

in higher education, explore the value and position of college students' mental health education in college curriculum ideological and political teaching reform, and provide help for further analyzing the application of college students' mental health education in curriculum ideological and political reform. This study makes an in-depth study on the application of college students' mental health education in college curriculum reform, explores the integration development direction and path of mental health education and college curriculum ideological and political education, and promotes the coordinated development of college curriculum ideological and political education and college students' mental health education, hoping to provide reference for improving the mental health level of contemporary college students.

Research design: This study makes a statistical analysis on the mental health level of college students at the present stage, understands the development status of college students' mental health education, and grasps the situation of college curriculum ideological and political reform in combination with the relevant college teaching reform review report, so as to provide reference for further analysis of the application of mental health education in college curriculum ideological and political education. The research uses the method of correlation analysis to explore the relationship between college students' mental health education and college curriculum ideological and political reform, analyzes the internal relationship between college students' mental health education and college curriculum ideological and political reform by constructing a grey correlation model, and calculates the correlation coefficient to explore the direction and path of the coordinated development of college students' mental health education and college curriculum ideological and political reform, so as to provide help for promoting the development of college students' physical and mental health.

Results: The psychological development of college students under the organic integration of mental health education and curriculum thought and politics is shown in Table 1.

Table 1. Psychological development of college students under the organic integration of mental health education and curriculum thought and politics

| Grade | Freshman | Sophomore | Junior | Senior | Average |
|-------------------------|----------|-----------|--------|--------|---------|
| Confidence | 5 | 5 | 3 | 4 | 4.25 |
| Sense of responsibility | 3 | 4 | 4 | 4 | 3.75 |
| Creativity | 5 | 4 | 4 | 3 | 4 |
| Character | 4 | 4 | 3 | 4 | 3.75 |
| Stable personality | 5 | 3 | 3 | 3 | 3.5 |
| Average | 4.4 | 4 | 3.4 | 3.6 | - |

Conclusions: The concept of curriculum ideological and political education is an important attempt to build a socialist university with Chinese characteristics in the new era. The ideological and political education is integrated into the professional education of various disciplines, and through the synergistic effect of professional courses and mental health education, it can help college students cultivate correct values of life and learning. Organically integrate the development of mental health education curriculum with the ideological and political reform of curriculum, promote the transformation of college education mode in the new era, build the ideological and political pattern of colleges and universities based on core values, and take the socialist core values as the basic standard for contemporary college students to judge good and evil and the basic code of conduct of social practice. The coordinated development of college students' mental health education and curriculum ideological and political reform can effectively enhance college students' ideological consciousness, lead college students to build an ideological defense line and promote the healthy development of college students' mental quality.

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RESEARCH ON THE APPLICATION OF SOCIAL PSYCHOLOGY IN BUSINESS ADMINISTRATION TEACHING

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Background: Social psychology is an interdisciplinary subject based on sociology and psychology, which studies the psychology, emotion and behavior of individuals and organizations in the social environment,

and summarizes the laws used to solve relevant social problems. Compared with traditional psychology, it pays attention to the impact of language, friends, family, living environment and learning environment on itself in the process of individual socialization. It also pays attention to the communication mode, group behavior norms, group thinking and habits of group organizations at the social level. In addition, 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 the introduction of irrelevant variables affecting the results in case study. In order to meet the needs of the development of China's socialist market economy, most comprehensive universities and business universities have set up the major of business administration. The purpose is to cultivate students' economic and management awareness, improve their knowledge structure and ability structure, and meet the needs of the development of modern enterprises. However, in recent years, with the outbreak of the epidemic and the intensification of the conflict between China and the United States, enterprises have higher and higher requirements for the ability of business administration personnel, which has also brought great learning and employment pressure to business administration students. Many students have Employment anxiety under this pressure, which has a serious impact on students' life and study.

Objective: To understand the recruitment requirements of business administration related posts in the job market and the actual demand for talents, as well as the teaching mode, teaching environment, teaching methods, teaching tools, training project content of business administration in colleges and universities, so as to find the weakness in the current business administration course education in colleges and universities. Design and carry out teaching experiments to verify whether the theoretical methods of social psychology can help to improve the employment anxiety of business administration students.

Objects and methods: Study the literature and books on business administration, social psychology and employment anxiety at home and abroad in recent three years, and analyze the main causes of employment anxiety among business administration students in China. Then a teaching experiment was designed and carried out. 300 junior students majoring in business administration who were willing to participate in the experiment were selected from a well-known business university in China. They were investigated by SAS (Self-rating Anxiety Scale). 135 students with test scores greater than 49 were selected as the research objects. These students will be taught the core courses of business administration major for one semester, and teachers are required to use the theoretical methods of social psychology in the teaching process to analyze the core skills required for the employment of this major, analyze the employment skills of professional counterparts, and give timely encouragement and help when students are in employment anxiety. After the end of the teaching task of one semester, SAS survey was conducted on the students again. All measurement type features in the study are displayed in the form of mean \pm standard deviation for *t*-test, and counting type features are displayed in the form of number or proportion of number for Chi-square test. The significance level of difference is taken as 0.05.

