

left-behind elderly have a strong sense of loneliness and their mental health is very unsatisfactory. Based on cognitive psychology, this study analyzes the relationship between personality traits, self-esteem and the loneliness of the rural left-behind elderly, hoping to provide theoretical support for improving the mental state of the rural left-behind elderly and improving the quality of life of the rural left-behind elderly, so as to promote the construction and development of a harmonious society in China.

Research objects and methods: 200 rural lefts behind elderly people in rural areas of a city were selected as the survey objects. The questionnaire was compiled by using Loneliness Scale (LS), Eysenck Personality Questionnaire-Revised, Short Scale (EPQ-R S) for Chinese, Self-Esteem Rating Scale (SERS) and other scales to investigate the rural left-behind elderly people.

Research design: After obtaining the consent of the rural left-behind elderly, a questionnaire survey was conducted on the rural left-behind elderly. After completing the questionnaire, check and recover it on the spot.

Methods: The relevant data were processed, analyzed and tested by software SPSS22.0.

Results: The factors affecting the loneliness of the rural left-behind elderly were analyzed by regression. Taking the loneliness of the rural left-behind elderly as the dependent variable, the stepwise regression method was used for multiple regression analysis. The results of regression analysis showed that three factors, including extraversion, neuroticism and self-care for mental health, cumulatively explained 50.2% of the total variation, as shown in Table 1.

Table 1. Multiple regression analysis on the loneliness of the left-behind elderly in rural areas

Variable	Standard value	R	Adjusted R ²	Added R ² value	t	P
Extraversion	-0.496	0.642	0.411	0.409	-11.172	<0.001
Nervous	0.310	0.701	0.486	0.074	7.065	<0.001
Self-mental health concerns	-0.315	0.714	0.501	0.019	-3.395	0.001

Conclusions: In order to obtain higher economic income, a large number of rural young and middle-aged labor force migrate to cities. However, restricted by various factors such as economic pressure, cultural differences and living habits, the vast majority of the elderly can only stay in their hometown in rural areas. Therefore, there is a large number of socially vulnerable groups left-behind in rural areas. Therefore, many scholars have conducted in-depth research on the living conditions of the rural left-behind elderly. Due to the lack of economic support and emotional comfort, the quality of life of the rural left-behind elderly is generally not high. Most of the rural left-behind elderly have a strong sense of loneliness and their mental health is very unsatisfactory. Based on cognitive psychology, this study analyzes the relationship between personality traits, self-esteem and loneliness of the rural left-behind elderly. The results showed that extroversion, neuroticism and their own mental health concerns accounted for 50.2% of the total variation. The research provides theoretical support for improving the mental state of the rural left-behind elderly and improving the quality of life of the rural left-behind elderly, so as to promote the construction and development of a harmonious society in China.

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ANALYSIS OF THE INFLUENCE OF IDEOLOGICAL AND POLITICAL EDUCATION ON COLLEGE STUDENTS' COMMUNICATION AND ADAPTATION BARRIERS

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Background: There is a close relationship between college students' ideological understanding and mental health level, and it is difficult to distinguish a clear boundary between them. Exploring the integration of ideological and political education and mental health education has become an important topic for college educators. College students are in a critical period of life growth, and their ideological and political understanding and development have great plasticity. Strengthening the ideological and political education of college students is conducive to the formation of college students' good ideological and political quality. However, the problem of college students' ideological and cognitive development does not exist in isolation, but has a close relationship with college students' mental health. College students' psychological development is in a critical period of transition from immature level to mature level. When

facing environmental changes or social instability factors, they are prone to anxiety, panic, tension, worry and other emotions, as well as behavioral problems caused by cognitive bias. These problems include both ideological and psychological problems. It is difficult to draw a clear boundary between the two. At present, due to the imbalance of college students' physical and mental development, many college students often face psychological confusion and psychological conflict, and some develop into serious psychological obstacles such as weariness, loneliness and inferiority, and even lead to psychological diseases. According to statistics, the number of college students with communication and adaptation barriers is increasing year by year. Therefore, exploring the integration of ideological and political education and mental health education has become an important topic for college educators.

Objective: In previous studies, more scholars mainly focused on analyzing the consistency of college students' thoughts and psychology in terms of objectives, methods and contents, and emphasized the significance or importance of integration. On the path of integration, either mental health education is infiltrated into ideological and political education, or ideological and political education is infiltrated into mental health education, and the integration mode of ideological and political education and mental health education has not been constructed. Ideological and political education and mental health education are two parallel disciplines, not the relationship between inclusion and inclusion. Therefore, this study takes the "learning community" in constructivism theory as the theoretical support to find the coincidence point of its integration.

Subjects and methods: 400 college students with communication adaptation disorder in 10 schools in a certain area were randomly selected to conduct a questionnaire survey, and the students were randomly divided into two groups. The experimental group, composed of 196 students, was given ideological and political education for 8 weeks. The control group consisted of 204 students. The group received no special education and only daily education within 8 weeks.

Study design: After the experiment, all subjects were investigated on the improvement of communication adaptation disorder symptoms. Among them, the significant effect is that cognition, emotional behavior and will are significantly improved, effectively improve cognition, emotion and will, ineffective means that the mental state is still abnormal or no improvement.

Methods: The relevant data were calculated and counted by Excel software and SPSS20.0 software.

Results: Before and after the intervention, the total effective rate of the experimental group was significantly higher than that of the control group, and the difference was statistically significant ($P < 0.05$). For patients with communication adaptation disorder, the ideological and political education model has higher effect and application value compared with routine daily education. As shown in Figure 1.

