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RESEARCH ON THE INFLUENCE OF IDEOLOGICAL AND POLITICAL EDUCATION ON CONTEMPORARY COLLEGE STUDENTS' ANXIETY

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Background: Contemporary college students, most of the process of growth is relatively smooth, rarely experienced great difficulties and setbacks, poor psychological capacity. There are some basic problems in the psychological quality, mainly as follows: (1) Poor adaptability to the environment. Adaptation to environment is one of the important signs of mental health. After entering the university from the middle school, most students can basically adapt to the new environment after a period of adjustment. But there are also some students to complete this transition for a long time, and even a few students cannot successfully complete this transition, unable to adapt to the new environment. (2) Emotional stability, life attitude is not optimistic enough. In real life, many students are in a fluttering mood. Some people often get upset over trifles and sulk all day long. This over-emotional superficial response reflects the unhealthy psychological nature that lurks behind it. (3) The weakness of willpower. Willpower is a psychological activity process in which people adjust their actions to overcome difficulties in order to achieve a certain goal. It embodies the subjectivity of people in practical activities. Positivity and initiative are the necessary excellent psychological quality for a successful person. (4) The ability of psychological self-adjustment is relatively poor. Due to the malpractice of examination-oriented education, some students form a serious dependence and inertia. When they face and solve problems and difficulties by themselves, they will fall into a state of depression, anxiety and tension. Psychological quality is an important part of students' quality, which restricts the development of other qualities. It is both the starting point and the destination of quality education. Therefore, it is an effective way to improve the effectiveness of ideological and political education in colleges and universities by carrying out mental health education in order to enable students to face the increasingly fierce competition with good mental state.

Objective: Mental health education is an important part of college ideological and political education. But the traditional mental health education for college students a general lack of attention to the anxiety, there is a simple point to the lack of psychological disorders. Therefore, this study chooses "Contemporary College Students' Anxiety" as the object of study, and studies the characteristics and adjustment countermeasures of contemporary college students' Anxiety.

Subjects and methods: A total of 80 college students were interviewed in 60 - 70 minutes before and 2 hours after the ideological and political class. The single interview time was 25 - 30 minutes. The interview includes the students' cognition, whether they have enough preview and review, how to treat the importance of the ideological and political course, and whether there is any suggestion to the classroom teaching method and curriculum planning. Interviews are conducted on a voluntary basis and students' information is not disclosed. Record the whole interview process, analyze the content of the interview, understand the psychological state of students and their views on the ideological and political classroom.

Results: After arranging the interview contents, the satisfaction of the students to the existing ideological and political teaching is calculated, and the results are shown in Table 1. As can be seen, about a quarter of the students are not satisfied with the existing classroom teaching. In fact, in the classroom teaching of thinking and politics, teachers can actively stimulate the cognitive desire of students. Need is the starting point of all human cognitive and practical activities. The needs of learning subjects directly affect the operation of learning activities. Generally speaking, the stronger the need of the subject, the higher the consciousness of the subject to carry out learning activities, and the greater the enthusiasm. And vice versa. The teaching of ideological and political theory should be based on the needs of college students to become useful, to improve their theoretical thinking and to realize their self-worth in serving the society. Maintaining and regulating the attention of the educated in ideological and political education is an important link for educators to carry out successful education. Therefore, in teaching should be based on the characteristics of the attention of educates and the law, a reasonable arrangement of teaching plans, so that the educates pay attention. Inadvertently pay attention to the rhythm of the reasonable conversion. The course of ideological and political theory should not only enable the educated to accumulate perceptual knowledge through perception, learn theory through memory, but also raise perceptual knowledge to rational knowledge through thinking to grasp the essence and law of things. In order to achieve the goal of improving ideological awareness and personal quality.

Table 1. Student satisfaction results

Factor	Dissatisfied	General satisfaction	With great satisfaction
Numbers	21	27	32

Conclusions: With the increasing social pressure, the anxiety of college students is becoming more and more serious. It is one of the important tasks of ideological and political education in colleges and universities to carry out psychological research on college students and explore the law of psychological change. But the traditional research on mental health education is not enough for students with mental disorders and neglects to pay attention to the common anxiety of college students. However, in reality, there are some misunderstandings about anxiety, which leads to the difficulty in dredging and adjusting the anxiety of college students, such as depression, fear, neurasthenia and even anxiety. It is found that under the background of ideological and political education, ideological and political education is beneficial to alleviate students' anxiety and provide new ideas for psychological counseling.

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INVESTIGATION AND COUNTERMEASURES OF DUAL-DISCIPLINARY LITERACY OF MIDDLE SCHOOL MATHEMATICS TEACHERS FROM THE PERSPECTIVE OF POSITIVE PSYCHOLOGY

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Background: The professional knowledge on which the teacher profession is based has a dual disciplinary basis, that is, the subject knowledge that the teacher teaches and the subject knowledge that the teacher educates. At the same time, there is also a "structural contradiction" between the double-disciplinary knowledge attainment of teachers. Teachers' professional double-disciplinary literacy and its structural contradictions are not only an academic problem, but also profoundly affect the practice of teacher education and teacher professional development. Based on teachers' professional discipline attribute) and its "structural contradictions" of a particular angle of view, we as part of the middle school mathematics teachers' education teaching practice as the research object, investigation and analysis of their behavior and double disciplines in the professional education teaching present situation and problem of "structural problems", and tries to resolve these contradictions and problems and suggestions are put forward to promote the professional development of middle school mathematics teachers.

Subjects and methods: This paper investigates and analyzes the current situation and problems of dual-subject "structural contradiction" in middle school mathematics teachers' education and teaching behavior and professional quality from the perspective of dual-subject attribute and "structural contradiction". It is found that there is a structural imbalance in the professional attainment of middle school mathematics teachers, and the main problem is the lack of pedagogy knowledge and ability of middle school mathematics teachers. It is necessary to pay attention to the theoretical and practical research on the "structural contradiction" of the dual subject of professional literacy of middle school mathematics teachers, adhere to the "integration" concept and practice mode of the dual subject of teachers, and examine and deal with the problems of the dual subject of teaching behavior and professional literacy of middle school mathematics teachers.

Study design: The research objects are divided into two parts, one is middle school administrators represented by middle school principals, the other is middle school mathematics teachers. Represented by high school principal managers more samples from 11 counties of hubei province huanggang high school. A total of 60 questionnaires were issued to the administrators of these schools, and 51 valid questionnaires were obtained after eliminating the waste papers such as missing, wrong filling and obviously not seriously filling in. The samples of middle school mathematics teachers were also taken from them. Mathematics teachers in these schools were given questionnaires, 210 of which were issued and 157 of which were valid.

Methods of statistical analysis: The original data of this study were completed in the form of paper questionnaire and online questionnaire, which included two questionnaires in total. One is a questionnaire on the overall evaluation of mathematics teachers' dual disciplinary literacy of mathematics and education by middle school administrators represented by principals. The other is a questionnaire about the status and role of the dual-subject quality of middle school mathematics teachers in promoting the professional development of middle school mathematics teachers, whose investigation object is middle school mathematics teachers. Questionnaire (1) is composed of 13 questions, questionnaire (2) is composed of 18 problems, the design of the questionnaire (1) based on the perspective of middle school administrators,