

themselves. Most students from special groups still have a common heart in dealing with things around them.

Figure 1 shows the comparison of dimensional factors of psychological performance between the intervention group and the control group.

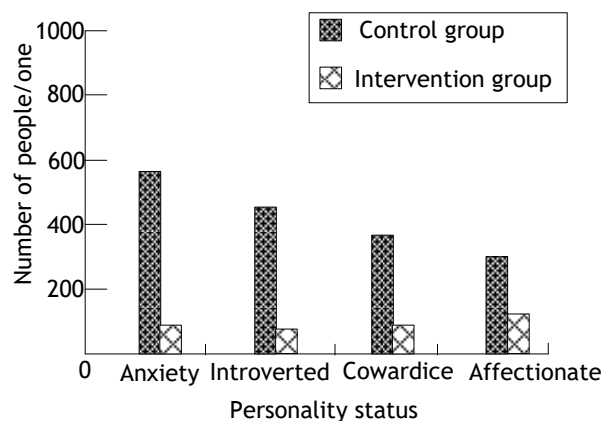


Figure 1. Comparison of dimensional factors of psychological performance between the intervention group and the control group.

It can be seen from Figure 1 that some students from special groups show unsound personality traits, introversion, cautiousness, emotional instability, low participation in society, poor psychological defense mechanisms and abilities, and tendencies to escape and withdraw. It clearly reflects the difference in personality structure and personality motivation of students of special groups under the intervention of positive psychology. In the absence of intervention, this kind of personality tendency is unfavorable to the development of students of special groups as a whole. We should open the door to students of special groups from the aspects of collective environment, humanistic care, participation opportunities, etc., so as to enhance their initiative in learning and life, so as to achieve the goal of improving their personality.

Conclusions: Guided by the theory of positive psychology, the implementation of group positive psychological interventions for special groups of students can enhance the positive emotional experience of special groups of students and improve the level of positive mental health. Compared with general psychological intervention, it can better improve the deep self-cognition structure of special groups of students and enhance the positive psychological quality. It is worthy of popularization and application in the teaching work of colleges and universities. In addition, this study did not make further follow-up and long-term effect observations for this interventional study, and it needs to be further explored in the future.

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DEVELOPMENT TREND OF MENTAL HEALTH EDUCATION AND THE INNOVATION OF TEACHING METHODS

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Background: As we all know, with the rapid development of social economy, the education and teaching of colleges and universities in our country is in an important stage of vigorous development, whether it is the teaching environment, teaching equipment or teaching ideas, teaching methods, etc., have been greatly optimized and improved, which provides a very good environment and conditions for Contemporary College Students' college learning and life.

The collaborative innovation of Ideological and political education and mental health education in Colleges and universities is the requirement of carrying forward the socialist core values. It is very important for a country and a nation to guard the ideological position. At present, the struggle in the field of ideology is becoming increasingly fierce. The impact of multiple values has a negative impact on some college students. College students have weakened their ideals and beliefs, moral decline and other phenomena. The

imbalance in the field of ideology is obvious. This has brought great challenges to the ideological and political education. It is far from enough to rely on the ideological and political education theory alone to guide the value.

Subjects and methods: This paper focuses on the collaborative innovation of Ideological and political education and mental health education in Colleges and universities. On the basis of theoretical analysis, taking the effective questionnaire analysis of 348 college students in Northwest A & F University as an example, this paper analyzes the existing problems and puts forward countermeasures. The main research methods are as follows

Literature research method. By sorting out and analyzing the books and literatures about this study, we classify the contents in the process of literature sorting, think about them, and put forward our own ideas.

Empirical research method. According to the research, the questionnaire was made and distributed and collected by chance sampling. The collected questionnaires were sorted out, the invalid questionnaires were removed, and the data of the remaining 348 valid questionnaires were tabulated for empirical analysis.

This paper studies the theory and practice of collaborative innovation of Ideological and political education and mental health education in Colleges and universities, and puts forward the ways and Countermeasures in line with the discipline teaching law. The research results are conducive to cultivating college students' positive attitude towards life, study and work and their awareness of active participation, forming an optimistic atmosphere in Colleges and universities, improving college students' mental health level, stimulating college students' innovative consciousness and increasing practical ability, promoting college students' all-round development and constantly realizing their self-worth.

Methods of statistical analysis: Taking 28924 college students from Northwest A & F University (data updated to November 2016) as the total sample size, we selected undergraduates and postgraduates from five different stages of freshmen, sophomores, juniors and seniors by chance sampling. Taking the questionnaire star as the survey platform, 370 questionnaires were distributed, 370 were recovered, 348 were effective, and the effective rate was 94.05%.

Table 1. Summary of survey samples.