Results: The effective data were entered into the computer and statistically analyzed by python programming language, and Table 1 was obtained.

Table 1. Analysis of SAS survey results of business administration students

| Data item | Before teaching | After teaching | <i>t</i> | <i>P</i> |
|----------------------------------|-----------------|----------------|----------|----------|
| Scoring data | 63.2 \pm 5.1 | 51.8 \pm 3.2 | 0.441 | 0.006 |
| Overall employment anxiety level | Medium degree | Slight degree | - | - |

Note that in this study, students with SAS scores of less than 50, 50-59, 60-69 and more than 70 are classified as no anxiety, mild anxiety, moderate anxiety and severe anxiety. It can be seen from Table 1 that the *t*-test *P* value of the SAS score data of the research objects before and after teaching is less than the significance level, and it is considered that the data difference is significant. Specifically, the average value of the overall score data of students after teaching is 51.8, compared with 63.2 before education, and the former is 18.04% lower than the latter. Before and after teaching, the overall employment level of students decreased from moderate anxiety to mild anxiety.

Conclusions: This study uses the theory and method of social psychology to design a teaching experiment. The selected business administration students with employment anxiety participate in the teaching experiment. The experimental results show that the *t*-test *P* value of the SAS score data of the research objects before and after teaching is less than the significance level, and it is considered that the data difference is significant. Specifically, the average value of the overall score data of students after teaching is 51.8, compared with 63.2 before education, and the former is 18.04% lower than the latter. Before and after teaching, the overall employment level of students decreased from moderate anxiety to mild anxiety. The experimental results show that the application of social psychology to the curriculum teaching of business administration specialty, and the teachers analyze and answer the causes of students' employment

anxiety, will help to reduce the level of employment anxiety of students of this specialty.

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THE EFFECTIVE EFFECT OF IDEOLOGICAL AND POLITICAL EDUCATION REFORM IN COLLEGES AND UNIVERSITIES ON RELIEVING COLLEGE STUDENTS' EMPLOYMENT ANXIETY

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Background: College students' employment anxiety is an emotional state of anxiety, tension and anxiety under the influence of external employment pressure. With the rapid development of China's commercial economy, China's overall market environment is no longer the blue ocean market just after the reform and opening up. Except for the lifeline industries of the national economy monopolized by a few countries and emerging high-tech industries, the talent competition in most industries is very fierce. Under this background, some college students in China will inevitably have employment anxiety. Appropriate anxiety will help stimulate students' active learning, but excessive employment anxiety will in turn reduce students' learning efficiency and employment enthusiasm, which will have a negative impact on the talent training function of China's higher education system. At present, a large number of colleges and universities in China have noticed the problem of students' employment anxiety and taken various measures to try to solve it. However, most of the methods are to set up elective courses or introduce online mental health courses. Students obviously don't pay enough attention to these courses and can't maximize the effectiveness of the courses. Therefore, this study attempts to analyze the measures to deal with students' employment anxiety and directly integrate them into the compulsory ideological and political education courses for college students.

Objective: To verify the effect of this form of college ideological and political education reform on alleviating students' employment anxiety by carrying out the ideological and political education teaching experiment integrating employment anxiety guidance, and to provide some new ideas and methods to deal with the employment anxiety of college students in China.

Objects and methods: First collect industry on anxiety of university students' employment, college ideological instruction education reform, academic information associated with anxiety, carefully read the data, analysis summed up the deficiencies in China's current employment guidance of anxiety and employment anxiety auxiliary content can be incorporated into college ideological instruction feasibility of education course, and then on this basis to design a political education teaching experiment. Choose a in teaching between domestic scale, teachers, government support has enough representative colleges and universities, and then choose to participate in 300 experiment and with different degree employment anxiety of college students majoring in philosophy as the research object, the students are divided into experimental group and control group on average, compared to two groups of students to the basic information of the first. If the statistical results show significant differences in basic information, it is necessary to adjust the groups of students until the two groups have no significant differences in basic information. The two groups were taught the same ideological and political courses, but in the experimental group, teachers were required to teach some psychological preparation and emotional control skills for employment and interview, and encourage students to speak out their inner thoughts and provide targeted solutions when they showed symptoms of employment anxiety. The educational experiment lasted for one semester. HAMA (Hamilton Anxiety Scale) survey was conducted on the two groups of students before and after the experiment. And that HAMA scores in the "less than 7 points", "7-14 points", "15-21 points", "22-28 points", "greater than 28 points" range of student's employment anxiety grade is "no anxiety", "mild anxiety", "moderate anxiety", "significant anxiety", "severe anxiety". In addition, the characteristics of measurement types in the experiment were presented by means \pm standard deviation, and the *t*-test was carried out. The significance level was set at 0.05.

Results: After the teaching experiment, the experimental data were counted by Excel software, and the results are shown in Table 1.

It can be seen from Table 1 that the *P* value of *t*-difference significance test of HAMA score data of the two groups of students before the experiment is 0.924, which is far greater than the significance level of 0.05, and the data difference is not significant. However, after the experiment, the average HAMA scores of students in the experimental group and the control group were 8.3 and 16.2 respectively. The former was