

under the children’s dance teaching mode. The results showed that: (1) Children’s dance teaching mode can significantly improve children’s knowledge of behavioral psychology; (2) Children’s overall happiness, positive values, and life satisfaction are maintained under the children’s dance teaching mode; (3) In the children’s dance teaching model, children’s personal values use life satisfaction as a part of the mediation to promote the formation of overall happiness and to promote the teaching goals. It can be seen that the children’s dance teaching model can achieve the dual goals of behavioral psychology education and emotional training.

**Table 1.** Mean variance statistics for the different groups.

Project	Test group	Number of people	Mean(M)	Variance (SD)
Pre-test of life satisfaction	Control group	29	31.86	3.80
Post-test of life	Practice group	52	28.98	5.40
Pre-test of overall happiness	Control group	29	25.55	5.32
Overall happiness after	Practice group	52	28.88	3.47
Before the test of personal values	Control group	46	72.54	10.54
	Practice group	83	71.31	6.21
Pre-test of life satisfaction	Control group	46	70.91	10.41
	Practice group	83	74.78	8.71
Pre-test of overall happiness	Control group	85	28.24	9.19
Overall happiness after	Practice group	77	28.68	8.84
Before the test of personal values	Control group	85	25.58	8.89
	Practice group	77	31.94	9.24

\* \* \* \* \*

## INNOVATIVE RESEARCH ON IDEOLOGICAL AND POLITICAL EDUCATION IN COLLEGES AND UNIVERSITIES FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

Yan Zhang

*Department of Civil Engineering, Sichuan College of Architectural Technology, De Yang 618000, China*

**Background:** Establishing a preventive crisis intervention mechanism for college students, changing from solving psychological crises to preventing psychological crises, eliminating the problem in the bud, can better help college students with serious psychological problems to overcome psychological difficulties. Therefore, try to adopt a model of combining ideological and political education and comprehensive psychological intervention for impoverished college students, prevent and guide early, establish an intervention system, quickly control the psychological crisis that may occur in college students, and effectively mobilize, coordinate, and integrate School forces conduct crisis intervention to promote the healthy growth of college students and cultivate their sound personality. This research is just under this background for preliminary practical exploration.

**Subjects and methods:** Subjects selected 189 college students in school-based, specialist clinical medicine, nursing, cosmetology, Chinese medicine and other majors from a university, including 85 males and 104 females. They were randomly divided into control and experimental groups, with 95 experimental groups. There were 94 people in the control group. The two groups of students had no statistical significance in terms of birthplace, gender, department, ethnicity and main life.

**Study design:** The evaluation method adopts the SCL-90 clinical symptom self-rating scale introduced and revised by Wu Wenyuan of Shanghai Railway Institute. According to the results of Derogates et al., the validity coefficient of each symptom of SCL-90 is between 0.77 and 0.90. The scale contains a total of 90 items, and each item is scored at 5 levels. 1 means no, indicating that there is no such symptom; 2 means mild, indicating that there is this symptom, but the performance is infrequent and not serious; 3 means moderate, indicating that there is this symptom, and the degree is mild to moderate; 4 means equivalent Severe, indicating that this symptom often occurs, and the degree is moderate to severe; 5 means severe, indicating that this symptom often occurs, and the frequency and degree are very serious. The main statistical indicators are 9 symptom factors. Each factor reflects the symptoms and pain of college students in a certain aspect. The

characteristics of the symptom distribution can be understood through factor scores. Strictly follow the instruction of the scale and adopt the group test on a class basis.

**Methods of statistical analysis:** All data of statistical analysis survey results are processed by SPSS10.0 software for descriptive statistical analysis, and U test statistics are used.

**Results:** Test and data entry, psychological test was conducted in the first week of school, 5 17 questionnaires were distributed in the first test, 324 non-major students, 193 major students, 5 17 questionnaires returned, 5 10 valid questionnaires ( 321 non-majors and 189 majors), with an effective rate of 98.65%; Phase 2: Divide 189 majors into 2 groups, namely the experimental group and the control group, and conduct an uninterrupted semester on the experimental group Ideological and political education and systemic psychological intervention, the control group was not given any intervention measures; Phase 3: At the end of the semester, the experimental group and the control group were tested for the second time, 189 questionnaires were issued for the second test, and 189 questionnaires were returned. Among them, there are 187 valid questionnaires, with an effective rate of 98.94%.

The comparison of the average scores of SCL-90 symptom factors between professional and non-professional students is shown in Table 1. The average score of each factor of SCL-90 of the college professional students of our school is significantly higher than that of non-major students, that is, the mental health level of college students is low. For non-major students, especially in somatization, compulsion, hostility, depression, anxiety, paranoia and psychotic factors, the difference is statistically significant ( $P < 0.01$ ), indicating that the level of professional students' mental health is relatively poor. There is no statistically significant difference between horror and interpersonal sensitivity factors and non-major students. The statistical image is shown below.

**Table 1.** Comparison of SCL-90 factors between major experimental group before and after intervention ( $\pm s$ ).

Scl-90	Before intervention		After the intervention	
	Experimental Group (n=95)	Control group (n=94)	Experimental Group (n=95)	Control group (n=94)
Satalization	1.67±0.41	1.69±0.43	1.53±0.39*	1.68±0.41 <sup>δδ</sup>
Forced	2.08±0.63	2.06±0.61	1.89±0.58*	2.07±0.63 <sup>λ</sup>
Human sensitivity	1.96±0.65	1.97±0.63	1.78±0.61*	1.98±0.59 <sup>λ</sup>
Depression	1.93±0.52	1.91±0.54	1.72±0.47**	1.92±0.53 <sup>λλ</sup>
Anxiety	1.87±0.53	1.85±0.52	1.69±0.49*	1.84±0.45 <sup>λ</sup>
Enemy	1.95±0.48	1.99±0.49	1.68±0.52**	1.97±0.56 <sup>λλ</sup>
Horror	1.52±0.63	1.53±0.61	1.33±0.52*	1.55±0.59 <sup>λλ</sup>
Paranoid	1.78±0.75	1.79±0.73	1.54±0.67*	1.81±0.71 <sup>λλ</sup>
Psychiatry	2.45±0.62	2.48±0.64	2.38±0.56	2.51±0.67

**Conclusions:** Research on the evaluation of the mental health status of college students by combining ideological and political education and educational psychology intervention, and provide a basis for psychological intervention of college students. Randomly divide 189 school-based and junior college students from a university into a control group and an experimental group. The experimental group was subjected to 1 semester of uninterrupted ideological and political education and educational psychology intervention, and the Symptom Self-Rating Scale (SCL-90) was used before and after the intervention. Conduct a mental health questionnaire assessment. The mental health of college students in the experimental group has been significantly improved after education intervention. The comparison of the factors in the experimental group before and after intervention, the comparison between the experimental group and the control group, statistically significant differences ( $P < 0.05$ ,  $P < 0.01$ ). The mental health level of the experimental group was significantly higher than that of the control group. The combination of ideological and political education and comprehensive psychological intervention measures can significantly improve the level of mental health of college students.

\* \* \* \* \*

## THE INFLUENCE OF UNIVERSITY TEACHERS' ATTITUDES ON THE ALLEVIATION OF STUDENTS' ORAL ENGLISH ANXIETY UNDER THE BACKGROUND OF EDUCATIONAL