

the concern and support of the whole society, as well as the long-term mechanism of “Three Holistic Education”. Nowadays, higher vocational colleges carry out the moral education working mechanism of “Three Complete Education” mainly through the implementation of class teacher system and tutor system. Full-time teachers serve as class advisors, faculty leaders, administrative assistants, full-time teachers and counselors contact dormitories, as student mentors, in-depth students, concerned about student growth. The implementation of class teacher system and tutor system has brought all the teachers and staff members into the team of educating students, which requires them to go to the students’ classes and dormitories, to understand the students’ thoughts, study and life at different stages, and to gradually realize the “whole process of educating students” and the “all-round education”.

Objective: It is not only the establishment of the team, but also the cultivation and management of the team. Higher vocational colleges should encourage and require all teachers and staff to study political theory and scientific and cultural knowledge conscientiously, improve ideological cultivation and professional skills, and enhance the awareness and ability of “teaching, serving and educating, managing and educating”.

Subjects and methods: In order to improve the quality of ideological and political education in colleges and universities, under the guidance of the educational concept of “Three Complete Education”, this paper explores the way of integrating positive psychology into ideological and political education in colleges and universities. The integration of positive psychology makes up for the lack of ideological and political education in colleges and universities, better reflects the people-oriented view of students, and cultivates students’ sound personality. We can improve the effectiveness of ideological and political education by positive psychological counseling, establishing good teacher-student relationship, building positive psychology teachers and building a positive campus environment. Based on positive psychology, this paper investigates and analyzes the long-term mechanism of “Three Wholeness Education” in higher vocational colleges from the following aspects: (I) Unify thinking, enhance understanding and correct attitude. (II) Improve the system, strengthen supervision and make good use of incentives. (III) Improve the team, strengthen management, and involve all staff. (IV) Dividing stages, enriching contents and realizing the whole process of education. (V) Integrate resources, innovate channels, and build an all-round pattern of education.

Study design: A total of 100 students and 50 teachers were randomly selected. By using questionnaire, 150 questionnaires were distributed, 146 questionnaires were collected and 142 valid questionnaires were valid.

Methods: The influence of the long-term mechanism of “Three Complete Education” in higher vocational colleges from the perspective of Excel statistical positive psychology.

Results: In order to reduce the large error caused by individual subjectivity in the evaluation, the survey results shall be determined by rounding off the evaluation values of 150 investigators and the average number of the results by rounding off the results.

Table 1. The influence of the construction of the long-term effect mechanism of three holistic education in higher vocational colleges from the perspective of positive psychology

Factor	Raise awareness	Enrich content	To change to formalization	Strengthen management
Teacher	4	3	4	3
Student	3	4	4	4

Conclusions: Through investigation, it is found that the positive psychological perspective has a positive impact on the construction of the long-term mechanism of “Three Complete Education”. Not only cultivate students’ healthy personality, improve teachers’ ideological cultivation and professional skills, but also improve the effectiveness of ideological and political education by positive psychological counseling, establishing good teacher-student relationship, building a contingent of teachers of positive psychology and creating a positive campus environment.

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INFLUENCE OF AEROBICS AESTHETIC EDUCATION COURSE ON REHABILITATION

OF ANXIETY PATIENTS

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Background: Anxiety disorder, also known as anxiety neurosis, is the most common of neurosis, which is characterized by the experience of anxiety. There are two forms of chronic anxiety, namely generalized anxiety and acute anxiety, namely panic attack. Mainly for: no clear objective object of nervous worry, fidgeting, and autonomic dysfunction symptoms, such as palpitations, hand tremors, sweating, urine frequency, and movement of restlessness. Attention to distinguish between normal anxiety, such as anxiety and the severity of the objective facts or situation is obviously inconsistent, or lasting too long, it may be pathological anxiety. Thus, anxiety can also be a communication behavior disorder. Communication behavior is the behavior of information transmission and communication among people. Active communication behavior refers to a kind of communication behavior that an individual spontaneously responds to environmental stimulation and takes the initiative. For college students, communication behavior has become an important factor affecting their ability development. With the constant innovation and development of modern learning tasks, means and methods, the increasing pressure of study and employment of college students, their distinct personalities, poor mental endurance, inadaptability of lifestyle and habits, improper handling of interpersonal relationships and other factors, a large number of college students suffer from depressive anxiety symptoms. Based on the above, treatment of anxiety disorders is imperative. The most common forms of therapy are drug therapy and psychotherapy. Because of the large side effects of drug therapy, psychotherapy has been paid more attention. Psychotherapy means that clinicians establish a good doctor-patient relationship through verbal or nonverbal communication, apply the professional knowledge of psychology and medicine, and guide and help patients to change their behavioral habits and cognitive coping styles. Drug treatment is a temporary cure, psychological treatment is a permanent cure, both are indispensable. Still have the psychotherapy biofeedback treatment that suits anxious disease patient, loosen treatment to wait.

Objective: Making use of the characteristics of aerobics music and movement, arranging the basic posture and pace of the body to study and train the movement skills of the experimental group of students, and gradually increasing the amount of exercise with the increase of the difficulty of study. Through adjusting the rhythm and speed of aerobics music, the experimental group of students feel their own body coordination at the same time, for the experimental group of students randomly paired 2 groups, learning and training 2 people movement, through the two people's language and physical behavior, to further improve the active communication of students with depressive anxiety.

Subjects and methods: Based on the characteristics of students with depressive anxiety symptoms, this study chooses aerobics single group, double group and five-person group to carry out exercise intervention according to the sports intensity, movement characteristics and sports scenes. This program carries out a 6-week exercise intervention on the subjects, explores the influence of aerobics teaching on the active communication behavior of depressive anxiety, reveals the relationship between aerobics and active communication behavior, opens up the research field of sports promotion channel for improving the active communication behavior of depressive anxiety of college students.

Study design: The purpose of this study is to explore the effect of aerobics aesthetic education curriculum on students' anxiety and emotional reaction and its psychological mechanism, and to provide theoretical and practical basis for promoting students' mental health and setting up school curriculum. The experimental group was instructed in aerobics aesthetic education, while the control group was instructed in normal courses. The degree of anxiety of the students was tested by self-measuring anxiety scale, and repeated measurement was adopted. All data is processed using the PASW18.0 package and Excel 2007.

Results: Before and after the experiment two groups of students' anxiety status table as shown in Table 1. As can be seen from Table 1, there was no significant difference in anxiety between the two groups before the experiment. After the experiment, the degree of anxiety of experimental group was alleviated, and the anxiety of control group was not significantly improved.

Table 1. Comparison of anxiety status before and after the experiment

Group	Before and after the experiment	No anxiety	Mild anxiety	Moderate anxiety	Severe anxiety
Experimental group	Before the experiment	8	19	15	8
	After the experiment	24	20	6	0
Control group	Before the experiment	11	22	12	5
	After the experiment	13	17	16	4

Conclusions: Since anxiety is a kind of universal existence among college students, it is necessary to educate all the students on the knowledge of anxiety. When college students are enrolled, they can be given the popularization materials of mental health, psychological survey, psychological archives, courses and lectures to improve their psychological quality. In addition, in the face of the whole, we should pay more attention to the special groups of students with obvious anxiety, such as poor students, graduates, postgraduate students, and so on.