

(EPQ). The questionnaire included 88 questions, including four subscales: extroversion (E), neuroticism (N), psychoticism (P) and concealment (L). The high score of P scale indicates that the subjects have pathological personality. A high score of E scale indicates extroversion, and a low score indicates introversion. A high score of N scale indicates emotional instability, and a low score indicates emotional stability. A high score on the L scale indicates that the subject has a high ability of concealment.

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

Results: After teaching, the scores of EPQ subscales of college students were compared with those before teaching, and the differences were statistically significant ($P < 0.01$). Among them, the scores of E subscale after teaching were significantly higher than those before teaching ($P < 0.01$), and the scores of P subscale, N subscale and L subscale were significantly lower than those before teaching ($P < 0.01$).

Table 1. Comparison of EPQ scores before and after teaching

Project	Before teaching	After teaching	<i>t</i>	<i>P</i>
P	5.77	4.62	-7.607	<0.01
E	10.86	13.51	8.429	<0.01
N	11.42	9.33	-5.448	<0.01
L	12.36	10.25	-6.746	<0.01

Conclusions: The diversified and collaborative education mode of colleges and universities is the requirement of the development of market economy. All walks of life must take the road of win-win cooperation. The college of modern industry should consider its own development from the following aspects: first, the school foundation, combined with enterprise experience, integrates enterprise successful experience into the school's curriculum and professional construction, jointly shoulder the important task of talent training, jointly promote professional construction, and promote the rapid implementation of school-enterprise cooperation. Second, with the bold attempt of the school, enterprises should act as a strong backing to build public service centers and serve the transformation and upgrading of local industries. Third, talent training combined with product value-added, increase industrial added value, and make the smooth transformation and upgrading of local industries, which is also the responsibility and mission of higher vocational colleges.

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THE POSITIVE ROLE OF IDEOLOGICAL AND POLITICAL EDUCATION IN THE PSYCHOLOGICAL COUNSELING OF COLLEGE STUDENTS' MENTAL ANXIETY

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Background: The behavioral concept of psychological counseling originated from psychology, and then formed a more modern skill system through the integration with sociology, pedagogy and other disciplines. The integration of ideological and political education and college students' anxiety psychological counseling mainly refers to the counseling method of using the guidance of the values in ideological and political education, combined with psychological theories and skills, and promoting the transformation of college students' anxiety psychology in a good direction through the communication of discourse, words, practical activities and so on. For a long time, the ideological and political education in colleges and universities is closely related to the psychological state of college students. In essence, ideological and political education is an educational method with the main goal of promoting students to form correct ideological and political ideas. Compared with the basic mental health education, ideological and political education improves the values and methodology that students can follow, makes college students have the ability to distinguish different external ideas and information, and enables college students to think and experience independently in the process of growth without the interference of malignant ideas. Using the psychological counseling of ideological and political education to help college students resolve the psychological crux and get rid of anxiety from a higher perspective of improving college students' cognitive level, emotional control level and behavior control level. This way can help college students change their perspective on the world and form a sounder psychological personality. The starting point of college students' anxiety symptoms is mostly due to their psychological pressure caused by the interference of external information and their inability to correctly treat and deal with external information. This kind of psychological pressure

will not only seriously affect college students' personal study and life, but also affect students' behavior, resulting in many behavior disorder symptoms. In severe cases, it may also affect others' normal study and life. Combined with the psychological counseling method of ideological and political education, we can take the psychological phenomenon of college students as the starting point, follow the psychological laws and psychological characteristics of college students, and improve college students' psychological cognition and emotional tendency through explanation, explanation, empathy and experiment, so as to promote them to get rid of the psychological state of anxiety and the abnormal behavior caused by anxiety. Therefore, it is necessary and effective to actively apply the theory of ideological and political education in the psychological counseling of college students' anxiety, which is in line with the inevitable trend of the integration of ideological education and psychological education in colleges and universities in the future.

Objective: This study applies ideological and political education to the psychological counseling of college students' mental anxiety, and helps contemporary college students get rid of mental anxiety and form a sounder psychological personality by integrating ideological guidance education with psychological counseling education.

Subjects and methods: This study uses experimental methods and correlation analysis to explore the positive effect of the application of ideological and political education theory on students' anxiety counseling.

Study design: In this study, a temporary anxiety counseling institution based on ideological and political education was established in a university through experiments. The institution extracted students' psychological data from the freshman's admission psychological status database as the experimental basis, and selected students with anxiety to conduct counseling experiments with different methods, in the process of counseling, the psychological status of students is evaluated by week.

Methods: In this study, anxiety self-assessment indicators are used as the evaluation system when scoring students' cases.

Results: The correlation analysis between ideological and political education and students' mental health is shown in Figure 1.

