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,

emotionally self-sealing, unwilling to turn to others for help in case of problems, but self-digestion. This adverse psychological reaction will affect the healthy communication with others. Selfishness is a self-centered emotion. Because they care too much about their own interests, their character gradually distorts and becomes lonely and difficult to communicate. The emotional disorder characterized by stubbornness and suspicion is prejudice. This kind of affective disorder often leads to people's sensitivity, suspicion, lack of self-knowledge and prejudice against others, resulting in a sense of insecurity. Fear is a kind of emotion. In severe cases, there will be extremely uneasy emotion, thinking and behavior, which will lose control. This emotional disorder is particularly common in girls. These emotional disorders often lead to safety accidents. Therefore, paying attention to and intervening in the common emotional disorders of college students is conducive to the safety management of college students.

College students' safety management is the top priority of college students' work at present. Research and investigation in recent years show that safety accidents caused by mental health problems are high, and students with emotional disorders often lead to accidents that damage their own and other students' personal safety, such as fighting, suicide and murder. Therefore, through the psychological health education of students in the safety management of colleges and universities, this study can alleviate the pressure of students, adjust students' emotional barriers, make students have a positive attitude and better adapt to the study and life of the school.

Purpose: To carry out mental health education for college students, help students overcome emotional barriers, improve the safety and health management level of colleges and universities, create a good teaching and learning environment for teachers and students, and ensure the stable development of colleges and universities.

Subjects and methods: 182 students with affective disorders were selected from 15 universities by stratified cluster random sampling, including 112 boys and 70 girls. 182 students from different majors, aged 18-24. Self-rating Anxiety Scale (SAS) and Self-rating Depression Scale (SDS) were used to evaluate the anxiety and depression of students with emotional disorders, and then to evaluate the effect of introducing mental health education in college student management on overcoming students' emotional disorders.

Research design: 182 students with affective disorder were randomly divided into study group and control group. Among them, 91 students in the research group adopted the college safety management method of introducing mental health education. 91 students in the control group adopted the traditional management methods of college students. After 6 months, the two groups of students were compared.

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

Results: After 6 months, the SAS score and SDS score of patients in the study group decreased significantly ($P < 0.05$). And it was significantly lower than that of the control group ($P < 0.05$). The SAS scores of the two groups are shown in Figure 1 below.
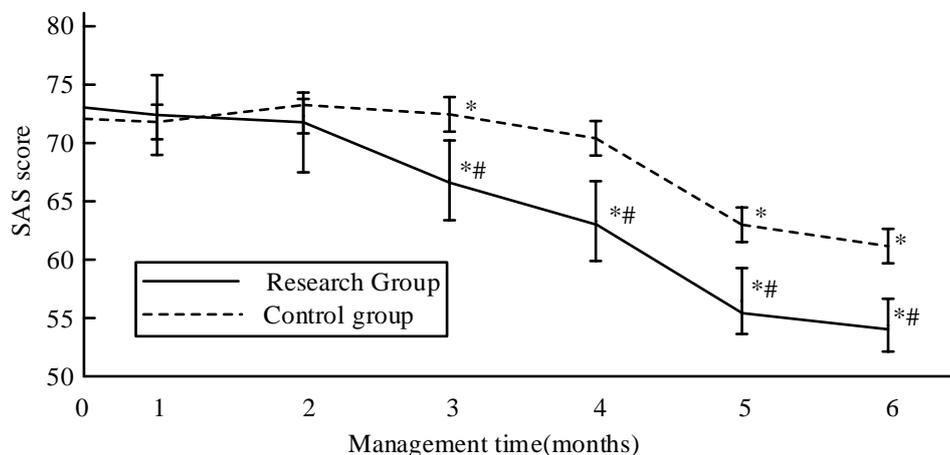

Figure 1. The degree of anxiety of the two groups of students. *$P < 0.05$ compared with that before management; # It means that compared with the Control group at the same time, $P < 0.05$

Conclusion: College students' safety management is the focus of college students' work at present. Due to the high incidence of safety accidents caused by mental health problems, it is studied to introduce mental health education into students' safety management to alleviate students' pressure, adjust students' emotional obstacles, make students have a positive attitude and better adapt to school study and life. It is conducive to the safety management of college students.

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MENTAL HEALTH PATH OF COLLEGE STUDENTS WITH SCL-90 UNDER THE BACKGROUND OF COGNITIVE IMPAIRMENT

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Background: With the continuous advancement of social and economic development, social competition is becoming more and more fierce. In this environment, college students are under the pressure from studies, employment, interpersonal communication and so on, resulting in a series of psychological problems. If we do not pay attention to the psychological problems of college students, we cannot take corresponding measures to improve their mental health level, which will greatly hinder the healthy growth and all-round development of college students, and make it difficult to ensure the quality of national talent training. Cognitive impairment is a common psychological disease, mainly manifested in memory impairment, learning impairment, executive dysfunction, aphasia, apraxia and other symptoms. The causes of cognitive impairment of college students are diverse, including craniocerebral trauma, environmental factors, mental and psychological abnormalities and so on. There is an interactive relationship between various symptoms of cognitive impairment, which will accelerate the deterioration of patients' condition, making cognitive impairment a serious psychological disease with great difficulty in diagnosis and treatment. Cognitive impairment will have a great negative impact on patients' self-care ability, and it is a heavy burden on patients themselves and their families. Under the background of cognitive impairment, exploring the mental health level of college students will help to explore the main factors affecting college students' mental health, give corresponding mental health education and counseling, and promote their all-round development on the basis of ensuring college students' physical and mental health.

Objective: The mental health level of college students determines their physical and mental health and growth. As the core component of college moral education, strengthening college students' mental health education has become an important measure to build a harmonious campus and promote the healthy development of college students. In order to accurately grasp the psychological changes of college students and improve their mental health level, this study explores the mental health path of college students' SCL-90 scale from the background of cognitive impairment, in order to effectively intervene and solve the psychological crisis of college students through a series of mental health education methods, so as to significantly improve their mental health level.

Research objects and methods: Through random selection, 40 college students were selected from four universities, a total of 160. Questionnaires were distributed to the college students participating in this study. The number of questionnaires distributed and recovered was 160, and the questionnaire recovery rate was 100%. This paper studies the mental health path of college students with SCL-90 under the background of cognitive impairment. SCL-90 includes 10 factors such as somatization, interpersonal sensitivity, depression, paranoia and anxiety. Each factor item is evaluated with a five-grade scoring standard of 1 - 5. From 1 to 5, it means from none, mild, moderate, heavy and serious.

Research design: 160 college students were divided into control group and experimental group according to the random number table method, with 80 students in each group. The experimental time was set as 3 months. The college students in the control group were evaluated by SCL-90 before and after the experiment without any intervention. For the college students in the experimental group, some psychological counseling was given under the background of cognitive impairment, and the scores of SCL-90 were recorded and analyzed before and after the experiment.

Methods: Before and after the intervention experiment, SCL-90 scale was used to evaluate the mental health level of college students, Excel software and SPSS 20.0 software were used to count and analyze the evaluation data, and a targeted mental health path was designed and planned. The difference was statistically significant ($P < 0.05$).