

teachers with cognitive impairment, and the impact degree caused by various influencing factors will be rated according to no impact, slight impact, general impact, obvious impact at the same time, in order to improve the accuracy of the research results, the above impact levels are given five integer quantization's of 1, 2, 3, 4 and 5 respectively. After the members of the expert group return the evaluation opinions, the research team will integrate the opinions, and then send the sorting results to the members of the expert group again, and ask them to give evaluation again. Cycle until the members of the expert group reach an agreement on the evaluation of the evaluation contents. In order to improve the authenticity of the inquiry results, any form of communication between expert members is not allowed in the inquiry process.

Results: After the members of the expert group reached an agreement on the evaluation opinions, the final opinions were counted and the results in Table 1 were obtained.

Table 1. Summary of final evaluation results of expert group members on evaluation contents

Affected factors	No effect	Slight impact	General impact	Obvious influence	Full impact
Aggravation of cognitive impairment symptoms	4	7	12	16	9
Reduced willingness to innovate	5	7	14	14	8
Increased employment anxiety	12	23	9	4	0
Limited work enthusiasm	4	17	18	7	2

Note: The values in Table 1 represent the number of experts in the expert group who believe that the transformation reform of college teachers' achievements will have a corresponding impact level on a certain affected factor of college teachers with cognitive impairment.

According to the analysis of Table 1, the expert group believes that the transformation reform of college teachers' achievements has the greatest impact on the "aggravation of cognitive impairment symptoms" of college teachers with cognitive impairment, followed by the "reduction of willingness to innovate", which has the least impact on the "increase of employment anxiety". The number of people who choose the above factors as "fully affected" is 9, 8 and 0 respectively.

Conclusions: In order to explore the impact of the reform of teacher achievement transformation on college teachers with cognitive impairment in China, a query experiment based on Delphi method was designed. According to the statistical inquiry results, the expert group believes that the transformation reform of college teachers' achievements has the greatest impact on the "aggravation of cognitive impairment symptoms" of college teachers with cognitive impairment, followed by the "reduction of willingness to innovate", which has the least impact on the "increase of employment anxiety". The number of people who choose the above factors as "fully affected" is 9, 8 and 0 respectively. Therefore, the research team proposed that while the school is carrying out the transformation reform of college teachers' achievements, it should also carry out targeted training for teachers with cognitive impairment, so as to make them easier to accept the reformed system and prevent the deterioration of their cognitive impairment symptoms.

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STUDY ON THE PROMOTING EFFECT OF LEISURE PHYSICAL EDUCATION CURRICULUM CONSTRUCTION ON STUDENTS' MENTAL HEALTH IN COLLEGES AND UNIVERSITIES

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Background: On the one hand, with the rapid development of China's economy, science and technology, social organizations and the state put forward higher employment requirements for higher education talents. On the other hand, college students are in a critical period of growth, development, mental health quality and personality formation, and their physical function gradually tends to mature, but the development of individual psychology lags behind. After switching from middle school life to college life, due to the drastic changes in learning environment, learning mode and social relations, a considerable number of college students cannot quickly adapt to college life, resulting in anxiety, fear, negativity and depression, even the psychology of pessimism. These negative psychological factors will often affect the learning efficiency and social process of college students, make their social and learning results more unsatisfactory, form a

negative psychological self-prediction effect, lead to more serious symptoms of mental diseases and vicious behavior cycle. At the same time, the research results of some sports education and kinematics literature show that long-term and regular sports can improve the symptoms of psychological and mental diseases of athletes to a certain extent. With the increasing diversification of national demand for higher education, college leisure physical education curriculum gradually appears in the teaching curriculum system of colleges and universities. This study attempts to analyze the impact of college leisure physical education curriculum on college students' mental health, which is different from traditional physical education curriculum.

Objective: To understand the impact of leisure physical education curriculum on college students' mental health and the difference between leisure physical education curriculum and traditional physical education curriculum. It provides practical suggestions for optimizing the quality of physical education in colleges and universities and developing college students' mental health education at low cost.

Subjects and methods: 252 students with different degrees and types of mental health problems were selected as the research objects from a nationally representative university in terms of college students' physique, learning status and teachers' teaching ability. It will study the research object is divided into the experimental group and control group, each group consists of 126 students of different gender, grade, sports habits, to carry out the follow-up experiments before, first on two groups of students basic information, and carries on statistics difference significance test, if the two groups of students basic information about significant differences, group members should be adjusted or to choose the research object, Until there is no significant difference in basic information. Let the same set of physical education teachers to the two groups of students in physical education curriculum teaching, including the control group only accepted traditional education, physical education curriculum to leisure sports course teaching of the experimental group students, leisure sports have golf, fashionable aerobic exercise, sports dance, aerobics, allow the experimental group students choose their favorite from these projects according to a study. The teaching lasts for 3 months. SCL-90 (Symptom Checklist 90) questionnaire should be used before and after the teaching experiment to understand the changes of students' mental health level before and after the teaching experiment. In addition, the measurement data in the experiment were presented in the form of mean \pm standard deviation for *t*-test, and the counting data were presented in the form of number or number proportion for chi-square test. The significance level of difference was set at 0.05.

Results: After the course teaching and questionnaire survey, the SCL-90 score data of the subjects were counted, as shown in Table 1.

