



Evaluation Method of Mobile Online Course Effect of Gender Psychological Education for Primary School Students

Yi Zhang¹(✉) and Tengfei Ma²

¹ Xi'an Siyuan University, Xi'an 710038, China
zytq13484541354@163.com

² College of Civil Engineering and Planning, Liupanshui Normal University, Liupanshui 55300, China

Abstract. The mobile Internet gender psychological education curriculum for primary school students takes positive development as the core idea, which has high value for improving the quality of primary school students' mental health education. The teaching evaluation of this course can improve the efficiency and effect of teaching, and provide reference and help for future teaching. However, the current effect evaluation methods have the problem of single evaluation. Therefore, this paper studies the evaluation method of mobile online course effect of gender psychological education for primary school students. This paper analyzes the content of gender psychology education for primary school students, and establishes a teaching model of gender psychology education on mobile networks by using the interactive relationship between learners and learning resources. Establish an evaluation index system according to the course content and teaching interaction mode. Based on the theory of fuzzy mathematics, the evaluation model of the effect of gender psychology education curriculum for primary school students is established. The corresponding weight values are obtained by using the fuzzy consistent judgment matrix, and the numerical results of comprehensive evaluation are obtained. The experimental results show that the designed course effect evaluation method can improve the accuracy of evaluation and the evaluation results are more convincing.

Keywords: Primary school students · Gender psychological education · Mobile online courses · Effect evaluation · Evaluation method · Mental health

1 Introduction

Positive mental health education inherits and integrates the theories and ideas of positive psychology, positive mental health, positive psychotherapy and positive education. It takes positive development as the core concept, human goodness as the value orientation, positive content, methods and means as the educational content, and positive development and cultivation of positive psychological quality, prevention and treatment

of various psychological problems, and promoting the overall and harmonious development of individual body and mind as the educational goal. With the growing awareness of the importance of children's sex education and their parents' acceptance of sex education in advance. Parents believe that they have the responsibility to teach their children the methods of self-protection, but considering their lack of systematic professional knowledge, they are unable to comprehensively and scientifically implement sex education for their children, so schools need to provide students with comprehensive and scientific sex education guidance. As an integral part of the ideological and political education system, the quality of mental health education is obviously related to the overall quality of Ideological and political education. Complying with the educational requirements of the times and enriching the research results of gender mental health education evaluation of primary school students has both theoretical and practical value for the improvement of the quality of primary school students' mental health education and the development of Ideological and Political Education [1]. Teachers should use positive, sunny and positive contents and ways to cultivate and stimulate students' individual positive psychological quality, help students learn to experience and create happiness, experience and share happiness, maximize students' own positive potential, cultivate students' positive quality, promote students' self psychological self adjustment ability, and enrich and develop students' psychological potential and psychological quality in the best state. Schools bear the responsibility of teaching and educating people, and can use students' time in school to carry out systematic, scientific and comprehensive sex education for students [2]. However, many schools and teachers are often troubled by a series of problems, such as the lack of scientifically compiled sex education textbooks, the lack of paradigm in Teachers' teaching methods, and how to arrange classroom activities to be both scientific and clean. As a new type of education, online teaching is facing both opportunities and unprecedented problems and challenges. "Online teaching", "online course" and "online learning platform" have become hot topics in the development of education in recent years. The mobile online course of gender psychological education for primary school students makes full use of network information resources and modern information technology to make the teaching and learning methods of teachers and students more diversified. The research results of primary school students' mental health education evaluation, in turn, can promote and monitor educational practice. The core function of educational evaluation is to lead practical and specific practice and grasp the value direction of psychological education practice through objective scientific analysis. Exploring appropriate online teaching methods can not only enhance the efficiency and effectiveness of teachers' online teaching, but also enable students to effectively plan and manage their own effective time, and effectively integrate the corresponding teaching resources and existing theoretical achievements, so as to provide reference and help for future online teaching.

