

group scored higher in all dimensions of positive personality, with statistical difference ( $P < 0.05$ ).

**Table 1.** Changes of positive psychological personality of college students in the two groups ( $n=300$ )

Dimension	Control group( $n=150$ )	Experience group ( $n=1500$ )	$P$
Creativity	2.03±0.61	4.12±0.77	<0.05
Curiosity	1.06±0.79	4.38±0.77	<0.05
Judgment	2.34±0.76	4.51±0.84	<0.05
Studious	2.65±0.81	4.72±0.71	<0.05
Insight	2.78±0.66	3.01±0.62	<0.05
Brave	1.00±0.59	3.59±0.63	<0.05
Insist	2.09±0.65	4.97±0.67	<0.05
Sincere	2.09±3.60	4.12±0.77	<0.05
Enthusiasm	2.66±0.74	3.38±0.77	<0.05
Love	1.56±0.68	4.51±0.84	<0.05
Kindhearted	1.77±0.73	3.72±0.71	<0.05
Intelligence	2.78±0.69	4.01±0.62	<0.05
Team	2.34±0.76	3.59±0.63	<0.05
Fair	1.65±0.81	3.97±0.67	<0.05
Leadership	2.78±0.66	4.12±0.77	<0.05
Tolerant	1.78±0.69	4.38±0.77	<0.05
Modest	2.15±0.67	4.51±0.84	<0.05
Cautious	1.03±0.61	4.72±0.71	<0.05
Autonomy	2.06±0.79	3.01±0.62	<0.05
Appreciate	1.34±0.76	3.59±0.63	<0.05
Gratitude	2.65±0.81	4.97±0.67	<0.05
Hope	2.78±0.66	4.12±0.77	<0.05
Humor	1.00±0.59	3.38±0.77	<0.05
Faith	2.09±0.65	4.51±0.84	<0.05

**Conclusions:** From the perspective of positive psychology, this paper constructs a physical education teaching model based on flipped classroom, in order to comprehensively promote the coordinated development of college students' body and mind. The results show that the physical education teaching model based on flipped classroom can effectively improve college students' positive psychological personality, and then has important practical value for the coordinated development of students' body and mind.

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## IDEOLOGICAL CHARACTERISTICS OF YANGMING STUDIES IN JAPAN AND ITS APPLICATION IN MENTAL HEALTH FROM THE PERSPECTIVE OF SOCIAL PSYCHOLOGY

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**Background:** College life is a special social adaptation life. For college students, the social activities experienced in college life will always affect the social and psychological changes of students. Generally speaking, social psychology studies the communication behavior of individuals and organizations in social activities. Because social psychology is the organic integration of sociology and psychology, it can further

explore the influence of individual social communication behavior by psychological factors in the research of social psychology. From the current situation of college teaching, students' campus activities are a kind of social activities, and students' social behavior on campus also affects students' psychology all the time. In some studies, it is proposed that the campus is the transitional stage for students to enter the society, and all social activities arranged by the school in the campus are set up to help students adapt to social activities in advance. Similar to the external social communication, in the research of social psychology in colleges and universities, it is also considered that it includes the main contents of social activities, social communication behavior, group psychology and so on. With the continuous change of the international community, how to gradually improve students' mental health through social psychology is debatable.

In view of the mental health problems of college students, only analyzing the changes of students' social psychology can only alleviate students' negative psychological emotions in a specific period of time, which is not conducive to the long-term improvement of students' mental health. As China's traditional philosophical thought system, with the development of the times, its application in Japan gradually increases and tends to be perfect. On the basis of Yangming, Japan has constantly changed the traditional social theory and gradually applied it in education and teaching. With the help of Japanese Yangming school thought, we can control knowledge with conscience, construct students' mental health training system with psychology, and promote students' psychological transformation with body knowledge. In addition, Yangming school in Japan has a remarkable feature, which emphasizes the need for philosophical thinking based on practice in application. From the perspective of social psychology in colleges and universities, students need to use time to adapt to the society and change the society based on the "unity of knowledge and practice", so as to improve students' social psychological ability and achieve the purpose of mental health adjustment. However, the adjustment effect of Japanese Yangming school, which is improved on the basis of Chinese Yangming school, on the mental health of college students in social activities is still unclear. Therefore, the research will analyze its impact on students' psychology by analyzing the core ideological quality of Japanese Yangming school, and evaluate its adjustment effect on mental health from the perspective of social psychology.

**Objective:** This paper discusses the characteristics and research objects of social psychology, discusses the core ideological quality of Japanese Yangming school, and evaluates the correlation between its ideological quality and the social psychology of college students, so as to analyze the impact of Japanese Yangming school on students' mental health.

