

consumption, promote the transformation of consumption from self accumulation to credit support, and on this basis, actively increase consumption, increase people's positive development while carrying out material consumption Spiritual consumption, and constantly improve their level of consumption and consumption quality.

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INFLUENCE OF ART AND LITERATURE WORKS ON RELIEVING PATIENTS WITH DEPRESSION

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Background: As early as the ancient times, people realized the soothing and therapeutic effect of literary works on the soul. With the development and enrichment of psychotherapy theory and technology, psychological researchers began to incorporate the psychological significance of literary works into the field of psychotherapy, and thus developed the theory of reading therapy. However, the existing research at home and abroad found that the significance of aesthetic appreciation of literary works on mental health has not been fully explored, in fact, the research of evidence is rare. At present, the psychological problems of college students are prominent in China, and the symptoms of depression and anxiety are developing in epidemic trend. The mental health education of college students has attracted the attention of the competent education departments and has been vigorously implemented in the practice of school education.

A large number of studies have confirmed that reading therapy has a good effect on improving depression. Cuijpers found that reading therapy is as effective as individual therapy and group therapy in the treatment of depression, especially for mild to moderate depression. Therefore, he believed that it is necessary to formulate criteria for selecting patients, so as to better integrate reading therapy into clinical practice.

Floyd et al. Compared the effects of personal psychotherapy and reading therapy on depression in the elderly. The results showed that the self-report of the personal psychotherapy group was better than that of the reading therapy group, but there was no difference in the clinical scale between the two groups, and the state of the reading therapy group continued to improve after the treatment.

Subjects and methods: This paper uses quantitative and qualitative research methods, including questionnaire, experiment and interview.

(1) Questionnaire survey method.

Before the experiment, we used Zhang Kuo's College Students' Yeli capital questionnaire and self-designed questionnaire to understand the basic situation of the subjects and divide them into groups. After the experiment, we tested all the subjects again with the college students' Yeli capital questionnaire to evaluate the effect of the experimental intervention.

(2) Experimental method.

This paper designs an experiment of using reading therapy to intervene in college students' rational capital. 30 subjects are recruited and divided into three groups. Different intervention methods are applied to the three groups. Combined with the pre-test and post-test data obtained by questionnaire method, ANOVA and paired sample t-test are used to compare and analyze the measurement data between group H and each group before and after the experiment, and the experimental results are obtained.

(3) Interview method.

Using semi-structured in-depth interview method, according to the interview outline, the interviewees are encouraged to actively express their gains and attribution, as well as their feelings and suggestions on the reading therapy experiment, so as to obtain qualitative data, find out the factors influencing the effect of reading therapy, and establish the mechanism model of reading therapy.

Methods of statistical analysis: Each activity follows the route of "sharing, discussing, reading and playing". Among them, sharing and discussion is a kind of warm-up activity for members of the interactive group to share the words that touch them in the book and the thoughts they cause, so as to drive the young lady to communicate with one of the key problems. Theme reading is the author around the theme of each activity points out and briefly explain the key points in the book, so that members can read and think about the relevant content, in order to ensure that members complete the most basic reading task, and guide members to read without deviation. The game activity is designed for the theme of the activity by drawing lessons from the activities often used in group counseling and combining with the intervention model path of Yeli capital. The purpose is to mobilize the enthusiasm of members, activate the scene atmosphere and consolidate the reading theme. At the end of the experiment, members need to submit a copy of their

feelings. There is no requirement for the number of words.

Results: According to the data in Table 1, before the intervention of reading therapy, there were no significant differences in the total score of empathy capital, self-efficacy, empathy, hope and optimism among the interaction group, bibliography group and control group ($P > 0.05$).

Table 1. Comparison of homogeneity of reading therapy experiment among interaction group, bibliography group and control group.

	Interaction group Mean \pm standard deviation($n=10$)	Bibliography section Mean \pm standard deviation($n=10$)	Control group Mean \pm standard deviation($n=10$)	<i>F</i>	Significance
Total score of psychological capital	121.20 \pm 15.65	123.80 \pm 19.62	121.40 \pm 19.63	0.064	0.936
Self efficacy	33.20 \pm 3.45	33.30 \pm 5.93	32.7 \pm 8.56	0.026	0.975
Resilience	28.30 \pm 4.98	29.70 \pm 6.52	29.6 \pm 5.19	0.186	0.832
Hope	29.60 \pm 6.34	31.50 \pm 4.32	28.96 \pm 6.05	0.536	0.586
Optimistic	29.80 \pm 5.81	29.30 \pm 6.20	30.20 \pm 4.50	0.069	0.935

Note: * denotes $P < 0.05$ and ** denotes $P < 0.01$ (the same below).

According to the data in Table2, before the intervention of reading therapy, there was no significant difference in the total score and self-efficacy, resilience, hope and optimism among the interaction group, bibliography group and control group ($P > 0.05$), that is to say, the three groups had good homogeneity in the total score and each dimension, so they could be regarded as homogeneous groups in this research.

Table 2. Comparison of pre-test and post test differences of reading therapy experiment in interactive group.

