

changes of consciousness disorder symptoms of students before and after the experiment. All measurement type features in the study are displayed in the form of mean \pm standard deviation for *t*-test. 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. After the experiment, all the invalid samples were removed, and the remaining valid samples were entered into the computer and SPSS23.0 for statistical analysis.

Results: After the ideological and political teaching experiment and scale survey, the statistical effective sample size was obtained in Table 1.

Table 1. MMSE score statistics of subjects before and after the experiment

Investigation time	Experience group	Control group	<i>P</i>
Before teaching experiment	22.6 \pm 1.8	22.8 \pm 2.0	0.826
After teaching experiment	26.5 \pm 2.1	22.9 \pm 2.4	0.005
<i>P</i>	0.003	1.351	-

As shown in Table 1, the output value of MMSE score data difference significance test of the two groups of students before the experiment is 0.826, which is far greater than the difference significance level index of 0.05. It is considered that the data difference is not significant, which also proves that the grouping of the two groups of students is reasonable and the subsequent experimental data are sufficiently comparable. After the experiment, the MMSE score data of the experimental group and the control group were significantly different, and the average scores were 26.5 and 22.9 respectively, and the absolute value of the former was 3.6% higher than that of the latter

Conclusions: In view of the problems that some college students suffer from consciousness disorders, which affect their studies and employment, this study attempts to investigate the role of ideological and political education in colleges and universities in alleviating the symptoms of students' consciousness disorders, and design and carry out a group ideological and political course teaching experiment. The experimental results show that before the experiment, the MMSE score data of the two groups of students are significantly different. The output value of the test is 0.826, which is far greater than the difference significance level, and the data difference is not significant. After the experiment, the MMSE score data of the experimental group and the control group were significantly different, and the average scores were 26.5 and 22.9 respectively. The absolute value of the former was 3.6 higher than that of the latter. After the experiment, from the average score in the group, the overall degree of consciousness disorder in the control group was slight, while the experimental group was already in the asymptomatic level. The experimental data show that paying more attention to students' psychological and mental status in the reform of Ideological and political education in colleges and universities will help to alleviate the severity of students' consciousness disorders and disease symptoms. Therefore, the research team suggests that college ideological and political teachers should pay more attention to the situation of students with psychological and mental diseases in the teaching process, so as to improve the teaching quality.

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RESEARCH ON THE INFLUENCE OF COLLEGE SOCIAL SPORTS PRACTICE INNOVATION ON STUDENTS' POSITIVE PSYCHOLOGY

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Background: Positive psychology is a new science that studies the psychological state and psychological change law of human beings under various environments and conditions from a positive perspective. It adopts scientific principles and methods to study happiness, advocates the positive orientation of psychology, studies human positive psychological quality, and pays attention to human health, happiness and harmonious development. Specifically, positive psychology absorbs most of the research methods and research means of traditional mainstream psychology, such as scale method, questionnaire method, interview method and experimental method, and organically combines these research methods and research means with humanistic phenomenological method and empirical analysis method. At the same time, positive psychology takes a more inclusive attitude. It focuses on empirical research methods and does not reject non empirical research methods, which is also its superior to humanistic psychology. In other words, positive psychology inherits the reasonable core of humanistic and scientific psychology and modifies

and makes up for some deficiencies of psychology. It goes against the previous pessimistic view of human nature and turns to pay attention to the positive aspects of human nature. Due to these characteristics, this discipline is widely used in the fields of education, management and so on. With the convening of the Beijing Winter Olympic games, people's interest in social sports is growing day by day. And related research shows that individuals who spend more time on social and sports generally have a higher level of mental health. Therefore, this study attempts to analyze the correlation between participating in innovative social sports experimental activities and college students' positive psychology, so as to provide some useful references for improving the positive psychological status of college students in China.

Objective: To understand the impact of social sports practice and innovation activities on college students' positive psychology through questionnaire survey, group experiment and offline interview. Based on the research results, this paper puts forward some constructive suggestions that can help college students improve their positive psychological level.

Subjects and methods: A sports university with medium teaching scale and good students' physique was selected from China, and 220 college students who did not participate in social sports practice were selected as the research objects. These college students were randomly divided into experimental group and control group, with 110 students in each group. Then, the basic information such as gender, grade and sports habits of the two groups of students are statistically analyzed and the significance of the difference is tested. 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, it is necessary to regroup or reselect the research object. Then start the experiment. The experimental group needs to accept the professional guidance of social sports practice activities, and then require them to participate in innovative social sports practice activities at least once a week, while the control group does not. The experiment lasted for 3 months. Before and after the experiment, the positive psychology of the two groups of students needs to be investigated. The survey method is to fill in the questionnaire, which is developed by the research team. The questionnaire consists of a combination of 20 questions with a score range of 0-100 points. The higher the score, the more obvious the positive psychological performance, and the lower the score, the more obvious the negative psychology of the subjects. All measurement type features in the study are displayed in the form of mean \pm standard deviation for *t*-test. 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 completing the experiment, the statistical effective questionnaire was obtained in Table 1.