Sample category	Gender		Grade					Is she an only child	
	Male	Female	Freshman	Sophomore	Junior	Senior	Graduate student	Yes	No
Percentage of people	171 49.15%	177 50.85%	119 33.92%	112 32.0%	54 15.24%	25 6.75%	42 12.31%	138 39.66%	210 60.43%

Results: According to the data in Table 1, in the survey of “adaptation to college life”, 32.76% of college students thought “OK”, 63.22% said “still can”, and the proportion of students who thought “relatively poor” and “poor” were 3.16% and 0.86% respectively. It can be seen that the adaptability of college students is relatively strong, and they have a good quality level in the environment transformation from high school to university. The recognition of their personal relationships is: 11.78% of college students feel “very satisfied”, 58.05% of them choose “satisfied”, 26.44% of them choose “general” and 3.74% of them choose “dissatisfied”.

It can be seen that college students have good interpersonal relationship in campus life, and the majority of them are satisfied with their life psychology. These lay a good realistic foundation for the development of mental health education in Colleges and universities.

Table 2. Cross analysis table of confidence of students of different majors in their major.

x/y	Very confident	Lack of confidence	No confidence	Total
Neo Confucianism	29 (36.25%)	40 (50.00%)	11 (13.75%)	80
Engineering and learning	56 (41.79%)	65 (48.51%)	13 (9.70%)	134
Agronomy	20 (28.99%)	44 (63.77%)	5 (7.25%)	69
Medical science	3 (60.00%)	2 (40.00%)	0 (0.00%)	5
Humanities and social sciences	24 (40.00%)	26 (43.33%)	10 (16.67%)	60

In terms of ideology and psychology, 21.55% of the college students choose “often”, 57.18% choose “occasionally”, and 21.26% of the college students do not feel anxious in the past month. It can be seen that the mainstream of College Students' Ideological and psychological aspects is positive and healthy, and their anxiety is normal. However, 21.55% of college students who are often anxious need to be highly valued by college educators. If there is no reasonable and effective psychological counseling, a high level of anxiety will evolve into a serious psychological obstacle, which will affect the normal life, work and learning

activities, and even produce adverse consequences, endangering the safety and stability of colleges and universities. Only 37.93% of the college students feel “very confident”, while 50.86% and 11.21% of them choose “lack of confidence” and “no confidence” respectively. This shows that with the rapid development of social economy and increasingly fierce competition, the severe employment situation also has an impact on the employment psychology of college students. Generally speaking, the employment confidence is insufficient. At the same time, the data show that there are obvious differences in the employment psychology of different majors. The employment pressure of the students majoring in agriculture is much higher than that of the students majoring in engineering. The limitations of the students majoring in agriculture in the field of employment also bring some negative effects on their mentality.

Conclusions: To objectively and truly reflect the ideological and mental health of college students, it is necessary to establish a feasible and scientific monitoring system of Ideological and mental health in Colleges and universities. Relying on the existing resources and on the basis of innovative technology transfer mechanism and mode, we should establish an interdisciplinary, interdisciplinary and cross university scientific research achievements transformation service system and university ideological and psychological support system innovation station, which is oriented by social needs and supported by information means. In order to establish the ideological and mental health assistance center in Colleges and universities, we should take positive psychology as the guidance, take professional psychological consultation and peer psychological assistance as the way of assistance, and infiltrate scientific and effective psychological guidance into the psychological health assistance.

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INNOVATION OF COLLEGE STUDENTS' MUSIC TEACHING MODE FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: Music education psychology is the subject of studying the psychological activities of teaching and learning in music education. It is the product of the development of music education and music psychology to a certain stage and mutual penetration. Psychological analysis of the psychological and brain responses to music and learning music. As an interdisciplinary subject of music pedagogy and music psychology, music education psychology is different from pedagogy and psychology. Compared with music pedagogy, it studies the psychological basis of external educational forms, the psychological phenomena of people related to subject and object, and analyzes the deep psychological laws of various educational phenomena. Compared with music psychology, it focuses on the psychological process related to music education, the psychological laws of music teaching, teaching and learning, especially the characteristics of human psychology and behavior in the situation of music education. The induction, cultivation and development of musical ability and the cultivation of musical talents are also important aspects of its research. The research results of music psychology have important reference to the study of music education psychology, but they cannot replace its research. In the teaching of primary school music, the rational use of music education psychology can make students more receptive and willing to participate.

Objective: Teachers in primary school music teaching, familiar with the characteristics of students' psychological development, understand the law of students' psychological development, college students' music teaching model innovation, so that students are easy to accept, willing to participate in music classes.

Subjects and methods: Taking 90 students aged 3-12 as the subjects of the survey, to ensure the effectiveness of the research results, each student has little individual difference, the whole student is divided into the control group and the experimental group, each group of students regardless of age, classroom expressiveness, music level and other factors are similar, the control group adopts the ordinary teaching method, the experimental group adopts the posture rhythm teaching method from the perspective of educational psychology, requires teachers to add some participatory links in the teaching process, with the music undulating melody, bright rhythm, stimulate students' interest in learning music, stimulate the response of body movements, Feel the flow of music in the rhythm of the body. This is exactly the same as the inner emotional activities, from both physical and mental aspects of the training of students. The performance of college students' music teaching classroom is investigated mainly from the attention and