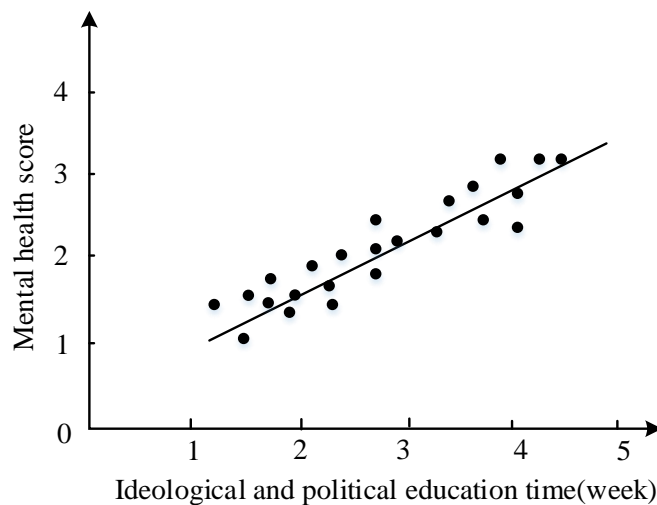


Figure 1. Correlation analysis

As can be seen from Figure 1, with the continuous growth of ideological and political education time, the psychological scores of college students with mental anxiety symptoms are also rising. It can be seen that ideological and political education can indeed play a positive role in the psychological counseling process of anxious college students.

Conclusions: With the development of information society, contemporary college students are more and more vulnerable to all kinds of wrong value-oriented information. The combination of college mental health education and ideological and political education has become an inevitable trend. Through the combination of the two, it can help students establish positive socialist core values, help students get rid of the psychological pressure brought by wrong information, promote students to form the habit of dialectically looking at things, and then fundamentally eliminate the source of anxiety psychology. The combination of ideological and political education and psychological counseling provides a more effective path for the effective implementation of efficient mental health work.

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THE ROLE OF IDEOLOGICAL AND POLITICAL EDUCATION IN ALLEVIATING THE COMMUNICATION AND ADAPTATION BARRIERS OF COLLEGE STUDENTS

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Background: Although there are some cases caused by objective conditions, most cases are caused by psychological factors of students or teachers. Therefore, when intervening in college students' psychological obstacles, we also need to start from the psychological level. College students' communication barriers are mainly divided into four types: self-caused communication barriers, objective communication barriers, environmental communication barriers and media communication barriers. A self-induced communication disorder is caused by psychological tendency. The source of self-induced communication disorder is often individual factors different from others. Under the guidance of this difference, it is difficult for individuals to establish an effective understanding and communication chain with other communicators. Objective communication barriers are communication barriers caused by the objects in the communication process, that is, there is a deviation in the cognition of the main objects of communication between the two sides, or the cognition of the main objects of communication by one side is far different from the normal social cognition, which makes it difficult for the two sides to understand each other due to the differences in cognition in the communication process, resulting in communication barriers. Environmental communication disorder mainly refers to the failure of communicators to communicate normally due to psychological pressure, behavioral inertia and other factors in some environments with obvious characteristics. For this kind of communication barrier, their communication ability can be properly restored when they leave a certain environment and reach a comfortable area. Communication obstacles are caused by the way one party uses the other party's communication. Among the above types of communication barriers, the communication barriers produced by college students are mainly self-caused communication barriers and environmental communication barriers, and the other two types appear less frequently. Self-induced and environmental communication barriers are mainly caused by students' psychological factors. College ideological and political education can help students get rid of the sense of pressure in a specific communication environment, establish positive ideas, eliminate negative psychological factors, and then help students build subjective and objective communication language and overcome communication barriers. At the same time, the application of ideological and political education in the intervention of communication and adaptation barriers of college students improves the comprehensiveness and compatibility of the education system.

Objective: This study applies ideological and political education to the guidance and healing process of communication adaptation barriers in colleges and universities, so as to help students establish a correct subject-object relationship and communication paradigm in the communication process, so as to alleviate the communication barriers of college students.

Subjects and methods: In the process of analyzing the effect of Ideological and political education on college students' communication barriers, this study uses BP neural network to classify the influencing factors between them, and judges its mitigation effect on college students' communication barriers by measuring the importance of factors in the implementation of Ideological and political treatment methods.

Study design: Through the characteristics of college students' communication barriers, this study excavates and classifies the factors that can have an important impact on communication barriers in the process of ideological and political education, and uses the characteristics of BP neural network connection weight to analyze the importance of different factors to study which factors in the treatment methods of ideological and political education have a great impact on communication barriers.

Methods: This study was conducted by factor importance test. The higher the importance, the greater the universality of the treatment of communication disorders.

Results: The importance and influence of different factors in ideological and political education on communication treatment barriers are shown in Figure 1.

The higher the importance of each ideological and political education factor in Figure 1, the greater its positive effect on the treatment of college students' communication barriers, and the more common its positive significance. The results show that the biggest impact on the enthusiasm of college students' communication barriers is the communication content factor, with a value of 0.84, followed by the communication environment factor, with a value of 0.82. The smallest impact on college students' communication barriers is individual comprehensive quality education, which is only 0.43.

Conclusions: Ideological and political education can alleviate the symptoms of communication obstacles of college students to a certain extent. It plays a positive role in college students' communication obstacles from five aspects: improving the individual comprehensive quality of communication subjects, optimizing communication content, improving communication media, improving communication environment and