teachers' burnout, the psychological intervention strategy is formulated to evaluate the relief effect of teachers' anxiety under the influence of intervention means.

Results: The impact of young teachers' anxiety on job burnout is evaluated as shown in Table 1. The impact degree is quantified on a 0-4 scale. 0 means no impact, 1 means slight impact, 2 means general impact, 3 means significant impact and 4 means full impact. In the evaluation of anxiety, anxiety, depression and low self-esteem are used as evaluation indicators, and procrastination, curriculum recognition and sense of belonging in colleges and universities are used as evaluation indicators in job burnout psychology. Table 1 shows that anxiety can significantly affect the job burnout psychology of young teachers in local colleges and universities.

Table 1. The influence of anxiety on teachers' job burnout

Project	Procrastination psychology	Course recognition	College sense of belonging
Anxious	4	3	4
Depressed	4	4	3
Inferiority	4	4	3

Conclusions: The development of local colleges and universities is an important development strategy in China's cultural popularization. Therefore, how to reduce the job burnout of young teachers in local colleges and universities will be the key to improve the teaching quality of local colleges and universities. By analyzing the anxiety status of young teachers in local colleges and universities, this paper evaluates the correlation between young teachers' anxiety and job burnout. The results show that the anxiety psychology of young teachers can significantly affect teachers' job burnout psychology, and the higher the anxiety score, the more obvious the teachers' job burnout psychology. Therefore, it is necessary to provide reference for the psychological development of teachers in colleges and universities, so as to reduce the psychological burnout of teachers in colleges and universities.

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A STUDY ON THE COMMONALITY OF IDEOLOGICAL AND POLITICAL EDUCATION AND MENTAL HEALTH EDUCATION OF COLLEGE STUDENTS

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Background: In the new era of accelerating social development, anxiety has become a common emotional stress response. The body of college students is basically mature, but their mind is not fully developed, and their ability to control and master emotions is insufficient, which leads to large emotional fluctuations in the face of various pressures, resulting in damage to the social function of college students and anxiety. Studies have shown that a considerable number of college students have varying degrees of psychological problems, such as emotional instability, negative will, abnormal interpersonal relationships and so on. There are many factors leading to college students' anxiety, which can be roughly divided into poor adaptability, improper handling of interpersonal relationships, academic pressure, employment