Related Work Introduction

Literature [3] proposes a method for evaluating the effect of mental health education courses for freshmen in Colleges and universities. This paper selects the mental health course of Freshmen in a university in Jiangsu Province as the research object. The Chinese college students' mental health screening scale was used to conduct a questionnaire survey before, during and after the mental health course. The development track of

Freshmen's psychological problems is divided into two types, which are "rising first and then falling" and "slowly falling", to achieve curriculum effect evaluation. Based on the authenticity evaluation theory, literature [4] constructs a curriculum teaching effect evaluation system from the five dimensions of evaluation objectives, real tasks, evaluation standards, evaluation gauges and evaluation feedback. In terms of evaluation objectives, the system takes "ability and accomplishment" as the benchmark; In terms of real tasks, the system is guided by "real situations"; In terms of evaluation standards, the system is based on the principle of "emphasizing participation, depth and attitude"; In the evaluation gauge, the system takes "transparent rules, clear grades and clear examples" as the standard; In terms of evaluation feedback, the system aims at "diligent thinking and dynamic adjustment" to achieve teaching effect evaluation.

However, the teaching effect evaluation of the above methods is not accurate enough, and the evaluation results are not convincing. This paper proposes a method to evaluate the effect of mobile online course of gender psychological education for primary school students. The research structure of this paper is as follows: firstly, the content of gender psychological education courses for primary school students is analyzed, and the teaching mode of gender psychological education on mobile networks is established by using the interactive relationship between learners and learning resources. Secondly, according to the course content and teaching interaction mode, the evaluation index system is established. Thirdly, based on the theory of fuzzy mathematics, the evaluation model of gender psychology education curriculum effect for primary school students is established. Finally, the corresponding weight values are obtained by using the fuzzy consistent judgment matrix, and the numerical results of comprehensive evaluation are obtained. The experimental results show that this method can improve the quality of primary school students' mental health education. Only by realizing a more reasonable distribution of the proportion of practical elements and making the balance of practical scale more accurate, can we better guide the subject and object of primary school students' mental health education to enjoy the theoretical and practical results of psychological education, and further enhance the effectiveness of psychological education.

2 Evaluation Method of Mobile Online Course Effect of Gender Psychological Education for Primary School Students

2.1 Curriculum Content Analysis of Gender Psychological Education for Primary School Students

According to the entities associated with curriculum and teaching, namely students, teachers, educational administrators, curriculum plans, curriculum standards, teaching materials, teaching plans, teaching processes and relevant institutions, the evaluation objects can be divided into: curriculum and teaching design, curriculum implementation and teaching activities, students' academic performance, curriculum and teaching system, and curriculum and teaching evaluation. The evaluation objects of gender education curriculum for primary school students involve students, teachers and the curriculum itself. The content of courses of different ages not only extends vertically, but also connects with the learning content of different sections of the course content horizontally

[5]. When implementing the sex education curriculum, teachers can also create the curriculum according to the actual situation and the needs of students, and do not have to follow the original curriculum plan. The evaluation of students' development examines the knowledge and skills, processes and methods, emotional attitudes and values of gender education obtained by students. The curriculum content is not invariable and is always developing. The existing curriculum structure and content only provide some support and reference [6]. The evaluation of teachers' development mainly involves teachers' professional knowledge on gender education, teaching activity design ability, implementation ability, reflection and improvement ability, etc. The evaluation of curriculum development includes whether the orientation of curriculum objectives is scientific and appropriate, whether the content organization is scientific and humanized, whether the process design pays attention to experience and perception, and whether various educational resources are effectively used. Traditional education is mostly used to the effect evaluation, which focuses on the achievement of the goal, so it can reflect the achievement effect of education to a certain extent.

At present, the school-based curriculum of sex education in primary schools is mainly organized and managed by and another full-time psychological teacher. In terms of curriculum construction, organization managers mainly grasp the orientation and development direction of the curriculum; At the level of curriculum development, set curriculum objectives, arrange curriculum content and Curriculum textbooks; In the process of curriculum implementation, organize teachers to discuss and help teachers improve teaching design. Do a good job in the management and supervision of curriculum implementation. According to the content of evaluation, whether students, teachers or the curriculum itself, primary schools pay more attention to development rather than the final clear results. The essence of evaluation is concerned with students' experience and growth, the progress and promotion space of teachers in professionalism, and the expectation that gender education as a developing curriculum can be continuously revised and improved [7]. The proposal of process evaluation is a great progress in the history of educational evaluation, which means that in the process of College Students' mental health education evaluation, we should pay more attention to the growth and development of educational