Table 1. Statistics of SCL-90 scores of experimental group and control group

Statistical time	Experience group	Control group	<i>P</i>
Before PE Teaching	1.83 \pm 0.22	1.85 \pm 0.24	0.732
After physical education	1.43 \pm 0.15	1.65 \pm 0.20	0.024

It can be seen from Table 1 that the *P* value of the output of the difference significance test of the SCL-90 factor score data of the two groups of students before starting the physical education teaching experiment is 0.732, which is greater than the significance level of 0.05. It is considered that the data difference between the two groups is not statistically significant. After the completion of physical education teaching experiment, the difference of SCL-90 factor score data between the experimental group and the control group is statistically significant, and the average scores of the two groups are 1.43 and 1.65 respectively, the former is significantly lower than the latter.

Conclusions: In order to explore the impact of leisure physical education on College Students' mental health and the difference between leisure physical education and traditional physical education. This study designed and carried out a physical education teaching experiment. The experimental results show that the difference of SCL-90 factor score data between the two groups of students before starting the physical education teaching experiment is not statistically significant. However, after the completion of physical education teaching experiment, the SCL-90 factor score data of the experimental group and the control group are statistically significant, and the average scores of the two groups are 1.43 and 1.65 respectively, and the former is significantly lower than the latter. It shows that accepting the teaching of leisure physical education can indeed play a better role in improving college students' mental health problems.

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THE POSITIVE ROLE OF THE AESTHETIC EDUCATION VALUE OF “INTANGIBLE CULTURAL HERITAGE” DANCE IN ALLEVIATING THE ANXIETY OF PRIMARY AND MIDDLE SCHOOL STUDENTS

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Background: Childhood and adolescence is a key period of psychosomatic development. It is also a high-risk period for adverse psychological problems, emotional problems and behavioral problems. Primary and middle school students enter puberty physiologically, and their character, body, world outlook, outlook on life and values have undergone great changes. The learning contents, learning methods, the educational methods of parents and teachers are also changing. Students' psychological anxiety will increase significantly in the process of adjusting their self-state, independence and highlighting their personality to adapt to the new environment. Therefore, this period of youth is a period that society, schools and families should focus on. As primary and secondary schools are full of beautiful expectations for schools, students and future study and life, but with the increase of learning subjects, the deepening of teaching materials and the different teaching styles of teachers, anxiety psychology such as loss, loss, disappointment and boredom will arise. Especially the primary and middle school students who are about to enter school, their hearts are full of bad psychology such as fear, tension, anxiety, excitement, hesitation, curiosity, withdrawal and so on. Regional “intangible cultural heritage” dance teaching, as an innovative form of school aesthetic education, entering the practice of aesthetic education in primary and secondary schools, can not only achieve the purpose of aesthetic education of students' physical and mental health, but also enable primary and secondary school students to deeply understand regional dance, feel the charm of regional excellent traditional dance, enhance the cultural identity and cultural confidence of Chinese excellent tradition, and truly practice the educational purpose of building morality, cultivating people and educating people with aesthetics in primary and secondary schools. Dance education in primary and secondary schools is not only an important way to inherit “intangible cultural heritage” dance, but also an important form of school dance aesthetic education. How to give full play to the aesthetic education value of the regional inheritance of “intangible cultural heritage” dance in primary and secondary schools is an important issue for primary and secondary schools to realize the regional inheritance of “intangible cultural heritage” dance. The implementation of aesthetic education in primary and secondary schools based on the regional inheritance of “intangible cultural heritage” dance is an innovative way of regional inheritance of “intangible cultural heritage” dance, which is conducive to the activation and utilization of regional “intangible cultural heritage” dance culture. Transforming the regional “intangible cultural heritage” dance resources into dance aesthetic education resources in primary and secondary schools to realize the educational purpose of dance aesthetic education can effectively improve the learning and understanding of regional traditional dance culture and improve the anxiety psychological status of primary and secondary school students.

Objective: At present, although there are many reports on the educational methods of psychological anxiety of primary and middle school students, there are still few studies on the intervention of “intangible cultural heritage” dance aesthetic education. This study hopes that through the research on the psychological anxiety of primary and secondary school students, the “intangible cultural heritage” dance aesthetic education teaching method can improve the mental health level of primary and secondary school students and improve the degree of psychological anxiety of primary and secondary school students.

Subjects and methods: 400 primary and middle school students were randomly investigated in a city. The survey objects were investigated with a self-made scale, including demographic information such as age, gender, health status, family members, family income and parental occupation. The degree of family harmony, parent-child relationship, learning situation, learning interest and pressure sources of all students were further investigated. In this study, the “intangible cultural heritage” dance aesthetic education method was used to intervene the students' anxiety psychology, and the anxiety status was evaluated before and after the intervention.

Research design: This study used the Self-rating Anxiety Scale (SAS) to evaluate all students. The scale has 20 questions. Each topic represents a symptom. The four-level scoring system is adopted, and the scores of each item are 1-4. The total score of all items is the total rough score, and then multiplied by 1.25 to obtain the final standard score. The evaluation score line is 50. A score lower than 50 indicates no mental anxiety, and a score higher than 50 indicates mental anxiety. The higher the score, the greater the degree of anxiety.

Methods: The relevant data were analyzed by Excel and SPSS20.0 software for calculation and statistics.

Results: 14 students with anxiety were evaluated according to SAS scale, and the detection rate was