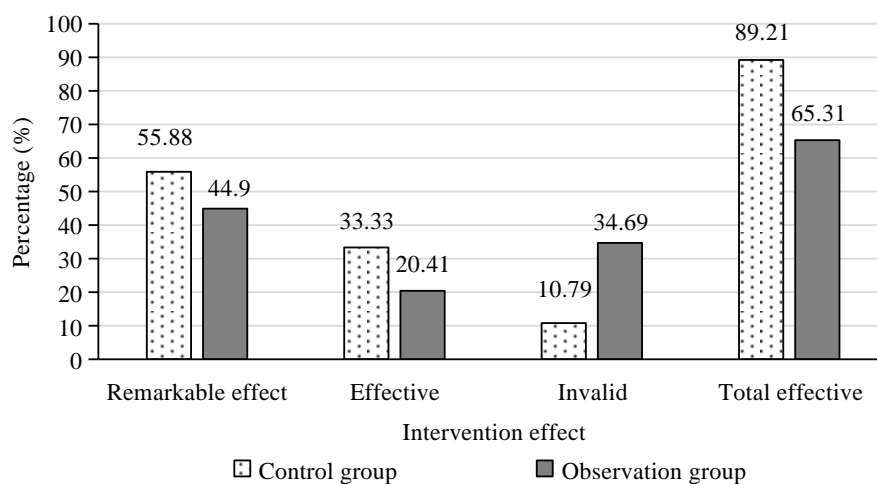


Figure 1. The improvement effects of the two groups after intervention were compared

Conclusions: The integration model of "learning community of ideological and political education and mental health education" for college students is an innovative application in college students' ideological and political education and mental health education. This model changes the traditional methods of students' ideological work and psychological adjustment, and integrates the four elements of "situation", "cooperation", "conversation" and "meaning construction". By creating diverse learning situations, combine offline teaching with online activities, and combine case analysis with emotional interaction. By cultivating the integration and cooperation mechanism, we can provide students with effective support in ideology, study, psychology and life. This model pays more attention to the common development of student groups, gives full play to the positive role of the collective, helps each other, and individuals exercise

themselves in the group, which is both fruitful and dedicated. At the same time, individuals gradually cultivate their subjective initiative, improve their sense of self-efficacy, and are willing to take the initiative to grow for their own future. The construction of this model not only creates a new idea of ideological and political education and mental health education, but also provides theoretical support and reference value for the development of college students' ideological and political education and the improvement of college students' mental health level in the new era.

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EFFECTIVE EFFECT OF SCL-90 ON ALLEVIATING COLLEGE STUDENTS' EMPLOYMENT ANXIETY

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Background: In recent years, the number of college graduates in China is increasing. The research points out that from 2021 to 2025, the employment prospect of college students is not optimistic, college students will bear great psychological pressure, and employment anxiety will become a common psychological phenomenon among contemporary college students. Employment anxiety is a restless emotional experience caused by college students' bad cognition of employment goals, processes and results, and this negative emotional experience is often accompanied by various physiological reactions, such as insomnia, tension, fear, anxiety and so on. Even if the employment anxiety is eliminated after employment, it will still have a certain impact on the physiology and psychology of college students. Although it is normal for college students to have slight anxiety in the process of employment, excessive anxiety will cause psychological disappointment and depression, and even extreme behavior. The main reason for the employment pressure of college students is that under the current social situation, the number of college graduates is increasing year by year, so that the established jobs cannot meet the needs of graduates. Secondly, when college students are employed, they are facing the pressure from families, schools and other aspects, which will inevitably cause college students to have negative emotions and psychological pressure. For college students themselves, their psychological ability to bear pressure is usually low, and they can't face up to the difficulties and setbacks in the process of employment. In addition, due to the long-term study of theoretical knowledge on campus and poor practical ability and hardship bearing ability, college students will feel that they are discouraged from job opportunities due to high work intensity or low salary in the process of job hunting. These reasons have led to the employment pressure and even employment anxiety of college students.

Objective: In view of the employment anxiety of college students, this study proposes to use cognitive therapy combined with group counseling to alleviate the employment anxiety of college students. Cognitive therapy believes that maladaptive behaviors and emotions are related to maladaptive cognition. Psychological counselors need to find this bad cognition and take appropriate measures to correct them in time. The psychological problems of college students' employment not only seriously affect the physical and mental health of college students and their future self-development, but also provide effective countermeasures to solve the employment anxiety of college students and improve the mental health level of graduates through exploratory intervention experiments.

Research objects and methods: Among the experimental volunteers of 8 colleges and universities in an area, 500 college students with medium and low-level anxiety were selected by SAS test. 120 students who clearly expressed employment confusion were selected through interview and randomly divided into experimental group and control group, with 60 students in each group.

Study design: The experimental group was given cognitive therapy combined with group counseling, and the control group was given routine treatment. The intervention plan of the experimental group includes unit topics such as ice breaking, theoretical knowledge learning, cognitive others, cognitive self, cognitive career, cognitive anxiety, cognitive job search, cognitive self-confidence, follow-up discussion and so on. After the experiment, SCL-90 scale was used to investigate and analyze the two groups. The scale has a total of 90 self-evaluation items. The test factors include somatization, obsessive-compulsive symptoms, depression, anxiety, psychosis, etc. through the 5-level scoring method, the higher the score, the lower the level of mental health.

Methods: The relevant data were analyzed by Excel and SPSS20.0 for calculation and statistics.

Results: The scores of somatizations, interpersonal sensitivity, anxiety and depression in SCL-90 in the experimental group were significantly better than those in the control group ($P < 0.05$).