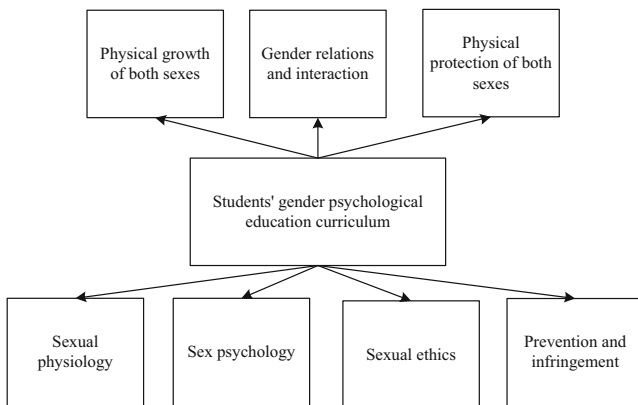


Fig. 1. Curriculum content of gender psychological education for primary school students

objects in the whole process of primary school students' gender mental health education, carry out educational evaluation according to the changes of students in the process of growth, timely adjust educational methods and improve educational mechanism. The gender psychological education course for primary school students is mainly divided into seven main contents, as shown in Fig. 1.

Among them, each content module is divided into different content modules according to the lower grade, middle grade and higher grade. In each content section, each grade section will accept two different content modules. The content of the lower grade curriculum requires children to know different animals and plants, including where they come from, and then lead to the combination of their parents' sperm and eggs; In the middle grade, through the theme of birthday, we will lead to the process of breeding and growing children in the mother's body, understand the hardships of parents raising children, and experience the hard won life; In the senior grade, it will be further expanded to let children understand the different growth stages and different characteristics of people's life. The development of school-based curriculum of gender psychological education for primary school students should not only avoid the influence of traditional culture and the resistance of social ideas, but also consider their own ideas and skills. Due to the particularity of gender education, the selection of content requires teachers to use their rich practical experience and theoretical experience to grasp the appropriate degree.

2.2 Establish a Mobile Online Teaching Model for Gender Psychological Education

Online teaching is a teaching activity carried out by using modern communication technology. The connotation of online teaching includes two aspects: first, it is a teaching activity. Second, online teaching is very different from the usual traditional teaching activities. Its educational approach is carried out through online education software. This kind of teaching activity reflects the main status of the corresponding learners, so as to explore the main teaching activities of the corresponding learners. Network technology supports online teaching. Online course interaction is the interaction between online learners and all online teaching resources. It includes the interaction between learners and learning auxiliary facilities (including learning materials, learning resources, learning hardware facilities, etc.), learners and learning organizations (learners and teachers, learners and learners). Mobile online teaching of gender psychological education should provide support for communication and interaction to realize the generation and creation of knowledge. In the learning process of mobile online teaching of gender psychological education in primary school, students not only passively accept the old knowledge, but also create new knowledge in the existing cognitive experience of students, and carry out the integration, innovation and application of knowledge independently. On the one hand, the huge network information database can provide teaching resources for teachers and students. On the other hand, network technology has the characteristics of strong adaptability, many exchanges, personalization and convenient learning records in teaching, so it is more suitable for the corresponding traditional teaching. And it has a series of advantages such as open cooperation and convenience [8]. The development of information technology enriches the forms of online teaching resources. This paper

holds that online course interaction should include two aspects: online course itself and auxiliary teaching means. Each aspect specifically includes operation interaction, information interaction and concept interaction. The interactive mode of gender psychological education mobile online teaching established in this paper is shown in Fig. 2.

