

perceive happiness decreased and had strong negative psychology. After the experimental teaching, the scores of happiness scale of each grade increased. The scores of happiness scale of different grades before and after the experiment were statistically significant ( $P < 0.05$ ). Among them, the scores of senior students before and after the experiment were significantly different, indicating that the teaching effect was the best.

**Table 1.** Scores of happiness scale before and after the experiment

Grade	Score before experiment	Score after experiment	<i>P</i>
Freshman	128.1	148.8	0.04
Sophomore	120.3	154.9	0.03
Junior	117.4	159.6	0.02
Senior	109.7	160.2	0.00

**Conclusions:** In the complex social environment of ideological and cultural agitation and diversified values, college students, as high-quality talents of the country, should successfully complete the identity transformation from students to social people, and psychologically continue to strengthen the shaping of their own good qualities such as adaptability, willpower and self-confidence. College mental health education combined with positive psychology can effectively help college students improve their personality development and guide students to face life adversity optimistically in a positive and healthy way.

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## A COMPARISON OF THE SENSE OF COMMUNITY OF SHARED FUTURE BETWEEN CHINESE AND BRITISH AND AMERICAN WRITERS IN THEIR CLASSIC WORKS FROM THE PERSPECTIVE OF PSYCHOLOGY

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**Background:** The purpose of building a community with a shared future for mankind is to build a global unified value goal. The realization of this goal requires the understanding of the common interests of mankind and the awareness of common governance for the sustainable development of the earth’s environment. From the perspective of social psychology, the sense of community with a shared future for mankind can be interpreted as the construction of common legal system and common ethical values. In literature, the consciousness of human destiny community is generally embodied as an image beyond individual human beings, or an image with the most typical characteristics of all human beings. This kind of image represents the ability to surpass human individuals, or has values worthy of permanent pursuit. It is Christ, Tathagata, Socrates and Confucius. From the perspective of social psychology, the most influential community consciousness of human destiny in the west is the doctrine of original sin in Christianity, while the most influential community consciousness of human destiny in China is the value system of Confucianism. Both contain the psychological and ethical elements of the construction of social order and the construction of human moral value. They also experienced the beginning and end of the feudal system and played an almost equal position in the history of the East and the West. The difference is that one served the feudal monarch and the other served the autocratic Pope. At this stage, the construction of a community of shared future for mankind cannot be separated from the comparison of their consciousness. Only by taking the common essence of both sides can we receive the common recognition of the masses of both sides. In terms of their classic works, the Bible and the Analects have a common consciousness about the initial good and evil of human nature, different interpretations of benevolence, and an ethical theme that takes maintaining social stability as the common goal. The elaboration of the similarities and differences between the two cultures is conducive to the construction of the community of human destiny and the unity of social

psychology and ethical values.

**Objective:** This research will be carried out in the cross-cultural communication course of colleges and universities. The strategy of optimizing the course is to compare the similarities and differences of the cultural connotation of Chinese and western classics, integrate some contents of the cultural comparison course into the cross-cultural communication course for implementation, and observe students' satisfaction with the course and their understanding of Chinese and Western culture. The purpose of the experiment is to cultivate students' unified grasp of the moral and ethical values of Chinese and Western culture, improve students' social and psychological value cognition, and improve students' moral and cultural cultivation at the same time.

**Subjects and methods:** This research method qualitatively and quantifies the psychological state of students through classroom observation and student interview. The subjects were 100 random students, who were divided into experimental group and traditional group. The experimental group participated in cross-cultural comparison course and the other group participated in traditional cross-cultural communication course. The experiment lasted 12 weeks, and both courses had 24 class hours. By synthesizing the students' classroom performance and self-evaluation, we can get the students' psychological state score. The score is explained by a 5-level scale. The evaluation from inferior to superior is very dissatisfied, dissatisfied, satisfied, relatively satisfied and very satisfied.

**Results:** The distribution of the number of students from different groups evaluating intercultural communication courses is shown in Table 1.

**Table 1.** The number distribution of different groups of students' evaluation of intercultural communication courses

Cross cultural intersection course	Very dissatisfied	Dissatisfied	Satisfied	Quite satisfied	Very satisfied
Experience group	0	5	20	17	8
Traditional group	2	6	29	11	2

It can be seen from Table 1 that the 50 students who participated in the traditional cross-cultural communication course are in the most satisfactory and relatively satisfactory stage in the evaluation of the teaching content and teaching effect of the labor pain cross-cultural communication course. Among them, 29 students gave satisfactory evaluation, accounting for more than half of the students participating in the traditional course. The evaluation of students participating in the experimental cross-cultural comparison and exchange course is mostly in the stage of satisfaction and comparative satisfaction, in which the number of satisfied students is 9 less than that of the traditional group, while the number of relatively satisfied students is 6 more. The number of students in the experimental group who are very satisfied with their learning content is 6 more than that in the traditional group. The experiment shows that students generally recognize the teaching content and teaching results of the experimental cross-cultural comparative communication course.

**Conclusions:** Building a community with a shared future for mankind is conducive to promoting key global joint governance and integrating international economic development resources. From the perspective of social psychology, the construction of a community of human destiny is conducive to the dissemination and establishment of moral values. Due to the developed academic concepts within colleges and universities and the close flow and communication of international talents, it is more feasible to promote the construction of a community with a shared future of mankind through college education. By optimizing the cross-cultural communication curriculum, this paper explores the role of the interpretation of Chinese and Western classics and the comparison of Chinese and Western cultures in promoting the construction of the community of shared future of mankind and the positive impact of the curriculum on the cultural identity psychology of college students. The experiment proves that the content of classical literature comparison course and the implementation form of cross-cultural communication course in joint cultural comparison are beneficial to students' multicultural communication and cognitive psychology.

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## RESEARCH ON THE PRACTICAL EFFECT OF COLLABORATIVE EDUCATION OF IDEOLOGICAL AND POLITICAL EDUCATION AND MENTAL HEALTH EDUCATION IN COLLEGES AND UNIVERSITIES