

**Objects and methods:** After consulting the relevant literature and summarizing the strategies that may help to improve the ideological education of college students in China, 20 experts or scholars with sufficient authority and representativeness in the field of ideological education and educational psychology in colleges and universities were selected from China to form an expert group. Share the countermeasures with the expert group, ask the members of the expert group to evaluate the impact of the strategy on the ideological education of college students, then summarize the evaluation results of the expert group, adjust and summarize the strategies according to the evaluation results, and then send them to the expert group for evaluation again. The inquiry cycle will not stop until the evaluation opinions of the expert group become consistent. In addition, the impact degree is quantified according to the five-point system, that is, the number 1 represents the level of no impact, 2 represents the level of slight impact, 3 represents the level of general impact, 4 represents the level of obvious impact and 5 represents the level of full impact.

**Results:** After several rounds of expert inquiry and strategy adjustment, the expert comments reached an agreement. The statistical expert group's views on the impact of strategies on college students' ideological education are shown in Table 1.

**Table 1.** Statistics of final comments of the expert group

Strategy	No effect	Slight impact	General impact	Obvious influence	Full impact
Training to improve teachers' Ideological and political level	1	3	6	7	3
Adjust the teaching contents and methods of Ideological and Political Education	1	4	9	5	0
Improve campus culture and ideological atmosphere	2	4	5	8	1
Application of network new media tools for information dissemination	2	6	9	2	1

The numbers in columns 2 to 6 in Table 1 represent the number of people who the expert group believes that a strategy will have a corresponding impact on college students' ideological education. Secondly, the "Ideological and cultural adjustment" and "political observation" are the two most significant tools for college students to improve the ideological and cultural level of education, and the "Ideological and cultural adjustment" and "political observation" are the two most significant tools for teachers to improve the ideological and cultural level of campus education. The number of people whose influence the level of the above strategies is not lower than "obvious influence" is 10, 9, 5 and 3 respectively.

**Conclusions:** In view of the current insufficient ideological education of domestic college students and the relatively scattered ideology of college students as a whole, this study puts forward a number of countermeasures to optimize college students' ideological education based on the analysis of literature and the theory of educational psychology, and uses the Delphi method to consult the selected expert group. The results of the expert group's opinion statistics show that the expert group believes that the two strategies of "training to improve teachers' Ideological and political level" and "improving campus culture and ideological atmosphere" have the most significant impact on college students' ideological education, followed by "adjusting the teaching contents and methods of Ideological and political education", and the least impact is "using network new media tools for information dissemination", the number of people whose influence level of the above strategies is not lower than "obvious influence" is 10, 9, 5 and 3 respectively. The evaluation results of the expert group show that using the strategies proposed by educational psychology, such as considering the students' educational psychology, adjusting the content and methods of Ideological and political education in colleges and universities, adopting new media tools that more cater to the psychology of the new generation of college students, and so on, are indeed helpful to improve the quality of Ideological education in colleges and universities in China.

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## THE POSITIVE INFLUENCE OF INTERNET PLUS COLLEGE ENGLISH TEACHING ON MENTAL DISORDERS OF COLLEGE STUDENTS

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**Background:** Mental disorder refers to the disorder of individual mental activities such as cognition, emotion and will due to the abnormal operation of human brain function. The common causes of the mental disorder include growth environment, physique, congenital heredity and so on. Most patients with mental disorders have self-talk, abnormal behavior, weak will, emotional judgment and expression disorders, delusions, hallucinations and other behavioral manifestations, and lack of correct self-awareness. Generally, they are unable to accurately judge that they have mental disorders. Since the reform and opening, China has become more and more closely connected with the world, and enterprises and government agencies have higher and higher requirements for students' English ability, which directly increases the employment psychological pressure of college English majors. Some students begin to show symptoms of mental disorders such as self-talk and weak will because they can't bear the environmental pressure. However, in the context of the sinking of Internet applications, it is possible to use Internet technology tools in college English teaching. These technologies can bring English majors a broader learning perspective and more diverse employment channels and values, and there is the possibility of improving students' mental disorders. Therefore, this study focuses on exploring the impact of the application of Internet technology tools in college English teaching on students' mental disorders.

**Objective:** After understanding the current application of Internet technology in teaching, college English teaching and the current situation of college students' mental disorders, this paper puts forward the countermeasures of using Internet technology and tools to improve English majors' mental disorders, and verifies the effectiveness of the strategies in teaching experiments, to provide some positive ideas for improving the comprehensive quality of college English majors in China.

**Participants and methods:** A general undergraduate school was selected from cities with a medium level of domestic economic development. 164 full-time college students of English-related majors who were willing to participate in the experiment and suffered from different degrees of mental disorders were randomly selected as the research objects. Then let them accept English teaching lasting for one semester. During the teaching experiment, with the consent of the school management and teachers, teachers are required to upload the video version of the teaching content to the school intranet after teaching a course, and add some tips for auxiliary learning considering the students' mental impairment for students to review the course. At the same time, teachers are required to provide students with more forms of learning materials as a supplement to the main courses on the premise of considering the symptoms of students' mental disorders. At the beginning and end of the teaching experiment, teachers are required to investigate the severity of mental disorders of all students participating in the experiment. The investigation method is not limited and is at the discretion of teachers, but the methods used in the previous and subsequent investigations need to be completely consistent to avoid introducing additional irrelevant variables into the experiment.