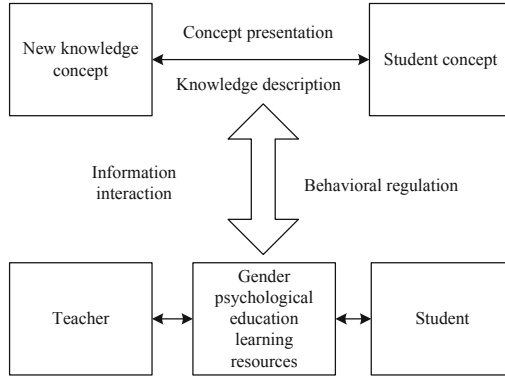


Fig. 2. Interactive mode of mobile online teaching

In this teaching relationship, the information interaction of each type of learning content is based on the operation interaction of each type of learning content, and the corresponding learning content has become a concept accepted by learners after information interaction. Course resources improve the effect of online teaching from two aspects. Schools must strengthen the management of online course content. The administrative department of education should clearly explain the learning connotation of online teaching and pay attention to students' physical and mental health, so as to help students develop good learning habits and healthy living habits. In fact, the process of transforming the concept in students' mind into the expected concept in teaching is the process of transforming the concept in students' mind, and then forming the expected effect. Teachers and administrators should choose diverse learning materials in the process of pushing course content, and try their best to meet the development and innovation of learning resources. During the communication in the Q & a interactive area, teachers and administrators should also make full use of the difficult problems raised by students, re integrate some effective problems and knowledge points into new curriculum learning resources and publish them in the curriculum, deepen students' impression and develop the potential value realized in students' learning process. The online teaching course guidance document has released the operability, effectiveness and general implementation plan. For example, give teachers full professional autonomy and encourage districts, counties, schools and teachers to conduct online teaching in a way suitable for students according to the differences between urban and rural areas, schools, students, grades and teachers. In the teaching interaction model, concept interaction is the top layer, and its presentation effect can be used as the adjustment basis of the whole teaching interaction process. In turn, in the whole teaching interaction process, teachers and students can improve the final concept interaction effect through reflection on the whole interaction behavior. In this way, it can better realize the integration and innovation of difficult

problems in the learning process and curriculum push, promote students to give full play to their subjective initiative, and improve students' enthusiasm to participate in gender psychological education and mobile online learning.

2.3 Select the Evaluation Indicators of Primary School Students' Gender Psychological Education Curriculum

The standard of index evaluation is the evaluation standard of primary school students' gender mental health education. It is a yardstick that directly reflects the results of mental health education. The determination of evaluation criteria is one of the core elements of the construction of the evaluation system of gender mental health education for primary school students in the new era. At the same time, it is also an important basis for judging the quantity and quality of mental health education. The establishment of the index system needs to comply with the systematic principle, which means that the indicators of the evaluation index system of primary school students' gender mental health education can comprehensively reflect the evaluation object, summarize the characteristics of all aspects of primary school students' gender mental health education, and reproduce and reflect the objectives of school mental health education comprehensively and without omission. Due to the particularity and complexity of gender mental health education, a single evaluation standard can not meet the complex and huge evaluation system, and personalized evaluation standards should also be used and adopted.

The systematic principle of the index system requires that the indicators of the evaluation index system of primary school students' gender mental health education can evaluate the joint effect of all aspects of school mental health education, paying attention to both the overall coordination and the importance of individual. The change of teaching form is the key content of the evaluation of primary school students' gender mental health education in the new era. Online teaching is not only an innovative means of mental health teaching in the new era, but also an important and difficult part of the construction of evaluation indicators of mental health education in the new era. The principle of mutual independence of the indicators in the index system means that the indicators at the same level in the evaluation index system of positive mental health education in primary and secondary schools must not overlap and have no causality. The principle of mutual independence of various indicators in the index system is conducive to avoid increasing the workload and repeated scoring of evaluation due to repeated and lengthy indicators, and ensure the feasibility of evaluation and the scientificity of evaluation results. As a part of school mental health activity curriculum, gender education is essentially "human" education. Curriculum design not only includes relevant knowledge and skills, but also pays more attention to the cultivation of students' humanistic quality and the development of students. Online courses do not have mandatory teaching tasks, but are more aimed at assisting offline teaching and promoting each other. To strengthen the indicator construction of online teaching, we need to focus on the learning indicators of online app and online psychology courses to realize the suspension of classes without suspension. The evaluation index system of primary school students' gender psychological education curriculum constructed in this paper is shown in Table 1.

With the progress of science and technology, there are various forms of online teaching of mental health, and online courses have been launched one after another. The

Table 1. Evaluation index system of gender psychological education curriculum for primary school students

