

course. For students majoring in dance, because they are in the special environment of dance, there are many factors affecting their mental health, such as biological genetics, environment, education and so on. Among them, biological genetic factors are the premise, environmental factors are the conditions, and educational factors are the key. The positive effects of contemporary higher dance education on college students' mental health mainly include emotional conditioning, behavioral health, material self-relationship and psychological needs in the process of growth. Among them, emotional conditioning is to help individuals' perception and balance of emotional mind, so as to establish self-consciousness, self-confidence and autonomy. Behavioral health is to guide individuals to establish the ability of spontaneity and self-control in behavior, and to establish behavioral choices and methods conducive to healthy life. Object self-relationship is to help individuals enhance their self-tolerance, social conscience, sense of boundaries and communication skills. The psychological needs in the process of growth refer to helping to repair the mental development needs missing in the period of personal growth, or treating and correcting the wounds or obstacles in the process of growth. Therefore, dance students are in the main position in dance education. Without students, there will be no dance education. The center of dance education is for students, and dance education is the leading force of dance students' physical and mental development. The two are unified and interact.

Objective: As a sport with social function, how to improve the mental health level of ordinary college students through practice has become a research hotspot in the field of related education. This study will conduct experimental research on this problem and analyze the relevant results, in order to provide some theoretical basis and reference for the mental health development of college students.

Subjects and methods: 400 third year students of a university were randomly selected as the evaluation objects and randomly divided into experimental group and control group, with 200 people in each group. The experimental group studied contemporary higher dance courses for one year and the control group studied general physical education courses for one year.

Research design: Before and after the experiment, the subjects were evaluated with the mental health Symptom Checklist 90 (SCL-90). The total score of the scale is the sum of the scores of 90 items, and the critical point of evaluation is 160. When the score is higher than 160, it indicates that the subjects have some psychological problems. Then calculate the total average score of 90 items through the total score, that is, the average score of 90 items in the scale. If the factor score is > 2 , it indicates that it is positive. When the positive item is > 43 , it indicates that the subject has some psychological problems.

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

Results: The evaluation results of the mental health level of the two groups are shown in Table 1. It can be seen from Table 1 that after teaching, the average score of SCL-90 in the experimental group (1.28 ± 0.25) was significantly lower than that in the control group (1.85 ± 0.32), $P < 0.05$. The average score of positive items in the experimental group (19.24 ± 12.37) was significantly lower than that in the control group (25.33 ± 15.24), $P < 0.05$. The results show that the improvement of students' mental health level is much higher than that of students trained in ordinary physical education.

Table 1. Comparison of the total average score and the number of positive items between the two groups after the experiment

	Experience group	Control group	<i>P</i>
Total average score	1.28 ± 0.25	1.85 ± 0.32	< 0.05
Number of positive items	19.24 ± 12.37	25.33 ± 15.24	< 0.05

Conclusions: Schools should attach great importance to students' mental health, actively guide students to establish correct values and outlook on life, and set up a special psychological counseling office to prevent and dredge students' mental health problems. College sports dance teachers should actively improve their relevant quality, learn new sports dance concepts, master relevant psychological knowledge, combine sports dance teaching with psychological education, and effectively give full play to the guiding role of college teachers in college students' psychological education.

* * * * *

INTEGRATED DEVELOPMENT OF ADULT EDUCATION AND INNOVATION AND ENTREPRENEURSHIP EDUCATION FROM THE PERSPECTIVE OF MENTAL HEALTH

Hongwei Zhao

Suzhou Industrial Park Institute of Services Outsourcing, Suzhou 215123, China

Background: Strengthening mental health education is an important factor for adult education to develop entrepreneurial talents. The level of students' psychological quality is the key factor to determine whether they can start a business smoothly and succeed. Innovation and entrepreneurship require college students to have the courage and courage to prevent risks, and the courage and tolerance to face all adverse consequences in the process of entrepreneurship. All these require college students to have good psychological quality and the ability to adjust bad psychological state. As the key content of psychological education, mental health knowledge is very important for the improvement of students' psychological quality. Psychological quality education can affect students' establishment of outlook on life, maturity of personal thought and adaptability to social environment to a certain extent. Therefore, we should pay attention to the mental health education of college students, deeply explore the essence and connotation of education, improve students' comprehensive ability and self-education ability, and lay the foundation for cultivating college students' innovation and entrepreneurship. At the same time, teachers should understand the psychological dynamics of students, stimulate their enthusiasm and enthusiasm for innovation and entrepreneurship, and let them take innovation and entrepreneurship as their driving force and development direction while improving their self-education ability. From learning to social employment, the change of environment makes their hearts change dynamically, which will produce adverse psychological reactions such as anxiety and confusion. This psychological state has a direct impact on their life and entrepreneurial development. Therefore, college students should eliminate the bad psychological state in time and learn the common sense of mental health before entering the workplace. When various external factors affect their own emotions, they should learn to decompress in time, dredge their mood, avoid adverse psychological effects on work and life, and continue to accept the challenges of the workplace with full enthusiasm. Colleges and universities should provide more opportunities for college students to participate in social practice, so that college students can feel the process of entrepreneurship before they really enter the workplace, and further improve their social adaptability. In the process of simulated entrepreneurship, college psychological teachers should pay attention to the dynamic psychological observation and guidance of college students, analyze the psychological process of college students in simulated entrepreneurship, and give corresponding psychological counseling. Simulated entrepreneurship enables college students to enhance their entrepreneurial practice ability, give play to their subjective initiative consciousness, and be able to understand and deeply feel the hardships and complexity of entrepreneurship.

