

improve the teaching content and learning methods, and actively apply the knowledge related to psychology to reduce students' anxiety, so as to improve the learning ability and comprehensive quality of most students.

Table 1. The anxiety of the experimental group before and after the intervention of the general scheme

Type	Before	After 2 weeks	After 4 weeks	After 8 weeks	After 12 weeks
No anxiety	0	4	6	8	10
Mild anxiety	24	19	14	12	11
Moderate anxiety	28	26	27	26	23
Severe anxiety	8	11	1.3	14	16

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ANALYSIS OF PSYCHOLOGICAL OBSTACLES AND ANXIETY RELIEF STRATEGIES OF GRASS-ROOTS DISCIPLINE INSPECTION STAFF IN COLLEGES AND UNIVERSITIES

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Background: Since the 18th National Congress of the Communist Party of China, the CPC Central Committee has strengthened its efforts to govern the party strictly, continuously promoted the policy of governing the party strictly, made it cover multi-level leadership from top to bottom, and continuously expanded and extended to the grass-roots level. The Party Central Committee and local governments have resolutely dealt with the problem of loose party governance by means of inspection and inspection. The party organization puts forward and emphasizes the core idea of strictly administering the party, that is, we need to put political discipline and political rules in the first place, strengthen the implementation of political supervision, and effectively punish corruption and relevant personnel with a strict attitude of zero tolerance on the basis of resolutely implementing and implementing the spirit of the eight provisions of the Central Committee. In this context, colleges and universities resolutely implement the guiding ideology and policy of the Party Central Committee in strictly administering the party, comprehensively strengthen strictly administering the party, and complete their basic task of Building Morality and cultivating people by maintaining the clean and positive political ecology of colleges and universities, so as to provide strong support for cultivating socialist successors. The discipline inspection staffs at the grass-roots level in colleges and universities occupy an important position in the work of strictly administering the party in colleges and universities. They should not only give play to the main responsibility of the Party committee in the construction of Party style and clean government, but also bear the corresponding supervision responsibility of the discipline inspection commission, and fully show the supervision probe role of the discipline inspection staff of grass-roots party organizations, in order to promote the in-depth development of comprehensively administering the party strictly. With the continuous reform of the discipline inspection system in colleges and universities, higher requirements are put forward for the discipline inspection staff at the grass-roots level. The discipline inspection staff at the grass-roots level in colleges and universities should not only have high political professional quality and political theoretical literacy, but also master all kinds of professional knowledge, including party rules and discipline, laws and regulations, financial audit and so on. In the daily discipline inspection work, due to the lag of professional guidance and insufficient professional training, it is difficult for the grass-roots discipline inspection staff in colleges and universities to carry out their work, and it is difficult to play a strong role in discipline inspection and supervision, which leads to the problems of psychological obstacles and anxiety of the grass-roots discipline inspection staff in colleges and universities.

Objective: The psychological obstacles and anxiety of grass-roots discipline inspection staff in colleges and universities will have a negative impact on their discipline inspection and supervision to a certain extent. In order to improve the work efficiency of grass-roots discipline inspection staff in colleges and universities, ensure the smooth development of discipline inspection and supervision, and achieve better discipline inspection and supervision results, this study will explore the causes of psychological obstacles and anxiety of grass-roots discipline inspection staff in colleges and universities, and put forward corresponding solutions, aiming to eliminate the psychological obstacles of grass-roots discipline inspection staff in colleges and universities, eliminate their anxiety and truly implement the work related to

comprehensively and strictly administering the party.

Research object and method: 120 grass-roots discipline inspection staff were randomly selected from five universities, and 24 from each university. Analyze the potential psychological obstacles and their performance of all grass-roots discipline inspection staff in discipline inspection and supervision, and compare the psychological obstacles and anxiety performance of grass-roots discipline inspection staff before and after intervention.

Research design: One-to-one psychological counseling intervention was conducted for all grass-roots discipline inspection staff on the basis of giving them traditional lectures and training on psychological disorders. After 3 months of intervention, Self-rating Anxiety Scale (SAS) was used to evaluate and analyze the relief of anxiety.

Methods: Before and after the psychological counseling experiment, the SAS scores of grass-roots discipline inspection staff in colleges and universities were collected and analyzed by Excel software and SPSS23.0 software.

Results: Before psychological counseling, the number of discipline inspection staff without anxiety was only 14, and the number of people with moderate anxiety, severe anxiety and extreme anxiety were 27, 16 and 3 respectively, which showed that the anxiety symptoms of this group were more serious. After psychological counseling, the anxiety of discipline inspection staff at the grass-roots level in colleges and universities has been significantly improved. The number of discipline inspection staff with severe and moderate anxiety has decreased significantly ($P < 0.05$), the number of extreme anxieties has decreased to 0, and the number of people without anxiety has increased to 37, accounting for 61.67%. The changes of the proportion of discipline inspection staff at the grass-roots level in different anxiety before and after the intervention are shown in Table 1.

Table 1. Anxiety status before and after the psychological counseling [n (%)]

Intervention time	Without anxiety	Mild Anxiety	Moderate anxiety	Severe anxiety
Before the psychological counseling	14(23.33)	27(45.00)	16(26.67)	3(5.00)
After the psychological counseling	37(61.67)	17(28.33)	6(10.00)	0(0.00)

Conclusions: The causes of psychological disorders of grass-roots discipline inspection staff in colleges and universities are diverse, and their psychological disorders and anxiety will have a great negative impact on Discipline Inspection and supervision. The combination of psychological disorder lectures and training with one-to-one psychological counseling can significantly reduce the number of people with severe and moderate anxiety, effectively alleviate the anxiety of grass-roots discipline inspection staff, and finally achieve the lofty goal of comprehensively administering the party strictly and developing in depth in colleges and universities.

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A STUDY ON PSYCHOLOGICAL RESILIENCE AND LEARNING ENGAGEMENT OF BEHAVIOR DISORDER STUDENTS MAJORING IN PRESCHOOL EDUCATION

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Background: Behavioral disorder refers to the abnormal behavior of individual activities under the influence of psychological disorder. According to the main manifestations of behavioral disorders, they can be divided into two types: psychomotor inhibition and psychomotor excitement. The behavioral disorder of psychomotor inhibition refers to the abnormal behavior of patients who show both action block and speech inhibition at the same time. Its main symptoms include stiffness, posture, disobedience, imitation and stereotype. The external behavior is reflected in the obvious reduction of movement, rigid and fixed posture, special expression or posture difficult to be understood by others, resistance to the required target action Keep repeating the corresponding actions or words, and be keen to imitate the words or actions of others meaninglessly. The behavioral disorder of psychomotor excitement mainly refers to the significant increase of meaningless speech actions, which can be divided into two types: coordinated and uncoordinated, which are respectively manifested in the coordination and order of speech actions and the disorder of speech actions. In their daily study and life, students majoring in preschool education often produce certain negative emotions and even psychological obstacles of different severity due to excessive