

Results: The scores of SCL-90 of the two groups were compared. The results showed that there was no significant difference between the two groups before the experiment ($P > 0.05$), and the level of mental health was almost the same. After the experiment, there was no significant difference in SCL-90 scores of the control group. The scores of each factor of SCL-90 scale of college students in the experimental group decreased significantly, indicating that their mental health level was improved. The difference between the groups was statistically significant ($P < 0.05$).

Table 1. Comparison of SCL-90 scores of two kinds of college students before and after the experiment

Factor	Before experiment		After the experiment	
	Control group(n=80)	Experimental group (n = 80)	Control group (n = 80)	Experimental group (n = 80)
Somatization	1.74±0.49	1.71±0.45	1.68±0.56	1.23±0.41**
Force	1.88±0.51	1.79±0.48	1.91±0.63	1.05±0.23**
Interpersonal sensitivity	1.67±0.62	1.61±0.58	1.46±0.71	1.01±0.02**
Depressed	1.63±0.49	1.64±0.52	1.67±0.55	1.13±0.33**
Anxious	1.45±0.41	1.43±0.39	1.41±0.35	1.05±0.26**
Hostile	1.75±0.38	1.73±0.51	1.79±0.34	1.25±0.54**
Terror	1.41±0.63	1.45±0.59	1.36±0.64	1.07±0.25*
Paranoid	1.57±0.37	1.52±0.29	1.58±0.39	1.02±0.00**
Psychotic	1.23±0.43	1.27±0.42	1.21±0.37	1.02±0.01**
Other	2.39±0.55	2.41±0.47	2.43±0.52	1.98±0.48**

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

Conclusions: Exploring the mental health path of college students' SCL-90 scale under the background of cognitive impairment can provide targeted mental health education for college students and play an important role in maintaining and improving their mental health level.

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EFFECT OF INTEGRATING IDEOLOGICAL AND POLITICAL EDUCATION INTO “MASS ENTREPRENEURSHIP AND INNOVATION” EDUCATION IN COLLEGE CURRICULUM ON ALLEVIATING STUDENTS’ ANXIETY

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Background: Under the current situation that college students' innovation and entrepreneurship education has become a hot issue of common concern of the whole society, Xi Jinping pointed out: “The whole society should attach importance to and support youth innovation and entrepreneurship, provide more favorable conditions, build a broader stage, and let the vast number of young people shine more brilliantly in innovation and entrepreneurship.”. In the “Opinions on Vigorously Promoting Innovation and Entrepreneurship Education in Colleges and Universities and college students' Self-employment”, the ministry of education requires to incorporate innovation and entrepreneurship education into college education and actively guide and support students to carry out independent innovation and entrepreneurship activities. Both ideological and political education and mass entrepreneurship and entrepreneurship education shoulder the education of correct world outlook, outlook on life and values for college students, and both shoulder the “solid” of a new era of cultivating knowledge mission, responsibility and happy inheritance in the great task of national rejuvenation The important mission and responsibility of talents are both important carriers for the implementation of “three complete education”, and it is urgent to combine the two closely. The teaching concept of traditional ideological and political classroom is still backward. The mentality that teachers are responsible for finishing the class and students are responsible for dealing with the examination makes ideological and political class gradually become a “marginal course”

outside professional courses, which is difficult to play its role in the stage of higher education. The role of “Building Morality and cultivating people”, and the rigidity of teaching content and the old teaching methods reduce the enthusiasm of students’ investment in the classroom, which affects the promotion of teaching objectives and the guarantee of teaching quality.

College students are generally in the early stage of youth. Because their physiological development is close to or mature, when they lay a certain foundation for psychological development, it does not mean that their psychology develops with the continuous development of physiology. At this stage, facing the different requirements of the school and society, college students have a variety of contradictory psychology, such as the contradiction between ideal and reality, the contradiction between emotion and reason, the contradiction between independence and dependence and so on. The development of market economy and the accompanying employment pressure, the negative impact of mass media and public opinion, and many considerations between families and individuals will make students have negative emotions such as anxiety, depression and inferiority complex, which will affect their enthusiasm to participate in the classroom and learning efficiency, and then greatly reduce the teaching effect. Anxiety disorder is a very complex psychological and emotional disorder. Its clinical manifestations are usually motor agitation and hyperactivity of sympathetic nerve function. Long-lasting psychological anxiety will have a certain impact on students’ learning, life and mental health. The “useless theory” of Ideological and political course is gradually recognized by students, which is manifested in not listening carefully in class and producing anxiety in the face of social and employment problems.

Objective: In order to alleviate the anxiety symptoms of college students and improve their mental health level, this paper puts forward the integration of ideological and political courses with the background of “mass entrepreneurship and innovation”, so as to provide guiding suggestions for alleviating students’ anxiety level, so as to help students face the changes of themselves and their surrounding environment more objectively and improve their adaptability.

Research objects and methods: 1000 college students of different grades in a university were selected as the research object. The hierarchical cluster sampling method was used to analyze the changes of anxiety status and mental health level of college students after the ideological and political teaching reform with the help of Self-rating Anxiety Scale (SAS) and questionnaire interview.