Primary index	Secondary index	Primary index	Secondary index
Content of courses	Clear teaching objectives	Teaching method	Guided teaching
	The teaching content is novel		Teaching with practice
	The teaching focus is prominent		High-quality teaching philosophy
	The teaching content is rich		Innovation in teaching methods
	The content is easy to understand		Flexible teaching methods
Teaching attitude	Full of teaching expression	Teaching efficiency	The realization of teaching objectives
	Serious teaching attitude		The classroom teaching atmosphere is active
	Enhance positive emotional experiences		Intelligent learning path
	Shape a positive mental health personality		Effective study and supervision
	Build a harmonious psychological environment		Parent feedback

combination of offline teaching and online teaching can promote the quality of gender mental health teaching for primary school students. In the specific implementation process, educators should use a positive attitude to understand and analyze students' psychological phenomena, guide students to actively understand and solve the social and psychological problems they face, promote students' positive experience, construct a positive environmental support system, and stimulate students' internal positive psychological potential and quality. Primary school teachers focus on students' inner world in their teaching activities, hoping to explore themselves with students through any teaching interaction process, verify the questions in the growth process, and meet the needs of students' life growth. All these are aimed at the comprehensive and healthy development of students' personality.

Through the teaching of gender psychological education mobile online course, students' psychological immunity and resistance can be greatly improved, and students' physical and mental harmony, health and sustainable development can be promoted, so as to create a beautiful spirit full of optimism, hope and positive progress matching with

a harmonious society. It is the goal of positive mental health education in primary and secondary schools. Primary school teachers insist that students' development should be diverse, personalized and have their own characteristics. They hope that through their own efforts, school education can meet the needs of each student, and expect students' personality development: build the school into a learning paradise for students' happy growth.

2.4 Design Mobile Online Course Effect Evaluation Model

The application of qualitative standards in the evaluation system can make the provisions of evaluation standards macroscopically and guide the general direction of the improvement of mental health education activities. The quantitative standard can be a single value or a range. At the same time, it also has the division of grades, but it must have a quantitative number. According to the established evaluation index system of primary school students' gender psychological education curriculum, this paper uses fuzzy mathematics theory to establish the effect evaluation model of primary school students' gender psychological education curriculum. It can be used in the rigorous and scientific evaluation of primary school students' psychological health. Both qualitative standards and quantitative standards have their advantages and disadvantages. The organic combination of the two methods can be realized in the process of educational evaluation [9]. The evaluation element set is a set composed of factors affecting the evaluation objectives, expressed as:

$$R = \{R_1, R_2, R_3, R_4\} \quad (1)$$

In formula (1), R represents the set of evaluation objectives; R_1, R_2, R_3, R_4 corresponds to teaching content, teaching method, teaching attitude and teaching effect. Each primary indicator is divided into several secondary indicators that affect the superior indicators. Taking the teaching content as an example, the set of secondary index evaluation objectives can be expressed as:

$$R_1 = \{S_1, S_2, S_3, S_4, S_5\} \quad (2)$$

In formula (2), S_1, S_2, S_3, S_4, S_5 corresponds to clear teaching objectives, novel teaching content, prominent teaching focus, rich teaching content and easy to understand.

The weight of the evaluation index of the mobile online course effect evaluation system of gender psychological education for primary school students is an important part of the index system and a quantitative sign of the importance of an index in this evaluation index system. In order to reflect this different status and importance, we need to set the weight for each evaluation index, so as to meet the requirements of objectivity and comparability. In order to scientifically reflect the importance of evaluation elements, the weight set of evaluation elements is constructed accordingly. In order to avoid artificial subjectivity in the setting of weight value, the corresponding weight value is obtained by using fuzzy consistent judgment matrix. In the effect evaluation index system of mobile online course of gender psychological education for primary school students, the status and importance of various evaluation indexes in the whole evaluation index system are different. According to the constructed secondary factor set, leaders and experts are

invited to use the quantitative scale of 0.1–0.9 to make fuzzy description judgment on the factor set and construct the fuzzy consistency judgment matrix. The judgment matrix can be expressed as:

$$P = \begin{bmatrix} p_{11} & p_{12} & p_{13} & p_{14} \\ p_{21} & p_{22} & p_{23} & p_{24} \\ p_{31} & p_{32} & p_{33} & p_{34} \\ p_{41} & p_{42} & p_{43} & p_{44} \end{bmatrix} \tag{3}$$

In formula (3), P represents the judgment matrix; p represents the subordinate relationship of the importance degree of factor S_x compared with the fuzzy relationship of S_y . The weight value is normalized and non negative, and the calculation formula is as follows:

$$\vartheta_x = \frac{1}{u} - \frac{1}{2\lambda} + \frac{1}{u\lambda} \sum_{y=1}^u p \tag{4}$$

In formula (4), ϑ_x represents the weight value of factor S_x ; u represents the number of evaluation elements; x, y represents the serial number of the evaluation element; λ indicates the adjustment parameter.

