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## ANALYSIS ON THE INFLUENCE OF COLLEGE CURRICULUM IDEOLOGICAL AND POLITICAL COLLABORATIVE EDUCATION MODEL ON THE DEVELOPMENT OF COLLEGE STUDENTS' MENTAL HEALTH

Fang Huang

*Hunan Biological and Electromechanical Polytechnic, Changsha 410127, China*

**Background:** Mental health education is an important part of ideological and political education in colleges and universities in the new era. In the report of the 19th National Congress of the Communist Party of China (CPC), General Secretary Xi Jinping clearly proposed to “strengthen the construction of social psychological service system and cultivate self-esteem, self-confidence, rationality, peace and positive social mentality.” With the advancement of China’s economic development and social reform, there have been many new problems, new situations and new contradictions. For college students, and bring economic pressure they face learning cost, human resource market competition brings the employment pressure, the evolution of learning pressure, etc., lead to their psychological stress and psychological load, some students even so the depression, schizophrenia, affective disorders, cognitive dysfunction, logic of thinking obstacles such as mental illness. It can be seen that the mental health problems of college students have seriously affected the quality of talent training in China’s higher education. Universities should adhere to the heart and moral education, the combination of the mental health education into ideological and political education work (hereinafter referred to as “double”), give full play to the coordination and educating effect, promote the quality of college students’ mental health and the coordinated development of ideological and political quality, scientific culture quality, to train and bring up can meet the need of social development, the competition of talents.

**Objective:** To study the impact of collaborative education on college students’ mental health by integrating college students’ mental health education into college ideological and political education. So as to put forward some constructive suggestions to improve the teaching quality of the mental health content of Ideological and political education in colleges and universities, so as to provide some references for improving the overall mental health level of college students in China.

**Subjects and methods:** Cooperate with a domestic undergraduate college with certain representativeness in teaching ability, teaching scale and financial support, so as to carry out social experiments in the university. 162 college students who are willing to participate in the experiment are selected from the selected colleges and universities as the research objects and divided into reform group and control group. Before the experiment, the differences of basic information such as gender, age, grade and ideological and political level between the two groups of students are counted. After confirming that there is no significant difference between all basic information of the two groups of students, the follow-up experiment can be carried out. Otherwise, you need to regroup or re select the research object. The ideological and political education of the two groups of students does not interfere with the teaching process of the control group, but the ideological and political teachers of the reform group are required to integrate the corresponding professional knowledge of mental health according to the teaching knowledge points in the teaching process, and pay attention to the real-time psychological state of students in the classroom. If they find that their psychological state is poor, they will give students some targeted guidance, such as encouragement, psychological counseling and private conversation. In order to ensure the correctness of the experimental results, it is necessary to ensure that the two groups of students are completely consistent in other teaching contents except the intervention content, and carry out teaching with the same teacher team. After the teaching activities are completed, SAS (Self-rating Anxiety Scale) and SDS (Self-rating depressed scale) surveys need to be conducted respectively to understand the changes of students’ psychological status before and after the experiment.

**Results:** After the teaching experiment, collect the experimental data, remove the invalid samples, remove the remaining data for statistical analysis, and get Table 1. The measurement type features are displayed in the form of mean  $\pm$  standard deviation for *t*-test, and the 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.

It can be seen from Table 1 that the *P* values of SAS and SDS score data *t* test of students in the reform group and the control group after the experiment are 0.003 and 0.002 respectively, which are far less than the significant level, and the difference is statistically significant. The average scores of SAS and SDS in the reform group after the teaching experiment were 47.0 and 48.5 respectively, which were lower than those

in the control group.

**Table 1.** Experimental data statistics of two groups of college students after the experiment

Statistical time	Reform group	Control group	<i>t</i>	<i>P</i>
SAS score	47.0±3.2	54.2±3.7	0.254	0.003
SDS score	48.5±4.0	57.3±4.3	0.376	0.002

**Conclusions:** In order to explore the influence of the collaborative education mode formed by integrating mental health education into Ideological and political education on the mental health level of college students. This study designed a teaching experiment based on Ideological and political teaching behavior. The experimental results show that the *P* values of SAS and SDS score data *t* test of the reform group and the control group are 0.003 and 0.002 respectively, which are far less than the significant level, and the difference is statistically significant. The average scores of SAS and SDS in the reform group after the teaching experiment were 47.0 and 48.5 respectively, which were lower than those in the control group. The experimental data show that integrating mental health education into Ideological and political education and carrying out ideological and political education in the mode of collaborative education for college students will help to improve students' mental health level and reduce the severity of their psychological anxiety and depression.

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## THE INFLUENCE OF REFORM IDEAS ON TEACHERS' COGNITIVE IMPAIRMENT

Kun Wang

*Science and Technology Division, Yangzhou University, Yangzhou 225009, China*

**Background:** The main manifestation of cognitive impairment is that the advanced functions of human brain such as memory, logic and thinking cannot operate abnormally, and the cognitive impairment of patients in one aspect is likely to cause cognitive impairment in other aspects. The main clinical manifestations of cognitive impairment are divided into perceptual impairment (such as hypersensitivity or retardation, sensory deterioration and internal discomfort), memory impairment (such as strong memory and memory defect), and thinking disorder (thinking logic disorder and association process disorder). Most of the causes are abnormal activity of human cerebral cortex. With the development of China's social economy and scientific and technological level, the level continues to improve. The country has a growing demand for innovation. The main force of innovation is a high knowledge group with high academic level and innovation ability, of which college teachers are an important part. In order to promote the transformation of university teachers' achievements into commercial value, the state is making great efforts to promote the transformation of teachers' achievements, which is conducive to promoting the realization of intellectual resources and stimulating the innovative vitality of high intellectuals. However, some college teachers in China suffer from cognitive impairment and mental illness due to genetic, family education and other reasons, which may not be able to adapt to the reformed system.

**Objective:** To understand the current reform ideas and current situation of the transformation of teachers' achievements in colleges and universities in China. On this basis, we use the Delphi method, that is, the expert inquiry method, to obtain experts' views on the impact of the transformation of teachers' achievements in colleges and universities on college teachers with cognitive impairment, and put forward several countermeasures to reduce the negative impact on college teachers with cognitive impairment according to the inquiry results. It provides some references for improving the talent innovation ability of colleges and universities in China.

**Subjects and methods:** To investigate and analyze the research materials and books published in recent three years on the innovation of teachers with cognitive impairment and the transformation reform of teachers' achievements in colleges and universities, so as to understand the impact of the transformation reform of teachers' achievements in colleges and universities on teachers with cognitive impairment. The results of this impact analysis will be sent to the members of the expert group established by the study (including 48 members in total) to obtain the views of the members of the expert group on the data sent, that is, the views on the impact of the transformation reform of college teachers' achievements on college