

Subjects and methods: The research take 120 teachers and students in a higher vocational college as the research object, including 20 teachers, all of whom are in-service psychology teachers and 100 students, who are psychological classroom students. Adopt the reform measures of psychology classroom teaching, including five measures: introducing teaching methods, adopting flexible teaching contents, increasing psychological practice activities, strengthening the interaction between teachers and students' practice, and building an online platform for psychology. The experiment period is four months. PASW18.0 software package and Excel 2007 will be used to process all data, and psychological scale indicators will be used to evaluate the psychological changes of teachers and students.

Results: Table 1 shows the changes of teachers' and students' psychological indicators in the four months of the experiment. The score is 1-10. After adopting the improved five educational measures, the psychological indicators of teachers and students have changed significantly. The psychological indicators of teachers and students have been improved in the four months experimental test, and the quality of psychological classroom teaching has also been improved.

Table 1. The changes of psychological indicators of teachers and students in the four months of the experiment

Project		1 month	2 months	3 months	4 months
Teacher	Emotional state	5	6	7	9
	Mental attention	4	5	6	8
	Teaching effectiveness	4	7	8	9
	Self-evaluation	5	6	7	8
Student	Emotional state	3	4	6	7
	Mental attention	2	4	5	8
	Learning effect	3	5	6	7
	Self-evaluation	3	4	5	7

Conclusions: Mental health is a kind of positive mental state, which is conducive to the development of education and teaching. With the continuous advancement of modern education reform, modern education pays more and more attention to the physical and mental health of teachers and students. Therefore, in higher vocational colleges, psychological courses have been specially set up to help teachers and students build a healthy and scientific psychological state through systematic psychological education, which is conducive to the effective development of education. The experimental results show that the improved psychology curriculum can significantly improve the mental health index of teachers and students, and ensure the teaching quality, which is of great significance to speed up the reform of modern education.

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THE POSITIVE INFLUENCE OF TEACHER CONSTRUCTION ON STUDENTS' SELF-CONTROL PSYCHOLOGY AND SELF-REGULATION IN THE DOUBLE HIGH SCHOOL PROGRAM

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Background: Self-control and self-regulation are important mechanisms for individuals to maintain psychological stability and health. For students, self-control and self-regulation in learning and campus life are also very important. In the psychological self-regulation model, a complete self-regulation process consists of three stages. The first stage is the planning stage, in which individuals analyze the current situation, and then draw up their own tasks, set up plans and strategies. The second stage is the performance stage, in which individuals implement the plan drawn up in the previous stage and monitor the progress of the plan and their own performance. The last is the self-reflection stage, in which the individual evaluates the implementation and results of the plan, modifies the plan according to the evaluation, and then returns to the first stage to form a psychological cycle. Students' self-control and self-regulation of learning can be understood as students' regulation and control of the whole learning process. This regulation can be conscious or unconscious, and its characteristics include initiative, effectiveness and relative independence.

Students with good self-control and self-regulation ability can better deal with obstacles and setbacks in learning, not easy to produce large negative emotional fluctuations, and can effectively protect their mental health and maintain their learning state. From the point of view of schools, the mental health education in colleges and universities should also pay attention to the cultivation of students' self-control psychology and self-regulation mechanism.

The "double highs" plan in colleges and universities mainly refers to the plan to build high-level vocational colleges and professional groups with characteristics. The plan is of great significance to the reform and opening up and the development of economic industries. In terms of implementation, the plan focuses on the innovative service development of the education platform, the development of school enterprise cooperation, and the training of students' practical skills. At present, the construction of the teaching staff of the "double high" plan is still developing. The phenomenon of high salary competition for talents, the phenomenon of extensive theory and the low efficiency of resources are all problems that need to be solved. At the same time, college students, as an important subject of the "double high" program, their learning willingness, learning ability and learning effect are crucial to the development of the "double high" program. From a psychological point of view, these factors are greatly affected by students' self-control psychology and self-regulation ability. Therefore, students' self-regulation ability should also be fully considered in the teacher construction of the "double high" program.

Objective: To study whether the construction of the teaching staff of the "double high school" plan can affect the self-control psychology and self-regulation ability of college students, and to explore how to ensure that this impact is positive through the reasonable construction of the teaching staff.

Subjects and methods: The study looked for 893 students from 7 universities in a certain area, and measured their psychological self-regulation ability, learning psychological problems and academic performance. After that, the students are classified according to the teacher construction level of the double high school program in different schools, and the correlation between the students' self-control and self-regulation ability and the teacher construction level of the double high school program is analyzed. After that, the subjects were followed up for 5 months to record the changes of their self-control and self-regulation abilities with the development of teachers' construction level and make a comparative analysis.

Results: Figure 1 shows the results of the correlation analysis between the academic self-regulation ability of the research object and the construction level of the teachers' team of the double high school program. It can be seen that the two are in a positive proportion, and the students' self-regulation ability and the construction level of the teachers' team rise synchronously. The results show that the reasonable construction of teachers can have a positive impact on students' self-control and self-regulation ability.