Table 1. Statistical results of valid questionnaires

Statistical time	Experience group	Control group	<i>P</i>
Before experiment	72.3 \pm 6.5	73.1 \pm 7.0	1.437
After experiment	84.9 \pm 5.2	73.6 \pm 6.7	0.003

It can be seen from Table 1 that the *P* value of the difference significance test of the total score of the positive psychology questionnaire of the two groups of students before the experiment is 1.437, which is far greater than the significance level. It is considered that the data difference is not significant. However, after the experiment, there was a significant difference in the total score data of the positive psychology questionnaire between the experimental group and the control group, and the average scores were 84.9 and 73.6 respectively, the former increased by 11.3 points compared with the latter. It shows that participating in social sports practice and innovation activities can improve the positive psychological level of college students.

Conclusions: With the development of China's economy and social culture, college students' demand for sports activities has become more diversified. At the same time, some college students' daily psychology is relatively negative due to employment pressure and social pressure. Therefore, this study attempts to analyze the impact of participating in innovative social sports practice on college students' positive psychology, and for this purpose, carried out a group sports experiment. The experimental results show that after the completion of the experiment, there is a significant difference in the total score data of the positive psychology questionnaire between the experimental group and the control group, and the average scores are 84.9 and 73.6 respectively, with the former increasing by 11.3 points compared with the latter. It shows that participating in social sports practice and innovation activities can improve the positive psychological level of college students. The research team suggested that colleges and universities should encourage college students to participate in various social sports practice activities to improve college students' negative psychological problems.

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RESEARCH ON THE CURRENT SITUATION OF EMPLOYMENT ANXIETY AND PSYCHOLOGICAL EDUCATION STRATEGIES OF POOR COLLEGE STUDENTS

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Background: With the development of society, the number of individuals with anxiety disorder is increasing in China. Anxiety refers to the negative and complex emotional states such as tension, uneasiness, worry and worry caused by possible dangers, losses and threats in the future. Its main clinical manifestations include panic disorder, such as sense of near death, sense of loss of control, sense of mental collapse, and physical symptoms of panic attack, such as rapid heartbeat, diarrhea, dizziness, etc. followed by generalized anxiety disorder, which is divided into mental anxiety, physical anxiety Symptoms of motor restlessness of nerves and muscles. At present, the treatment of anxiety symptoms is mainly based on professional psychological guidance, and those with serious symptoms can be treated with drugs. At present, the employment pressure of college students has increased significantly due to the COVID-19, the Sino US trade war and other factors, resulting in some college students suffering from varying degrees of employment anxiety, especially for poor college students with poor family economic conditions, because their families can provide less employment resources, this problem is particularly serious.

Objective: To understand the current situation and causes of employment anxiety of poor college students in China through communication with experts and offline conversation with poor college students. Then, based on the information sorted out by the survey, a group social experiment is designed and carried out to explore psychological education strategies that can help alleviate college students' employment anxiety.

Subjects and methods: Select an ordinary undergraduate college from provinces and cities with poor domestic economic development level, and then select 300 poor college students with employment anxiety symptoms as the research object. The poverty judgment standard of college students is whether they have applied for student loans. The subjects were divided into experimental group 1, experimental group 2 and control group. First, the basic information of the two groups of students such as gender, age, grade and anxiety level 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 re select the research object. Then carry out psychological education for experimental group 1 and experimental group 2, and establish a team of psychological guidance teachers to provide psychological guidance to the students in experimental group 1 twice a week. The students in experimental group 2 are required to enjoy slow-paced music twice a week and carry out leisure sports twice a week. The students in the control group do not receive any psychological treatment and intervention. The intervention lasted for 2 months. Before and after the experiment, SAS (Self-rating Anxiety Scale) was used to investigate the three groups of students to understand their psychological changes of anxiety. According to the practice in the industry, when the SAS score of the subjects is between, less than 50, 50-59, 60-69 and more than 69, they should be judged as no anxiety, mild anxiety, moderate anxiety and severe anxiety respectively. 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 intervention measures and questionnaire survey, the statistical effective questionnaire was obtained in Table 1.

Table 1. Statistical results of SAS scores of three groups of students before and after the experiment

Statistical time	Control group	Experimental group 1	Experimental group 2	P_{01}	P_{02}	P_{12}
Before experiment	57.3 \pm 4.2	57.1 \pm 4.8	57.6 \pm 4.0	1.128	1.214	1.278
After experiment	57.2 \pm 3.9	42.6 \pm 4.4	48.4 \pm 4.3	0.002	0.004	0.012

In Table 1, P_{01} and P_{02} respectively represent the difference significance test *P* values of SAS score data of students in control group, experimental group 1 and experimental group 2. It can be seen from Table 1 that before the psychological intervention experiment, there was no significant difference in SAS score data among samples in each group. However, after the completion of the psychological intervention experiment,