	Interactive group pretest ($n=9$) Mean \pm standard deviation	Post test of interaction group ($n=9$) Mean \pm standard deviation	<i>t</i>	Significance
Total score of psychological capital	120.33 \pm 16.35	139.41 \pm 15.63	-3.256	0.936*
Self efficacy	33.10 \pm 3.48	36.52 \pm 4.23	-2.698	0.975*
Resilience	27.66 \pm 4.93	35.20 \pm 4.25	-3.269	0.832**
Hope	29.68 \pm 6.68	32.69 \pm 4.30	-2.546	0.586*
Optimistic	30.02 \pm 6.05	33.86 \pm 4.58	-2.369	0.935*

The effect of interaction group was obvious. The total score of reasoning capital and the dimension scores of self-efficacy, resilience, hope and optimism were significantly higher than those of pre-test, that is, the results of interaction group were significantly different in each factor ($P < 0.05$). In particular, the dimension of resilience has reached a very profitable level ($P < 0.01$), and the total score of reasoning capital is close to a very significant level. From the above results, we can see that through reading and participating in interactive activities, the level of reasoning capital of interactive sister members has been greatly improved, and the effect is unmatched by natural state or self-help reading.

Conclusions: The level of psychological congruence of patients with anxiety disorder in remission stage is significantly lower than that of healthy people. Providing sufficient social support for patients, making patients take positive coping styles and trying to reduce anxiety and depression can effectively improve the level of psychological congruence of patients. Interactive reading therapy has a significant intervention effect on the level of College Students' empathy capital, which can effectively improve college students' empathy, hope, optimism and the overall level of empathy capital, and also improve the internal harmony, self-awareness and acceptance, concentration, self-confidence, etc.

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NEGATIVE EMOTION RELIEF MODE OF COLLEGE STUDENTS BASED ON EDUCATIONAL MANAGEMENT PSYCHOLOGY

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Background: With the rapid development of social economy, the changes of social environment and the increase of life pressure from all walks of life, people's emotional problems and mental health problems have become increasingly prominent. Emotional problems, stress management, mental disorders, mental depression, suicide and so on have been widely concerned by the society. Among them, the negative emotions in emotional problems are one of the most common mental diseases of college students, and the most serious ones are psychological problems. There may be psychological disorders, mental depression, suicide and so on. Research shows that: most adults in the long-term contest with Yumian emotional form suitable for their own way of counseling, so they can control their emotional fluctuations, but the ability of college students to fight against negative emotions is poor, on the one hand, because college students have been in the relatively simple environment of school, their communication range is narrow, life experience is less, psychological development. On the other hand, the pre university education mode emphasizes achievement but ignores EQ, which leads to the lack of methods to deal with negative emotions. Among them, the probability of College Students' negative emotions is 20%-40%, and about 10% of them tend to be more serious. Behind this, there is a huge group that cannot be ignored and needs urgent attention. Therefore, it is urgent to carry out the counseling of educational management psychology in universities. The important content of College Students' educational management psychology is also the work that counselors need to deal with and face from time to time in the actual work. Effective counseling of educational management psychology is an important mode to alleviate the negative emotions of college students.

The purpose of this study is to alleviate the negative emotions of college students through the guidance of educational management psychology. Six common negative emotions of college students, anger, sadness, fear, guilt, disappointment and anxiety, are taken as the research objects.

Subjects and methods: In order to better explore the role of educational management psychology in alleviating the negative emotions of college students, 800 sophomores were selected from a university. After removing the invalid questionnaire, 783 students were used for statistical analysis. The effective rate of the questionnaire was 97.88%, and the age range was 19.18 ± 1.84 . All of them were post-90s college students, including 426 boys, 357 girls, 546 liberal arts students and 237 engineering students.

Study design: SCL-90 symptom checklist was used to obtain relevant data. SCL-90 has 10 factors, which are anger, sadness, fear, guilt, disappointment, anxiety, depression, hostility, paranoia and compulsion. Each factor reflects a certain aspect of the individual's symptoms, with a total of 90 evaluation items. This table has a better ability to distinguish people with psychological symptoms or possibly due to psychological problems. The scale is divided into five grades: none, mild, moderate, severe and severe. In addition, the results were analyzed by life satisfaction scale, positive emotion scale and negative emotion scale. In order to ensure the accuracy of the results, the public places of the school were selected, the room was bright and the temperature was suitable. The fairness theory, expectation theory and need theory of educational management psychology were used for teaching guidance.

Methods of statistical analysis: SPSS22.0 was used to analyze the difference of data in the research database. In order to compare the completion index of the two groups of comparative experiments, the paper analyzes the whole college students who participate in the experiment.

Results: The psychological test results of the experimental group before and after the implementation of educational management psychology counseling are shown in Table 1.

It can be seen from Table 1 that there are significant differences in the total average scores before and after taking part in the test, and all the 10 factors have been improved to varying degrees, among which there are significant differences in the three factors of guilt, disappointment and anxiety, and relatively significant differences in the four factors of anger, sadness, hostility and compulsion. This shows that the psychological guidance of educational management can improve and promote the overall mental health level of college students, and effectively alleviate the negative emotions of college students.

From the data processing and analysis of the experimental group before and after measurement, we can find that the total score and average score of the experimental group before and after measurement are significantly different. From this point of view, the results are in line with the original assumption of the study-educational management psychology counseling can effectively regulate the negative emotions of college students. The research also shows that educational management psychology can make the attitude of college students develop in a positive direction, effectively alleviate the negative emotions of college students, such as anxiety, depression and paranoia, and enhance a certain high level of positive emotions. In a word, it is effective to intervene college students' negative emotions by psychological counseling of