

recovery, 51 said that their self-esteem level had obvious recovery, and no more than 35 patients improved their physical condition, teamwork ability and social ability. Among the patients receiving psychological counseling and physical therapy, 82 said that their emotional status had been improved, 56 said that their self-esteem had been significantly improved, and 71 and 62 patients had improved their teamwork and social skills respectively.

Conclusions: Traditional psychological counseling therapy can effectively improve the emotional level of patients, but it has little effect on self-esteem and social ability. Integrating sports therapy into traditional treatment can help patients with communication disorders improve their negative emotions and produce positive psychology, and the treatment effect is better than traditional therapy. In addition, physical therapy can improve patients' teamwork ability and social ability, and enhance the rehabilitation effect of communication disorder.

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PATH OF INTEGRATING IDEOLOGICAL AND POLITICAL EDUCATION INTO TEACHING REFORM PRACTICE IN COLLEGES AND UNIVERSITIES FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: The national ideological and Political Guidance Committee of colleges and universities clearly pointed out that in addition to setting up ideological and political theories, colleges and universities should also run through the ideological and political education in the education and teaching process of other courses, and give full play to the educational role of Ideological and political education. Ideological and political curriculum in colleges and universities refers to the social practice of using political concepts, values, ethics and political views to have a planned and disciplined ideological and political impact on college students from the initial driving force of Ideological and political curriculum design, so as to enable college students to have ideological and moral quality and quality in line with social requirements. Therefore, the essence of curriculum thought and politics is not a single course, but the cultivation and output of moral ideas and values. In the teaching of professional courses, technical knowledge points are dense and theoretical. The introduction of Ideological and political education can list some practical cases on the basis of professional knowledge points, or use the core values of Ideological and political education as a guide in combination with students' career. Through the value guidance in the process of imparting professional knowledge, the mutual integration of core values and professional course knowledge is realized, and a better effect of Ideological and political education is produced. Therefore, integrating curriculum ideology and politics into the practice path of teaching reform in colleges and universities plays a vital role in improving the ideological and moral level of college students and realizing the goal of talent training in colleges and universities.

The integration of curriculum thought and politics into teaching reform realizes the overall goal of cultivating professional talents with both political integrity and ability through a variety of ways and ways, combined with the attributes of professional courses and the core values of ideological education. In order to achieve this goal, specific reform practice paths are needed. Therefore, the research puts forward several reform paths from the perspective of educational psychology. First, we should cultivate the ideological and political teaching concept of college teachers, change the concept of professional teachers, consciously integrate the core values of Ideological and political education while teaching professional courses, and help schools build the ideological and political education system under the curriculum ideological and political concept. Second, improve the moral cultivation of college teachers, strengthen their sense of social responsibility, set an example, and achieve the purpose of teaching by example. Third, on the basis of teaching objectives, design the ideological and political teaching scheme of professional courses, and naturally introduce the ideological and political teaching of courses in all links of teaching. Fourth, make full use of mixed teaching, smart classroom and other classroom methods to innovate the teaching methods of Ideological and political courses, and strengthen students' participation. Fifth, build a case base of curriculum ideological and political education to facilitate the use of the teaching process. Sixth, combined with the actual situation of colleges and universities, formulate the overall plan of curriculum ideological and political education, improve the evaluation and supervision system of curriculum ideological and political education, do a good job in the teaching service of curriculum ideological and political education, and build a teaching management system of curriculum ideological and political education. Through the above teaching reform path, build the correct outlook on life and values of college

students, form good moral quality, and cultivate talents with both morality and ability for the society.

Purpose: To find some suitable teaching reform paths, integrate curriculum thought and politics into the practice of teaching reform, improve students' Ideological and moral level, realize all-round education, improve the quality of Ideological Education in Colleges and universities, and cultivate talents with both production and learning.

Subjects and methods: 268 students were selected from 10 universities by stratified cluster sampling, including 126 boys and 142 girls. 268 students from different majors, aged 18 - 25. Based on the traditional teaching reform and the teaching reform integrated with ideological and political education, a questionnaire is formulated to investigate the students' ideological and moral level under the two teaching reforms. In the questionnaire, there are 25 ideological and moral test items, and the score of each item is 0 - 4, with a full score of 100. The higher the score, the higher the moral quality of students.

Research design: 268 students were randomly divided into control group and research group, of which 134 students in the control group were taught by traditional teaching methods after teaching reform. 134 students in the research group were taught with the teaching method integrated into the curriculum ideological and political teaching reform. After 6 months of teaching, the moral quality levels of the two groups were compared.

Methods: The related data were processed and analyzed by software SPSS 19.0.

Results: After teaching, the moral quality of the students in the research group was significantly improved compared with that before teaching ($P < 0.05$). The moral quality of students in the research group was significantly higher than that of students in the control group ($P < 0.05$), as shown in Table 1.

Table 1. Moral quality level of two groups of students

Timing	Communication ability score		t	P
	Research group	Control group		
Before teaching	58.3±10.6	57.8±10.2	0.394	0.631
After teaching	72.5±7.8	60.4±13.6	8.934	<0.001
t	12.49	1.77	-	-
P	<0.001	0.079	-	-

Conclusions: College curriculum ideological and political education is an important social practice to cultivate college students to form ideological and moral quality and quality in line with social requirements. Therefore, based on the perspective of educational psychology, the research integrates curriculum thought and politics into the path exploration of teaching reform practice, puts forward several teaching reforms paths, realizes the all-round education goal of colleges and universities, improves the ideological and moral level of students, and then trains talents with both academic and academic excellence for the society.

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RESEARCH ON EMOTIONAL BARRIERS IN COLLEGE STUDENTS' SAFETY MANAGEMENT

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Background: As a special social group, college students are in a period of drastic changes in their physical and mental development. In this period, there will be many emotional problems. If they are not handled properly, they will cause students' emotional disorders. The common affective disorders of college students mainly include inferiority complex, jealousy, vanity, depression, closeness, selfishness, prejudice and fear. Among them, inferiority refers to the emotional experience caused by underestimating yourself when comparing yourself with others. Inferiority complex hinders college students' learning activities and limits students' thinking and creative ability to a certain extent. Jealousy is a kind of unhealthy psychological performance. It is a kind of resentment caused by one's own talent, morality or appearance. Strong jealousy will lead to the breaking of the feelings between oneself and others. Vanity is a kind of psychology that starts from individualism and excessively pursues fame, wealth and status. This psychology will cause students' bad comparison behavior. When vanity is not satisfied, it will produce a sense of inferiority and loss. Depression is the most common emotional disorder among college students. It is manifested in depression, inner boredom, loneliness and despair, which alienates the group and leads to suicidal tendency in serious cases. Locking is psychologically isolating oneself from the outside world,