

political education to alleviate students' depression.

Objective: To investigate the prevalence of depression among college students in China by means of interview and questionnaire. And design and carry out teaching experiments, analyze the possibility of Ideological and political education to alleviate students' depression, and find low-cost and efficient countermeasures to solve college students' depression.

Subjects and methods: A comprehensive university with medium teaching ability and students' learning ability was selected from China. 300 full-time college students in all grades and majors were selected as the research objects. These students were suffering from varying degrees of depression. The method of selecting the research objects was random selection. The selected students are divided into "no teaching group", "teaching group 1" and "teaching group 2", with 100 students in each group. The non-teaching group does not accept the teaching of Ideological and political courses. The other two groups need to receive ideological and political education, but the teachers of "teaching group 1" are required not to integrate any psychological related knowledge into the teaching process. On the contrary, the teaching experiment of "teaching group 2" lasts for 3 months. SDS (Self-rating Depressed Scale) questionnaire survey should be conducted for each group of students before and after the experiment to understand the changes of students' depression. 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.

Results: After the experiment, the effective samples were counted and Table 1 was obtained.

Table 1. Statistical results of SDS scores of valid samples

Statistical time	Non-teaching group	Teaching group 1	Teaching group 2	P_{01}	P_{02}	P_{12}
Before experiment	54.2 \pm 2.1	54.3 \pm 1.8	54.2 \pm 2.3	1.735	1.741	1.730
After experiment	54.3 \pm 2.2	54.1 \pm 1.9	50.6 \pm 1.5	1.469	0.027	0.034

P_{01} and P_{02} in Table 1 represent the significant difference test *P* values of SDS scores of non-teaching group and teaching group 1, non-teaching group and teaching group 2 respectively. It can be seen from table 1 that before the experiment, there was no significant difference in the SDS scores of samples between each group, but after the experiment, the SDS scores of "no teaching group" and "teaching group 2", "teaching group 1" and "teaching group 2" were significantly different, and the average SDS score of "teaching group 2" was 50.6, which was 3.7 and 3.5 lower than that of "no teaching group" and "teaching group 1" respectively

Conclusions: In order to explore whether ideological and political education is conducive to alleviate students' depression, this study understands the prevalence of depression among college students in China through interviews and questionnaires. And designed and carried out the ideological and political teaching experiment in colleges and universities. The experimental results show that there is no significant difference in SDS scores among the samples before the experiment, but after the experiment, the SDS scores of "no teaching group" and "teaching group 2", "teaching group 1" and "teaching group 2" are significantly different, and the average SDS score of "teaching group 2" is 50.6, which is 3.7 and 3.5 lower than that of "no teaching group" and "teaching group 1" respectively It shows that ideological and political courses with mental health education can indeed alleviate students' depression. Therefore, the research team suggests that colleges and universities should take ideological and political education seriously and improve the psychological knowledge level of teachers as much as possible, so as to achieve the purpose of alleviating students' depressive symptoms at low cost.

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RESEARCH ON THE POSITIVE IMPACT OF IDEOLOGICAL AND POLITICAL TEACHING ON COLLEGE STUDENTS' MENTAL HEALTH

Fang Liu

Hunan Biological and Electromechanical Polytechnic, Changsha 410127, China

Background: In China, mental health education is closely related to ideological and political education in colleges and universities. Teachers often integrate some mental health knowledge into ideological and political courses. In recent years, our party has clearly proposed to "strengthen the construction of social psychological service system and cultivate a social mentality of self-esteem, self-confidence, rationality,

peace and positive progress”. Moreover, with the advancement of domestic economic development and social reform, many new problems, new situations and new contradictions have emerged in society. For college students, they are facing the economic pressure brought by learning costs, the employment pressure brought by the fierce competition in the human resources market, and the learning pressure of the survival of the fittest, which lead to the aggravation of their psychological load. Some college students even have psychological diseases such as depression, schizophrenia, affective disorder, cognitive disorder, thinking logic disorder and so on. It can be seen from the above that the current mental health problems of domestic college students have affected the quality of talent training in higher education. Therefore, this study attempts to analyze the positive impact of appropriately adding more mental health education content to college ideological and political education on students’ mental health.

Objective: To understand the mental health status of college students in China and the mainstream teaching content of ideological and political courses in colleges and universities, and to explore the positive impact of ideological and political education on college students’ mental health through teaching experiments. It provides some useful references for improving the overall mental health level of college students in China.

Subjects and methods: Select a domestic university with sufficient representation in teaching ability, teaching scale and financial support to carry out cooperation in order to carry out teaching experiments in the university. 240 college students willing to participate in the experiment were selected from the university as the research objects and divided into teaching group 1, teaching group 2 and teaching group 3, with 80 people in each group. Before the experiment, the basic information such as gender, age, grade and ideological and political level of the two groups of students shall be counted and the difference significance analysis shall be carried out. After confirming that there is no significant difference between all the basic information of the two groups of students, the follow-up experiment can be carried out. Otherwise, it is necessary to regroup or reselect the research object. Conduct ideological and political education for students in teaching group 2 and teaching group 3, but do not conduct ideological and political education for teaching group 1. The teachers in teaching group 3 are required to carefully observe the real-time psychological state of students in the teaching process. If they find that their psychological state is poor, they will give students some targeted guidance, such as encouragement and psychological counseling, without any intervention in the teaching method of teachers in teaching group 2. In order to ensure the correctness of the experimental results, it is necessary to ensure that the teaching contents accepted by the students of teaching group 2 and teaching group 3 are completely consistent, and the teaching is carried out with the same teacher team. Before and after the teaching experiment, the teacher team shall score the mental health level of students in each group (the higher the score, the better the students’ Mental Health), and the scoring standard shall be consistent. In addition, during statistical analysis, 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.