**Subjects and methods:** Taking the students of three colleges and universities in a city as the research object, according to their different social behaviors, the students are divided into strong social activity group ( $n=102$ ), general social activity group ( $n=94$ ) and weak social activity group ( $n=107$ ). The psychological health problems of all students are evaluated by anxiety and depression score, and the positive psychology of students is evaluated by 0-5 score system. For different groups of students, the philosophical education thought of Japanese Yangming school is adopted to promote the cultivation of students' practical ability, evaluate the social and psychological changes of students before and after the intervention, and compare the depression and anxiety scores of students before and after the intervention, so as to analyze the application value of Japanese Yangming school in the cultivation of students' mental health.

**Results:** Compare the changes of mental health of students in different groups in colleges and universities, as shown in Table 1. It can be seen from Table 1 that the evaluation scores of students' depression and anxiety have been significantly reduced after Yangming philosophy education, and the difference between before and after is statistically significant ( $P < 0.05$ ). Comparing the positive psychological changes of students before and after the intervention, it showed that the positive psychological evaluation of students was significantly improved after the intervention ( $P < 0.05$ ).

**Table 1.** Changes of students' mental health before and after intervention

Project	Anxiety score		Positive psychological evaluation	
	Before intervention	After intervention	Before intervention	After intervention
Strong group	69.57±2.31	35.45±1.26*	2	4*
General group	60.11±2.28	40.02±1.33*	2	4*
Weak group	70.1±2.69	42.06±1.25*	2	5*

Note: \* indicates that compared with that before intervention,  $P < 0.05$ .

**Conclusions:** The cultivation of college students' mental health has always been one of the key objects in college education. In order to improve students' mental health level, colleges and universities have carried out a large number of social activities to promote students' social and psychological growth. In order to further improve the growth rate of students' mental health level, the research proposes to use the

philosophical thought of Yangming school in Japan to intervene college students. The results show that from the perspective of social psychology, the influence of Japanese Yangming school on students with different levels of social activities is more significant, which can effectively improve students' depression and anxiety and enhance students' positive psychology. Therefore, in college education, using traditional philosophy to intervene students' psychology is not only an important way to effectively improve students' negative psychological emotions, but also an important method to improve the level of college education.

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## THE INFLUENCE OF THE APPLICATION OF ARCHITECTURAL ENVIRONMENTAL PSYCHOLOGY IN COLLEGE ARCHITECTURAL DESIGN ON COLLEGE STUDENTS' MENTAL HEALTH

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**Background:** With the development of China's economy, the construction industry has gradually become an important economic industry in China. Therefore, colleges and universities pay more and more attention to the student education of the construction industry. In college education, college students are an important object of concern in the development of education in China. In college teaching, students are easy to breed obvious negative emotions. Students' negative emotions generally include psychological anxiety, depression, low spirits, excessive pressure and so on. In order to alleviate students' negative emotions and help students promote the cultivation of mental health, colleges and universities have put forward a lot of solutions. Architectural design in colleges and universities is a key course in architecture major. In the study and practice of architectural design, the complexity of buildings is more likely to lead to students' mental health problems in the teaching process. At the same time, the teaching of architectural design is a comprehensive test of teachers' innovation and practical ability of students, which shows that architectural design teachers have high requirements for students' comprehensive ability, while college students are affected by the early teaching mode, their comprehensive ability obviously cannot meet the needs of teachers. Therefore, how to put forward the means to improve mental health according to the negative psychological emotions of college architectural design students is the main direction of the development of college education. At present, college teachers need to focus on putting forward the teaching scheme based on the cultivation of students' mental health.

Among the main teaching contents of architectural design course in colleges and universities, architectural environment design is more important. For course students, how to improve their cognition of architectural environment is one of the ways to reduce students' psychological negative emotions. Environmental psychology explores the relationship between residents and the environment, mainly to meet people's physiological and psychological needs. From the perspective of human psychology, environmental psychology is applied to architectural design through space shaping, plant selection, color application and collocation, so as to create a regional landscape planning and design that meets people's psychological changes in the architectural environment. Applying environmental psychology to architectural environment design can realize the harmonious unity of environment and people, meet people's psychological and aesthetic satisfaction, and stimulate people's yearning for and active participation in buildings. At the same time, people's aesthetic appreciation of the architectural environment proposed by environmental psychology can help college students build the direction of architectural design, which can promote the establishment of college students' architectural design self-confidence in course learning to a certain extent. Therefore, the research will use architectural environmental psychology to analyze the psychological problems of college students in college architectural design courses, and put forward the training path of architectural students' mental health.

**Objective:** This paper discusses the research status and application effect of architectural