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## PATH ANALYSIS OF THE REFORM OF MENTAL HEALTH EDUCATION CURRICULUM IN UNIVERSITIES UNDER INTERNET PLUS PERSPECTIVE

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**Background:** Internet plus technology is developing like a raging fire. Internet + has promoted the innovation and development of all walks of life. The Internet plus mainly combines the Internet industry with other traditional industries through the information network platform, making full use of the advantages and advantages of information and communication technology, and then opens up new development ecology. In the age of Internet plus, the mental health education in universities has been positively affected, especially in the reform of mental health education courses in universities. As far as mental health education in colleges and universities is concerned, its core purpose is to establish morality and cultivate people, and improve the mental health level of college students by setting up relevant courses of mental health education, carrying out mental health education activities, adding mental health counselors and so on. The content of higher education should not only include the cultivation of students' knowledge and skills, but also include the shaping of their personality and the cultivation and improvement of their psychological quality. College students are in the critical stage of mental maturity. In this process, college students have a certain cognitive ability, but their views on right and wrong, values and outlook on life have not been fully established, and they are very vulnerable to the influence of the external environment. Therefore, it is very necessary to vigorously carry out mental health education in colleges and universities. From the perspective of "Internet plus", we can optimize and reform the mental health education courses in colleges and universities. We can keep abreast of the trend of development of the times and society, grasp the psychological changes of college students, and give timely targeted psychological health education and guidance to enhance the mental health level of college students, and ensure the harmony and stability of universities.

**Objective:** The reform of mental health education in universities under the perspective of "Internet plus" is aimed at changing the traditional mode of mental health education, adding various experiential mental health education courses through Internet technology, and creating different psychological health education simulation scenarios. In the context of "Internet plus", we should reform the mental health education curriculum, and make full use of the advantages of Internet technology such as openness and interaction to improve the mental health level of college students.

**Research objects and methods:** In three universities, 150 college students were selected by random selection, and their psychological quality performance in college mental health education courses was explored. There are two types of mental health education courses for college students. One is the traditional theory of mental health education; the other is the innovation mental health education which is completed from the perspective of Internet plus.

**Research design:** 150 students from different universities were divided into two groups according to the random number table method, namely the control group and the experimental group, with 75 people in each group. For the college students in the control group, the mental health education model is still the traditional mental health education curriculum, mainly based on theoretical indoctrination. For the college students in the experimental group, they give their mental health education courses under the "Internet plus" perspective. After one semester of intervention, the mental health status of the two groups of college students was compared and analyzed by using SCL-90 symptom checklist.

**Methods:** Before and after the implementation of mental health education course in colleges and universities, the mental health level of college students was evaluated, and the evaluation data were counted and analyzed by Excel software and SPSS 20.0 software.

**Results:** The scores of SCL-90 scale of college students in the two groups were compared. The results showed that the mean values of SCL-90 factors of college students in the control group were higher than those in the experimental group. There was only difference in the scale score of terror between the two groups ( $P < 0.05$ ); There was significant difference in the scores of other items ( $P < 0.01$ ). See Table 1 for comparison and analysis results.

**Conclusions:** Mental health education occupies an important share in the educational work of colleges and universities, and has a positive impact on the mental health status of college students. In the "Internet plus" field, the reform of mental health education course can further enhance the effectiveness of mental health education. Completing the reform of college mental health education curriculum in different ways can maximize students' mental health problems and significantly improve their mental health level.

**Table 1.** Comparison results of SCL-90 factors of two groups of college students

Factor	Control group (n = 75)	Experimental group (n = 75)
Somatization	1.68±0.56	1.23±0.41**
Force	1.91±0.63	1.05±0.23**
Interpersonal sensitivity	1.46±0.71	1.01±0.02**
Depressed	1.67±0.55	1.13±0.33**
Anxious	1.41±0.35	1.05±0.26**
Hostile	1.79±0.34	1.25±0.54**
Terror	1.36±0.64	1.07±0.25*
Paranoid	1.58±0.39	1.02±0.00**
Psychotic	1.21±0.37	1.02±0.01**
Other	2.43±0.52	1.98±0.48**

Note: Compared with the two groups, \*\* indicates  $P < 0.01$ , \* indicates  $P < 0.05$ .

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## CAUSES AND IMPROVEMENT MEASURES OF COLLEGE STUDENTS' EXCESSIVE ANXIETY IN BUSINESS ADMINISTRATION TEACHING

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**Background:** In the process of rapid social and economic development, the demand for business administration professionals by small and medium-sized enterprises and society shows a continuous increasing trend. As a highly applied discipline, business administration has high requirements for college students' professional knowledge level and practical application ability. In the course of business administration teaching, college students should organically combine theory and practice, and actively participate in the case analysis and problem-solving of business administration, in order to cultivate their own data processing ability and learning initiative. However, there are still many potential problems in the teaching of business administration course in colleges and universities, such as the lack of innovation of business administration course, the attention of colleges and universities to the practical teaching of business administration course needs to be improved, the simplification of the teaching mode of business administration course and so on. Various problems lead to the widespread anxiety of college students in different degrees in the teaching of business administration, and even some college students show the serious problem of excessive anxiety. When college students' personal needs and behavior performance are in a contradictory state, psychological pressure and endurance will show a trend of mutual confrontation and interaction, which will lead to college students' psychological imbalance and eventually produce different degrees of anxiety. Based on this, it is very urgent to analyze the potential disadvantages in the teaching of business administration, excavate the causes of College Students' excessive anxiety in the classroom, and put forward corresponding improvement measures.

**Objective:** In the teaching process of business administration course, business administration teachers should not only impart corresponding business administration theoretical knowledge to college students, but also cultivate college students' practical application ability through a series of case analysis and other teaching means. The normal development of business administration teaching can improve college students' business administration knowledge level and practical ability. However, due to many potential problems in teaching, college students are difficult to achieve their expected goals, resulting in excessive anxiety. This topic will deeply explore the causes of college students' excessive anxiety psychology in the teaching of business administration, aiming to improve their excessive anxiety and promote their all-round development by improving the teaching mode, paying attention to the cultivation of college students' practical ability of business administration, and guiding college students to accept themselves.

**Research objects and methods:** 220 college students majoring in Business Administration in two universities were randomly selected by stratified cluster random sampling. In the form of questionnaire survey, a questionnaire was distributed to 220 college students to fill in for 15-20 minutes, and then the questionnaire was immediately recycled, so as to analyze the degree of anxiety and the causes of excessive anxiety of college students in the teaching of business administration.

**Research design:** The content contained in the questionnaire mainly focuses on the causes of college