

correlation, strong correlation, very strong correlation and strong correlation grade respectively. At the same time, the *P* values of Pearson correlation between SCL-90 somatization, phobia, paranoia and psychosis factors of front-line auditors and audit quality score data are far greater than 0.05, which is considered not to have significant correlation.

Conclusions: In order to understand the correlation between various psychological stress problems of front-line auditors and the quality of auditors' audit work, the survey data of desensitization of front-line auditors in China in recent five years were purchased from a domestic public database for Pearson correlation analysis. The analysis results show that the SCL-90 obsessive-compulsive disorder, sensitivity, depression, anxiety and hostility of front-line auditors are significantly correlated with their audit quality score data, and there are negative correlations of medium correlation, strong correlation, very strong correlation, very strong correlation and strong correlation grade respectively. At the same time, there is no significant correlation between SCL-90 somatization, phobia, paranoia and psychosis of front-line auditors and their audit quality. The interview with auditors found that the main reasons for their psychological pressure at work are that the personnel of the docking unit do not cooperate to carry out work, heavy work tasks and low work income.

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RESEARCH ON THE PROMOTING EFFECT OF COLLEGE PHYSICAL EDUCATION CURRICULUM REFORM ON STUDENTS' MENTAL HEALTH

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Background: As domestic economic growth slows down and COVID-19 continues. The mental health problems of contemporary college students are increasing due to the psychological contradictions caused by poor academic performance, improper handling of social relations, employment pressure and love problems. The main manifestations of college students' mental health problems are: compulsion, interpersonal sensitivity, depression, anxiety, hostility and other symptoms. In addition, relevant research shows that, about 20% of college students in some domestic universities suffer from different degrees of psychological maladjustment. Psychological disorders and other problems. At present, the psychological problems of college students have attracted more and more attention of college educators and society. Many pedagogical experts have also put forward a variety of solutions to this problem, and some countermeasures have begun to be implemented in the education reform of colleges and universities. However, researchers do not pay enough attention to physical exercise in improving the mental health level of college students, and physical exercise has been proved to play an obvious role in improving the psychological status of exercisers. Therefore, this study attempts to analyze the impact of college physical education curriculum reform on students' mental health based on the current situation of students' psychological needs and psychological problems.

Objective: To understand the overall situation of college students' mental health in China through telephone or offline communication with front-line backbone physical education teachers, pedagogy majors and psychology experts. Then a physical education curriculum experiment based on physical education teaching reform is designed and carried out to verify the specific impact of college physical education curriculum reform on students' mental health based on students' psychological needs and psychological problems.

Subjects and methods: A number of front-line backbone physical education teachers, pedagogy majors and psychology experts were selected from China for telephone or offline communication in order to understand the current mental health level of domestic college students and common mental health problems. Then select a nationally representative university in terms of teaching ability, teaching fund support, teachers and students' learning ability from China, and then select 200 students as the research object, and divide them into experimental group and control group, each group includes 100 students. First, make basic information statistics for the two groups of students to ensure that there is no significant difference in the basic information of the two groups of students. If there is a significant difference, you need to regroup. Then the two groups of students were taught physical education, and the teaching content was the same. The teaching schedule is to conduct physical education courses three times a week, each course lasts 45 minutes and lasts for 3 months. Do not interfere with the physical education curriculum

teaching of the control group, but the teaching method of the experimental group needs to be reformed. The teachers in the experimental group are required to try to change their roles in the teaching process, let the students carry out self-teaching and mutual teaching, and give targeted encouragement, praise and physical education technical guidance to the students according to their psychological status. Before and after the teaching course, teachers are required to score the students' mental health level according to their classroom performance and after-school performance (the higher the score, the healthier the subject's psychology), and list the students' psychological problems and their severity.

Results: After the experiment, the students' mental health score data were collected from the teachers, entered into the computer, and used SPSS22.0 software for statistical analysis, and the analysis results are shown in Table 1. Note that 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.

Table 1. Statistical results of mental health scores of two groups of students before and after physical education teaching experiment

Statistical time	Experience group	Control group	<i>t</i>	<i>P</i>
Before teaching experiment	71.6 \pm 4.8	71.4 \pm 5.2	1.204	1.073
After the teaching experiment is completed	78.5 \pm 4.2	72.0 \pm 5.1	0.426	0.017
<i>t</i>	0.335	1.479	-	-
<i>P</i>	0.012	0.851	-	-

It can be seen from Table 1 that the *t*-test *P* value of the score data of mental health level of the two groups of students before the experiment is 1.073, which is greater than the significance level of 0.05. It is considered that the data difference is not significant. At the same time, it can also prove that the grouping of personnel in the two groups is reasonable, and the subsequent statistical results are comparable. After the experiment, the *t*-test *P* value of the mental health level score data of the two groups is 0.017, which is less than the significance level of 0.05. It is considered that the data difference is significant, and the average score of the experimental group is 78.5, which is higher than 72.0 of the control group.

Conclusions: In view of the phenomenon that Chinese college students have a certain degree of mental health problems, this study designed and carried out a physical education curriculum teaching experiment based on physical education curriculum reform. The experimental results show that on the premise that there is no significant difference in the mental health level score data between the two groups before the experiment, after the experiment, the *t*-test *P* value of the mental health level score data of the two groups is 0.017, which is less than the significance level of 0.05, and the data difference is significant, and the average score of the experimental group is 78.5, which is higher than 72.0 of the control group. The experimental results show that the reform of physical education curriculum with students' psychological needs as the core is helpful to improve the mental health level of college students.

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THE CONSTRUCTION AND INFLUENCE MECHANISM OF SOCIAL PSYCHOLOGY ON THE COHESION OF GRASS-ROOTS PARTY CONSTRUCTION ORGANIZATIONS IN COLLEGES AND UNIVERSITIES

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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 corresponding social problems. Social psychology is an interdisciplinary subject of sociology and psychology. 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. 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