The qualitative standard describes the significance of the evaluation standard through words, and the quantitative standard uses specific values to realize the scientific rationality of the evaluation standard. While ensuring the scientific and rigorous evaluation standard of primary school students' gender mental health education, it gives the significance of the evaluation standard data, making the evaluation standard closer to the purpose and significance of mental health education in the new era in the output process. The larger the value of adjustment parameter λ , the more decision-makers pay attention to the difference of element importance. The calculation formula is as follows:

$$\lambda = \frac{u - 1}{2} \tag{5}$$

Fuzzy comprehensive evaluation considers the influencing factors of the evaluation objectives comprehensively, and can be shown in the results with the characteristics most in line with the actual situation. From the fuzzy vector element set of secondary evaluation, the judgment matrix of primary evaluation can be obtained, and finally the numerical results of comprehensive evaluation can be obtained. So far, the design of the effect evaluation method of the mobile online course of gender psychological education for primary school students has been completed.

3 Experimental Study

3.1 Experimental Preparation

In order to verify the application effect of the mobile online course effect evaluation method of gender psychological education for primary school students proposed in this

paper, an experimental test is carried out. The experiment takes a primary school as the research object. The gender curriculum of the primary school is taught in classes, facing six grades of the whole school. Infiltrating gender mental health education into subject teaching can exert a subtle influence, get twice the result with half the effort, face the whole and provide positive guidance for the knowledge and cultural education and mental health education of primary school students. The whole school students were randomly divided into five groups. The number of the first group was 100, and the other four groups increased by 100 in turn. Using the relevant data of gender psychological education mobile online courses collected on the online teaching platform, establish the index system and calculate the weight according to the method in this paper, as shown in Table 2.

Table 2. Weight of gender psychological education curriculum evaluation indicators for primary school students

Primary index	Weight	Secondary index	Weight
Content of courses	0.2843	Clear teaching objectives	0.0432
		The teaching content is novel	0.0501
		The teaching focus is prominent	0.0697
		The teaching content is rich	0.0428
		The content is easy to understand	0.0439
Teaching method	0.3061	Guided teaching	0.0682
		Teaching with practice	0.0603
		High-quality teaching philosophy	0.0869
		Innovation in teaching methods	0.0792
		Flexible teaching methods	0.0465
Teaching attitude	0.2534	Full of teaching expression	0.0498
		Serious teaching attitude	0.0535
		Enhance positive emotional experiences	0.0423
		Shape a positive mental health personality	0.0576
		Build a harmonious psychological environment	0.0358
Teaching efficiency	0.1562	The realization of teaching objectives	0.0272
		The classroom teaching atmosphere is active	0.0331
		Intelligent learning path	0.0357
		Effective study and supervision	0.0249
		Parent feedback	0.0493

The above evaluation index system and weights are used to obtain the effect evaluation results of mobile online courses of primary school students.

3.2 Results and Analysis

This experiment uses the evaluation accuracy index to measure the effect of the effect evaluation method of gender psychological education. The effect evaluation method of mobile online course based on hierarchical analysis (AHP) and BP neural network was selected as the control scheme to verify the effectiveness of this method. The results of evaluation accuracy of different student size tests are shown in Table 3, Table 4, Table 5, Table 6 and Table 7.

Table 3. Assessment accuracy for the 100 students

Test times	The effect evaluation method of gender psychological education in elementary paper	Evaluation method of mobile online curriculum based on AHP	Effect evaluation method of mobile online course based on BP neural network
1	0.9109	0.8845	0.8675
2	0.9248	0.8786	0.8446
3	0.9454	0.8864	0.8583
4	0.9361	0.8730	0.8760
5	0.9235	0.8852	0.8632
6	0.9426	0.8528	0.8555
7	0.9283	0.8616	0.8627
8	0.9144	0.8843	0.8618
9	0.9317	0.8775	0.8546
10	0.9252	0.8584	0.8522

In the test of 100 students, the accuracy of the primary school students was 0.9283, which improved 0.0540 and 0.0687 than the AHP-based and BP neural network-based evaluation methods.