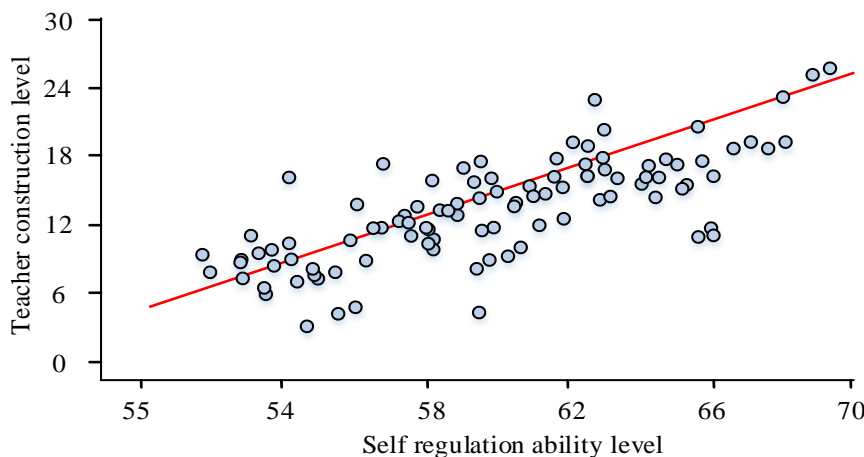


Figure 1. Correlation analysis between self-regulation ability and teacher team building

Conclusions: The "double high school" plan provides guidance and requirements for the development direction of colleges and universities in the current new era and new situation, and the construction of teachers is a very important part of the construction and implementation of the "double high school" plan. On the other hand, for students, their mental health and academic performance are affected by their self-control ability and self-regulation ability. In order to ensure their physical and mental health and all-round development, the construction of the school's double high school program should also consider the training and strengthening of students' self-control and self-regulation ability. By analyzing the relationship between students' self-regulation ability and the construction level of teachers in colleges and universities,

it is found that there is an obvious positive correlation between them. Therefore, appropriate teacher construction can have a positive impact on students' self-control and self-regulation ability.

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RESEARCH ON THE POSITIVE INFLUENCE OF MODERN AND CONTEMPORARY LITERATURE TEACHING COURSE ON RELIEVING COLLEGE STUDENTS' PSYCHOLOGICAL PRESSURE

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Background: In order to prevent students from falling into psychological problems that are not conducive to their development, such as losing control of their ability to adjust psychological pressure in their study and life, lack of interest in interpersonal communication, lack of awareness of self-awareness and dignity. The reading immersion feeling and literature form empathy constructed by narrative literature are helpful to relieve students' psychological pressure. Colleges and universities should actively study the psychological impact of curriculum design and teaching content on students. The teaching content of modern and contemporary literature is divided into two modules: Chinese literature and foreign literature. Chinese modern and contemporary literature focuses on the description of life scenes and social environment, while foreign modern and contemporary literature focuses on the construction of self-awareness and the innovation of literary forms. Although the emphasis of modern and contemporary literature in China and the west is different, the description of life scenes and the construction of self-awareness in the literature teaching curriculum can bring positive effects on the alleviation of college students' psychological pressure. From the perspective of cognitive psychology, the reading experience and narrative content in modern and contemporary literature teaching courses can improve students' understanding and cognition of the contemporary background and social environment of literary description. At the same time, students can establish their own cognitive concept and systematic moral value cognitive concept through the empathic analysis of literary images in modern and contemporary literature teaching courses. The social and self-dilemmas encountered by the typical images created by literature are usually universal and representative. Students can learn the strong psychological quality of literary characters, expand students' psychological theory level, and improve their self-control ability and interpersonal relationship cognition in the introduction between self-roles and literary roles. The psychological pressure generally faced by students can be relieved from the above psychological values regardless of the source. Modern and contemporary literature not only fits the mechanism of cognitive psychology in terms of literary content and structure, but also has positive significance in students' interest and learning enthusiasm.

Objective: This research starts from the mechanism and source of students' psychological pressure, and analyzes the psychological value of three aspects in modern and contemporary literature: the description of life scene, the relationship between literary image and self-cognition, and the reading experience of narrative literature. It hopes to draw a self-regulation method to improve students' psychological quality and anti-pressure ability from the teaching of modern and contemporary literature.

Subjects and methods: The method of this study is Delphi method. 30 psychological experts are invited to evaluate the teaching content and specific implementation of modern and contemporary literature, and to evaluate its positive impact on students' psychological stress relief. Adjust the teaching contents and teaching methods according to the feedback of experts until the experts reach an agreement. The impact degree is quantified into 5 levels, and the quantitative value from low to high indicates no impact, slight impact, medium impact, obvious impact and complete impact respectively.

Results: After the experiment, the opinions of the statistical expert group are shown in Table 1.

In Table 1, the impact of modern and contemporary literature teaching courses on students' positive psychology is reflected in four indicators: role bringing psychology, literature environment cognitive psychology, self-cognitive adjustment ability and learning enthusiasm. It can be seen from the distribution data of the number of people in the table that experts agree that literature teaching courses have the most obvious impact on students' learning enthusiasm. In this indicator, 11 people have obvious impact and 6 people have complete impact respectively. However, the curriculum has the least effect on students' self-cognitive adjustment ability. Experts generally believe that the curriculum can only have a slight and medium impact. Experiments have proved that the teaching of modern and contemporary literature has a positive impact on different aspects of students' psychological quality. Although the degree of impact varies, it can effectively alleviate students' learning pressure and anxiety.