Method design: The subjects were divided into the control group and the experimental group. The control group used the normal ideological and political teaching mode for learning, and the experimental group used the teaching reform method of integrating the ideological and political course with the “mass entrepreneurship and innovation” background. For example, the teaching objectives and teaching plans were adjusted according to the students’ different characteristics and learning levels to meet the curriculum needs of different students. The anxiety level and mental health status of students under different teaching schemes were evaluated with the help of scale and questionnaire data. The total number of returned and valid questionnaires were 997 and 996 respectively, and the effective rate of the questionnaire was 99.89%.

Methods: Excel was used to analyze the scale scores and questionnaire results under different teaching modes.

Results: After the application of the teaching mode of “curriculum ideological and political + entrepreneurship and innovation”, the anxiety of college students has been significantly improved, and their emotion regulation ability has been better improved, and there is a significant statistical difference in SAS scores between the two groups. Figure 1 shows the design idea of teaching mode under the integration of Ideological and political classroom and “entrepreneurship and innovation” background.

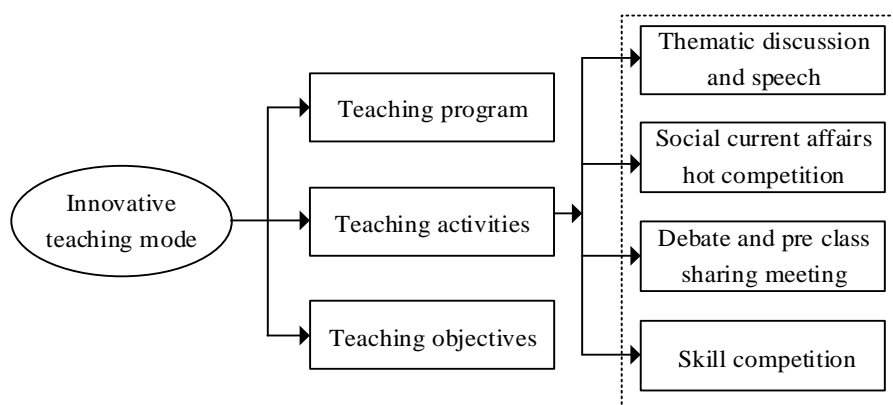


Figure 1. Design of teaching mode under the integration of Ideological and political classroom and “mass entrepreneurship and innovation” background

Conclusions: The integration of innovation and entrepreneurship education and ideological and political classroom teaching can enhance students' professional adaptability, effectively alleviate students' anxiety, improve their objectivity of self-cognition, and help to give full play to the potential of different students. Ideological and political education should be guided by this, based on the educational concept of "mass entrepreneurship and innovation", and update the classroom teaching concept of Ideological and political education, through the practice process of "entrepreneurship and innovation", innovate the ideological and political teaching content, cater to the "entrepreneurship and innovation" education form, innovate the ideological and political classroom teaching methods, so as to improve the pertinence and effectiveness of Ideological and political education, and provide high-quality innovative and entrepreneurial talents for social development.

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STUDYING ON THE MENTAL HEALTH OF RURAL POOR STUDENTS BASED ON THE DUAL-FACTOR MODEL

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Background: The rural poor students are a special group of the work of poverty alleviation targeted. Recently, mental health of rural poor students has become more and more valued. Rural poor junior-high students and general high school student are both at the stage of physically and mentally rapid development and change, so their status evaluation of the mental health can't just adopt a single standard being focused on mental disease, but considering both factors, i.e., the subjective well-being (SWB) and the mental illness. The problem of mental illness of poor students is complicated, more and more researches showing that simply financial assistance can't help them go through the difficulties, which needs all-around planning and designing for their livelihood and education.

Subjects and methods: The dual-factor model of mental health mainly covers two stages which takes emergence of positive psychology as the boundary. The first stage is before the emergence of positive psychology, which is the embryonic stage of the dual-factor model of mental health when the concept of this model was preliminarily put forward and the two-dimensional structure, including subjective well-being and mental illness, was verified by measurement among adults and teenagers. The second stage is from the emergence of positive psychology to the future. In respect of intervention and treatment, the model no longer makes patients remain incompletely mentally healthy and deems disappearance of syndromes as the end of treatment, but holds that incomplete mental health may be the intermediate point for individuals to suffer mental illness or go completely mentally healthy. Symptom reduction may be only a first step in treatment. It insists that intervention and treatment should help people overstep the base line of their previous psychological functions and finally achieve complete mental health (see Figure 1). It believes that the enhancement of such positive factors as SWB will improve the effects of intervention and treatment and complete mental health may effectively reduce the probability of relapse.

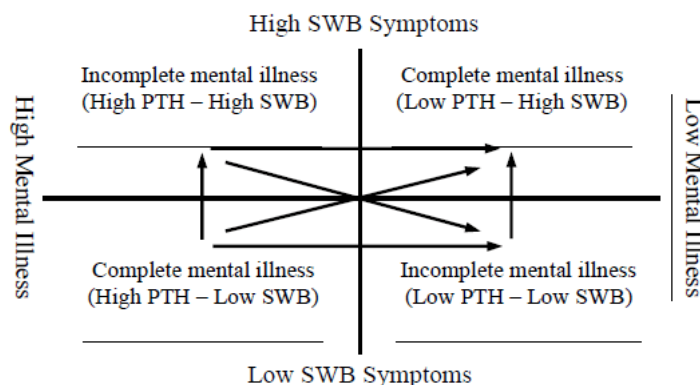


Figure 1. Making changes beyond baselines