In the test of 200 students, the accuracy of 0.8985 improved the accuracy of 0.0525 and 0.0712 over the AHP-based and BP-based neural network evaluation methods.

In the test of 300 students, the accuracy of the effectiveness of gender psychological education was 0.8570, with the accuracy of 0.0346 and 0.0565 over the AHP-based and BP neural network-based evaluation methods.

In the test of 400 students, the accuracy of the gender psychological education was 0.8291, which improved the accuracy of 0.0374 and 0.0549 over the AHP-based and BP neural network-based evaluation methods.

In the test with 500 students, the accuracy of the mobile online course effect evaluation method of gender psychological education for primary school students designed in this paper is 0.7969, which is 0.0414 and 0.0597 higher than that based on AHP and BP neural network. Therefore, through the comprehensive evaluation of the effect of mobile online course of gender psychological education for primary school students, the evaluation accuracy is improved. The design method of this paper retains the subjective and

Table 4. Assessment accuracy for the total number of 200 students

Test times	The effect evaluation method of gender psychological education in elementary paper	Evaluation method of mobile online curriculum based on AHP	Effect evaluation method of mobile online course based on BP neural network
1	0.8945	0.8346	0.8266
2	0.9088	0.8483	0.8195
3	0.8967	0.8365	0.8357
4	0.8834	0.8537	0.8434
5	0.8956	0.8424	0.8261
6	0.9013	0.8552	0.8325
7	0.9112	0.8318	0.8243
8	0.8945	0.8544	0.8212
9	0.9024	0.8481	0.8181
10	0.8967	0.8551	0.8254

Table 5. Assessment accuracy for the total number of 300 students

Test times	The effect evaluation method of gender psychological education in elementary paper	Evaluation method of mobile online curriculum based on AHP	Effect evaluation method of mobile online course based on BP neural network
1	0.8545	0.8167	0.8002
2	0.8687	0.8235	0.8178
3	0.8564	0.8354	0.8029
4	0.8431	0.8228	0.8056
5	0.8552	0.8286	0.7943
6	0.8525	0.8143	0.7985
7	0.8619	0.8212	0.7917
8	0.8546	0.8225	0.7844
9	0.8583	0.8261	0.8062
10	0.8652	0.8130	0.8033

objective consciousness of the evaluator in the evaluation results to the greatest extent, so as to make the evaluation results more accurate and persuasive.

Table 6. Assessment accuracy for the 400 students

Test times	The effect evaluation method of gender psychological education in elementary paper	Evaluation method of mobile online curriculum based on AHP	Effect evaluation method of mobile online course based on BP neural network
1	0.8344	0.8048	0.7847
2	0.8258	0.7886	0.7788
3	0.8163	0.7963	0.7896
4	0.8256	0.7835	0.7765
5	0.8385	0.7958	0.7624
6	0.8220	0.7822	0.7857
7	0.8434	0.8014	0.7702
8	0.8268	0.7947	0.7539
9	0.8362	0.7872	0.7663
10	0.8223	0.7823	0.7741

Table 7. Assessment accuracy for the total number of 500 students

Test times	The effect evaluation method of gender psychological education in elementary paper	Evaluation method of mobile online curriculum based on AHP	Effect evaluation method of mobile online course based on BP neural network
1	0.8048	0.7506	0.7464
2	0.8082	0.7655	0.7538
3	0.7960	0.7528	0.7326
4	0.7833	0.7536	0.7253
5	0.8056	0.7503	0.7475
6	0.8027	0.7612	0.7242
7	0.7915	0.7545	0.7311
8	0.7849	0.7484	0.7204
9	0.7973	0.7562	0.7487
10	0.7951	0.7621	0.7422

4 Conclusion

The key step of curriculum reform lies in curriculum implementation, and the perception at the practical level is the necessary condition for the formation of research. However, in order to make the effect of gender psychological education curriculum for primary school students more convincing, the more scientific research on the effectiveness of sex

education curriculum development and implementation should be the better. This paper designs a mobile online course effect evaluation method of gender psychological education for primary school students. This method has high efficiency and feasibility, and can improve the accuracy of evaluation. Testing the evaluation system of primary school students' mental health education through scientific theory can improve the objectivity and authority of the evaluation conclusion, guide the practice of educational evaluation, and realize the scientific test of educational evaluation on the basis of conforming to the objective law of the development of educational evaluation.

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