

Table 1. Evaluation results of state-owned enterprise employees' satisfaction with ideological and political education [n (%)]

Degree of satisfaction	Dissatisfied (%)	Commonly (%)	Satisfied (%)
Before intervention	19 (24.36)	25 (32.05)	34 (43.59)
After intervention	4 (5.13)	49 (62.82)	25 (32.05)

Conclusions: The ideological and political education work provides the reform power and development path for state-owned enterprises. It is very important to pay attention to the development of the ideological and political work of the employees of state-owned enterprises. The integration of psychological theory into the ideological and political work can significantly improve the satisfaction and professional quality of the employees and ensure the effectiveness of the ideological and political work.

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ON THE PROMOTING EFFECT OF COLLEGE PHYSICAL EDUCATION REFORM ON STUDENTS' MENTAL HEALTH FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: Educational psychology is one of the applied disciplines of psychology, and it is also an interdisciplinary discipline of psychology and pedagogy. Therefore, educational psychology has both the academic theoretical characteristics and practical application characteristics of psychology and pedagogy. The main research contents of educational psychology include human learning in educational context, the effect of educational intervention, teaching psychology, and the social psychology of school organization. The core idea of educational psychology is to apply the theory or research results of psychology to education. Educational psychology has a wide range of applications, including curriculum design, improvement of teaching methods, promotion of learning motivation and so on. It can even help students face various difficulties and challenges in the process of growth. Under the guidance of scientific teaching theory, educational psychology can study and discuss the basic laws and the interaction between teachers and students in the teaching process, which is helpful to improve the teaching quality and teaching effect, and play a significant role in the smooth development of teaching work. In diversified teaching scenarios, educational psychology can have different positive effects, and even speed up the reform and optimization of related courses. The current teaching mode and effect of physical education in colleges and universities are not optimistic, mainly in two aspects: students and teachers. At the level of students, it is mainly reflected in the unclear motivation of physical education learning, the difficulty of correctly choosing physical education learning items, the weak awareness of independent physical exercise and the lack of interest in physical education learning. At the level of teachers, there are two problems: the lack of rationality of physical education teaching methods and incomplete teaching equipment. From the perspective of educational psychology, a series of reforms on college physical education teaching can find the most appropriate physical education teaching mode from the perspective of students' psychology, so as to improve students' sports enthusiasm and enhance students' physical quality.

Objective: Physical education in colleges and universities is of great significance to comprehensively implement quality education and further promote the growth of students. From the perspective of educational psychology, college physical education teaching needs to undertake the important tasks of improving students' physical and mental health, helping students form good habits, guiding students to establish rule awareness and driving students to practice social morality. However, in the current process of college physical education, there are still many problems to be improved, including lack of teaching resources, lack of students' interest and so on. From the perspective of educational psychology, colleges and universities should continue to strengthen theoretical teaching, highlight the social value of teaching, pay attention to students' psychological needs by constructing a multi-dimensional resource system and reforming students' evaluation mechanism, so as to provide strong support for the reform and practice of college physical education teaching.

Research objects and methods: 322 non physical education majors in colleges and universities were randomly selected as the research object to receive targeted physical education teaching training from the perspective of educational psychology, and to explore their psychological and behavioral performance in the

process of physical education teaching.

Research design: At different time nodes before and after sports intervention, through the corresponding physical test and psychological test, obtain the corresponding data evaluation results, so as to complete the comparative analysis of the changes of college students' mental health and physical quality. Mental health mainly refers to the recognition of physical education, which is the same as the evaluation of physical quality. It is expressed at different levels from 1 to 5. The higher the number, the higher the recognition and the better the physical quality.

Methods: Before and after the exercise experiment, the psychological and physical quality data of college students were collected and analyzed by Excel and SPSS24.0.

Results: The evaluation results of college students' mental health and physical quality data before and after intervention are shown in Table 1. It can be seen from Table 1 that compared with before the intervention, the two index values of college students after the intervention showed a significant increase, indicating that the tested college students had a higher evaluation of physical education reform. After the targeted physical education training from the perspective of educational psychology, the physical quality of the tested college students has also been significantly improved.

Table 1. Evaluation of sports recognition and physical quality of college students

Recognition of physical education teaching		Physical fitness evaluation	
Before intervention	After intervention	Before intervention	After intervention
1	1	1	1
1	4	1	3

Conclusions: Targeted physical education teaching and training from the perspective of educational psychology can bring students' independent will into the teaching planning, effectively improve students' Sports initiative and interest in physical education learning, and finally successfully realize the reform and practice of physical education teaching in colleges and universities.

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ON THE FIT AND EFFECTIVE INTEGRATION OF AESTHETIC EDUCATION AND IDEOLOGICAL AND POLITICAL EDUCATION IN COLLEGES AND UNIVERSITIES FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: Educational psychology is the product of the combination of educational activities and psychology. It is a science to explore the psychological law of middle school and teaching in the process of education. So far, educational psychology, as a science, has only a hundred years of history and is still a very young science. Educational psychology is a social psychology that studies human learning, the effect of educational intervention, teaching psychology and school organization under the educational situation. The focus of educational psychology is to apply the theory or research results of psychology to education. Educational psychology can be used to design courses, improve teaching methods, promote learning motivation, and help students face various difficulties and challenges in the process of growth. At the same time, the field of educational psychology is about the memory research of human learning process, cognitive process and individual differences (through cognitive psychology). The main task of this study is to reveal the basic psychological laws of students' learning and teachers' teaching, and use these laws to effectively promote students' learning. Students' learning is not only restricted by internal psychological factors such as their own learning ability, learning motivation and learning strategies, but also restricted by various external factors such as family, school, teaching materials and teachers' teaching. Educational psychology should study the psychological mechanism and law of these factors affecting learning. Specifically, educational psychology includes three aspects: first, the characteristics of educators. Educational psychology first needs to understand the characteristics of the executors of the educational process, that is, teachers, and the impact of these characteristics on the teaching process. Every educator has his own set of teaching ideas and methods, and the personality characteristics of educators will also affect the educational process. Second, the characteristics of educational objects. As the object of education, educators must understand the individual characteristics of the object of education and its