Objective: To cultivate the good psychological quality of adult education students and promote their mental health has become an important task of higher education. Innovating the mode of mental health education for college students is also an important basis for ensuring the reform of innovation and entrepreneurship education in colleges and universities. Based on this, this study focuses on how to maintain physical and mental health in the face of pressure in the process of innovation and entrepreneurship.

Subjects and methods: In order to study the promoting effect of the integrated development of adult education and innovation and entrepreneurship education on students' mental health, 500 college students with anxiety disorder in many colleges and universities in a region were investigated to investigate the impact of the integrated development of adult education and innovation and entrepreneurship education on students' mental health.

Research design: The self-designed college students' entrepreneurial self-efficacy scale was used to evaluate the mental health status of all subjects before and after the intervention. The college students' entrepreneurial self-efficacy scale included five dimensions. The full score of each dimension was 20, and the total score was 100. The five dimensions were divided into emotion regulation efficacy (A), coordination management efficacy (B), opportunity recognition efficacy (C), entrepreneurial learning efficacy (D) Innovative self-efficacy (E), the sum of the scores of the five dimensions is the total score of entrepreneurial self-efficacy (F).

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

Results: After the intervention, the dimensions (A-E) and total score (F) of entrepreneurial self-efficacy of college students were significantly higher than those before the intervention ($P < 0.001$), as shown in Table 1.

Conclusions: To carry out innovation and entrepreneurship education in adult education, we should cultivate college students' innovation ability and innovation consciousness in a planned way and improve their psychological quality. Only by maintaining good psychological quality can college students resist the influence of various external adverse factors, correctly face difficulties and setbacks, and enhance their confidence and ability to succeed in entrepreneurship in the complex social competitive environment. Mental health education should pay attention to the correct guidance combined with the personality

characteristics of college students, comprehensively analyze the potential ability of college students, and improve their entrepreneurial practice ability.

Table 1. Comparison of college students' entrepreneurial self-efficacy before and after teaching

Dimension	Before intervention	After intervention
A	12.17±3.65	16.98±3.35**
B	19.95±5.42	26.94±4.15**
C	12.84±3.36	17.26±3.26**
D	10.48±2.99	13.49±2.89**
E	13.98±3.47	15.65±3.37**
F	68.94±13.25	89.96±14.85**

* * * * *

THE INSPIRATIONAL FUNCTION OF THE SPIRIT OF “CATCHING UP FOR THE EXAM” TO CHINESE YOUTH FROM THE PERSPECTIVE OF SOCIAL PSYCHOLOGY

Yuanyang Cai & Xiajian Wang*

Nanjing University of Finance & Economics, Nanjing 210023, China

Background: At the same time, college students will feel the initial psychological impact of social competition, so they will also be exposed to the new stage of mental health. Some students are affected by some bad thoughts, their value orientation is distorted, their sense of social responsibility is missing, their ideals and beliefs are vague, their mental health level is low, and they are easy to fall into mental anxiety. Anxiety refers to the tension, anxiety, fear and other negative emotions caused by the threat or imminent threat of an individual to something. Many studies have shown that moderate anxiety can help students improve their attention and competitive awareness, and improve their learning enthusiasm and learning efficiency. However, excessive anxiety will damage students' mental and physical health, which is not conducive to students' mental health and long-term development.

In the education system of colleges and universities, ideological and political education plays a role in helping students shape positive, healthy and upward ideals and beliefs, establish correct outlook on life and values, cultivate students' sense of social responsibility and improve their mental health level. However, the traditional ideological and political education in colleges and universities has a lot of theoretical knowledge, which is difficult for students to understand, so it cannot play a good role in alleviating students' anxiety. Educational psychology is a psychological theory put forward for teaching reform. It has important theoretical and practical significance in deepening the reform of education. The application of educational psychology in teaching can help teachers analyze students' behavior psychology, help students dredge psychological problems, improve the pertinence and effectiveness of teaching work, optimize teaching ideas, and improve teaching methods and teaching modes. Based on educational psychology, the research analyzes the psychological activities and change laws of contemporary college students, and integrates the spirit of “catching up with the examination” into the ideological and political teaching in colleges and universities. The spirit of “catching up for the examination” is a unique spiritual quality of the party and a practical and exploratory spirit of unremitting struggle to realize people's happiness, national rejuvenation and world harmony. Ideological and political education integrated with the spirit of “rush to the exam” can shape students' sense of responsibility and strengthen students' beliefs and beliefs, so as to improve students' mental health level and alleviate students' anxiety.

Objective: The thought of college students is immature and easy to be disturbed by the outside world and fall into mental anxiety. Based on educational psychology, the research proposes to integrate the spirit of “rush to the exam” into ideological and political education, so as to shape students' sense of responsibility and strengthen students' beliefs and beliefs, so as to improve students' mental health level and alleviate students' anxiety.

Subjects and methods: 100 students were selected as the research objects in a university. Self-rating Anxiety Scale (SAS), Hospital Anxiety and Depression Scale (HADS) and SCL-90 are used to evaluate students' anxiety, and the examination results of ideological and political education courses in colleges and universities are used to evaluate the teaching effect.

Research design: Using the random number table method, 100 students were randomly divided into