**Results:** The data of teachers' investigation results on the severity of students' mental disorders were collected. It was found that they used the SCL-90 scale to investigate and judge the level of students' mental disorders. Therefore, the study stipulated to display the score data in the form of mean combined with standard deviation and conduct a *t*-test. The significance level of the difference was 0.05. See Table 1 for the data after statistical investigation.

**Table 1.** Comparison of statistical results of students' SCL-90 scale before and after teaching experiment

Project	Before teaching	After teaching	<i>t</i>	<i>P</i>
Somatization	1.58±0.53	1.57±0.63	1.143	0.942
Obsession	1.96±0.62	1.42±0.43	1.251	0.001
Susceptibility	2.14±0.54	1.53±0.58	0.341	0.001
Depressed	2.26±0.80	1.66±0.51	0.554	0.002
Anxious	2.37±0.53	1.70±0.43	0.786	0.004
Hostile	1.50±0.44	1.41±0.62	0.163	0.035
Terror	1.42±0.57	1.43±0.40	1.910	0.769
Paranoid	1.47±0.57	1.30±0.71	0.415	0.028
Psychotic	1.33±0.41	1.33±0.52	1.326	1.150

It can be seen from Table 1 that before and after the teaching experiment, the *P* value of the average quantitative score difference of students on somatization, phobia, and psychosis factors is greater than the

significance level, and it is considered that the data difference is not significant. The scores of students on obsessive-compulsive disorder, sensitivity, depression, anxiety, hostility, and paranoia after the experiment were statistically significant compared with the data before the experiment.

**Conclusions:** Aiming at the mental disorder of English majors in colleges and universities in China, based on the investigation and collection of relevant literature, this study puts forward some improvement methods combined with Internet technology and tools, and designs and implements a teaching experiment to verify the effectiveness of these strategies. The experimental results show that after teaching, students have an obvious recovery effect on the symptoms closely related to mental disorders. This experiment shows that paying more attention to students' mental disorders in the process of English teaching and adopting targeted internet means to adjust teaching methods and progress can help alleviate the severity of mental disorders of English majors.

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## THE VIEW OF WOMEN IN RUSSIAN LITERATURE FROM THE PERSPECTIVE OF SOCIAL PSYCHOLOGY

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**Background:** Social psychology is a subject that studies the psychological and behavioral conditions of individuals and organizations in the social environment, and summarizes the laws used to solve the corresponding social problems. Social psychology is an interdisciplinary subject of sociology and psychology. Compared with traditional psychology, it focuses on language, friends, family, living environment. While the learning environment has an impact on itself, it also pays attention to the communication mode, group behavior norms, group thinking and habits of group organizations at the social level. Because the research object of social psychology involves human organizations, it is necessary to strictly abide by the principle of value neutrality, systematic principle and ethical principle in the process of case study, so as to prevent irrelevant variables affecting the results from being introduced into case study.

From modern times to modern times, the concept of women in Russian literature shows an obvious law of change. In the literary works of the Russian Soviet era, because at that time, under the background of communism, equality between men and women and materialistic historical concept were the mainstream ideas in society, the female roles were always positive, willing to contribute, intelligent and high social status. In these literary works, many women are morally noble, despise material interests, and are willing to struggle for their beliefs and ideals without complaint and regret all their life, with a sense of beauty similar to religious asceticism. The writers of literary works in these times praise and publicize the Russian women as the mainstream force that can save the country and change history. However, after the disintegration of the Soviet Union, the Russian literary thought, which has long been restricted by the literary censorship system and guided by the government, began to become diversified, the proportion of positive female roles in literary works decreased significantly, and the female roles at the grass-roots and bottom levels in society appeared more and more frequently. This study is expected to use social psychology methods and tools to find the reasons for the change of women's views in Russian literary works.

**Objective:** To analyze the specific content and change trend of women's view in Russian literature in different periods of modern times, and to find the social-psychological reasons for the drastic changes of women's view in Russian literature. It provides some valuable references for China's construction of high-quality socialist spiritual civilization.

**Objects and methods:** Collect the literary works with high influence and popularity in modern and contemporary Russia, carefully study these literary works, and summarize the female view and the changes of female view in Russian literary works in different periods of modern and contemporary times. Combined with the era and social background at that time and the characteristics of the material and spiritual needs of the Russian people, this paper analyzes the social-psychological reasons for the formation and transformation of women's view in literary works in various periods. Then, 25 Russian writers, historians and sociologists were found to form an expert group. Using the Delphi method, based on the proposed social-psychological reasons, they were asked to return their comments on the social-psychological reasons for the formation and transformation of women's views in Russian literary works in various periods. The