Results: After the ideological and political teaching experiment and mental health score, the effective data were entered into the computer and used python3.0 programming language for statistical analysis, and the results in Table 1 are obtained.

Table 1. Statistical results of mental health scores of three groups of students

Statistical time	Teaching group 1	Teaching group 2	Teaching group 3	P_{12}	P_{13}	P_{23}
Before experiment	68.7 \pm 4.5	69.2 \pm 5.3	69.0 \pm 4.8	1.130	1.245	1.037
After experiment	68.8 \pm 5.0	73.1 \pm 4.7	76.2 \pm 4.1	0.074	0.016	0.069

It should be explained that P_{12} and P_{13} in Table 1 respectively represent the *t* difference significance test *P* values of the mental health scores of students in teaching group 1, teaching group 2 and teaching group 3. Analysis of Table 1 shows that before the ideological and political teaching experiment, there was no significant difference in the mental health scores of samples among each group. After the completion of the teaching experiment, except that the score difference between teaching group 1 and teaching group 3 is significant, the difference between other groups is still not significant. However, the average scores of the two groups who had received ideological and political education were higher than those of the teaching group who had not received ideological and political education 1.

Conclusions: With the intensification of employment competition, the mental health level of college students in China has decreased, and more students suffer from various mental diseases. Therefore, this study attempts to analyze the impact of existing university courses, that is, ideological and political courses, on students’ mental health. A group comparison teaching experiment was designed and carried out. The

results showed that before the ideological and political teaching experiment, there was no significant difference in the mental health score of the samples between each group. After the completion of the teaching experiment, except that the score difference between teaching group 1 and teaching group 3 is significant, the difference between other groups is still not significant. However, the average scores of the two groups who have received ideological and political education are higher than those of the teaching group 1 who has not received ideological and political education, which shows that. Ideological and political courses in colleges and universities will indeed have a positive impact on students' psychology, especially when teachers' pay special attention to and adjust students' psychological state.

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THE POSITIVE IMPLICATION AND EMOTIONAL GUIDANCE OF THE AESTHETIC IMPLICATION OF RED MUSIC ON STUDENTS' PSYCHOLOGY

Yongcan He

Zunyi Normal University, Zunyi 563006, China

Background: Red classic music records and reproduces the historical process of awakening, rising, struggle and victory of the Chinese nation in the past century in an artistic way, It is the best textbook for the construction of socialist core values and the dissemination of advanced culture. Red classic music not only has important ideological education value, historical literature value and cultural inheritance value. It has stronger artistic appeal and great aesthetic value. It's simple, concise and condensed content is consistent with the healthy, upward, positive and optimistic psychological mood of music. It's beautiful, beautiful and smooth form is related to the oriental aesthetic principle of "Qi first" and "vivid charm". It is also combined with the spirit of the times and social needs. Red classic music is not only the precious spiritual wealth of the Chinese nation. It is also a civilization achievement and music feast that can be shared by all mankind. At present, the activities of foreign media and public opinion guidance institutions are rampant in China. They try to change the people's patriotic and positive psychology by guiding public opinion and creating topics, so as to achieve the strategic purpose of restraining the rise of the Chinese nation. As a large number of senior intellectuals in China, college students are not mature enough in psychology and cognition due to lack of social experience, and are more vulnerable to the influence of foreign bad media institutions. Under this background, it is necessary to analyze and study the aesthetic significance of red classical music, which can guide students' positive psychology and positive emotion, so as to prepare for winning a new type of public opinion war among college students.

Objective: To understand the aesthetic meaning of red music in China by consulting relevant literature and talking with the older generation of excellent party members and musicians, and on this basis, consult the members of the expert group on the guidance and influence of red music on the psychology and emotion of college students through the expert inquiry method. It provides some references for strengthening college students' ideological education.

Subjects and methods: Firstly, collect the relevant literature and books on red music and music psychology published in China in recent five years, study these books, and contact several domestic red musicians to communicate with them, so as to understand the aesthetic meaning and psychological and emotional guidance of red classical music. Then 53 red musicians, psychologists and key university music teachers were selected from China to form an expert group. Firstly, according to the previous research results, the research team preliminarily sorted out the influencing factors of red music in guiding and affecting students' psychology and emotion, and sent them to the members of the expert group to evaluate the influence degree of each factor on students' psychology and emotion, and evaluate whether the listed factors are reasonable and complete. Integrate the feedback received from the expert group with the information, and then return it to the expert members again for evaluation. The consultation cycle will not stop until the expert group agrees. Note that in order to ensure the independence of expert opinions, any form of communication between expert members is not allowed during the experiment. The influence level is fixed into five categories: no influence, slight influence, general influence, obvious influence and full influence, and is given five integers of 1, 2, 3, 4 and 5 to quantify.

Results: After completing the expert consultation steps, sort out the final feedback and get Table 1.

According to Table 1, the expert group believes that appreciating red music can mainly produce three effects: enhancing positive psychology, changing cognition and improving patriotic emotion. The members of the expert group believe that these effects will have a general impact on students' psychology and emotion. The number of people above grade are 38, 18 and 37 respectively.