

groups became significant. The average questionnaire scores of the intervention group and the control group were 67.0 and 55.2 respectively. The former increased by 1.8 compared with the latter, and was in the severity level of accessibility as a whole. It shows that this way of Integrating Ideological and political practice education with English teaching can indeed play a role in treating students' communication and adaptation barriers.

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THE INFLUENCE OF INFORMATION INNOVATION AND DEVELOPMENT OF IDEOLOGICAL AND POLITICAL EDUCATION IN COLLEGES AND UNIVERSITIES ON ALLEVIATING COLLEGE STUDENTS' MENTAL ANXIETY

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Background: Anxiety disorder, also known as anxiety neurosis, is the most common kind of neurosis, which is mainly characterized by anxiety emotional experience. It refers to the negative and complex emotional states such as tension, uneasiness, worry and worry caused by personal 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. With the advancement of domestic economic development and social reform, the pressure of employment competition in society has increased. For college students, they are faced with the economic pressure brought by learning costs, the employment pressure brought by fierce competition in the human resources market, and the learning pressure of survival of the fittest, which lead to the aggravation of their psychological load. Some college students even have mental anxiety symptoms. At present, the common treatment method is to provide them with psychological counseling or drug services, but these methods are expensive and time-consuming, and are not suitable for large-scale promotion. It is also not conducive to students to maintain their studies. Therefore, this study attempts to integrate information technology into Ideological and political education, and analyze whether this teaching method can help to alleviate students' mental anxiety while teaching ideological and political knowledge.

Subjects and methods: Conduct SAS (Self-rating Anxiety Scale) test on domestic college students who are willing to participate in the experiment, and stipulate that subject with test scores of 50-59, 60-69 and greater than 69 suffer from mild anxiety, moderate anxiety and severe anxiety. From the test results, students with scores greater than 50, that is, students with varying degrees of mental anxiety, were selected as the research objects. It is divided into experimental group and control group. Before the experiment, the general demographic information statistics are carried out for the two groups, and then the ideological and political teaching is carried out for the two groups of students. The professional content of the teaching is completely the same, but the experimental group is required to integrate information-based teaching means and tools into the teaching content. The whole experiment lasted for one semester, and two teaching experiments were carried out on 2 and 4 every week, 45 minutes each time. After the experiment, SAS survey was carried out again for all subjects to understand the changes of students' mental anxiety before and after the experiment. In addition, 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 teaching experiment, collect the questionnaire, remove the invalid questionnaire, input the effective questionnaire data into the computer, and use SPSS23.0 software to carry out statistics and get the results in Table 1.

It can be seen from Table 1 that the value of the difference significance test of the SAS score data of the two groups of students before the experiment is 1.638, which is far greater than the significance level of 0.05. It is considered that the data difference is not statistically significant, and the average SAS scores of the experimental group and the control group are 53.6 and 53.2 respectively, which are in a state of mild

mental anxiety as a whole. After the intervention, the difference of SAS score data between the two groups became significant, and the average score of the experimental group was 45.0, lower than 50, which was 8.1 higher than that of the control group. It was considered that there was no mental anxiety as a whole.

Table 1. Statistics of SAS test results of subjects before and after the experiment

Investigation time	Experience group	Control group	<i>P</i>
Before teaching	53.6±2.5	53.2±2.8	1.638
After teaching	45.0±3.3	53.1±2.4	0.024

Conclusions: With the development of the epidemic, the domestic employment environment has deteriorated in recent years, and the employment pressure of college graduates has increased. Under this background, more and more college students suffer from mental anxiety symptoms. This study attempts to analyze the integration of information-based innovative teaching technologies and tools into the ideological and political education curriculum in colleges and universities, and explore its impact on students' mental anxiety. Therefore, a targeted teaching experiment is designed and carried out. The experiment shows that the difference of SAS score data between the two groups before the experiment is not statistically significant, and the average SAS scores of the experimental group and the control group are 53.6 and 53.2 respectively, which are in a state of mild mental anxiety as a whole. After the intervention, the difference of SAS score data between the two groups became significant, and the average score of the experimental group was 45.0, lower than 50, which was 8.1 higher than that of the control group. It was considered that there was no mental anxiety as a whole. The experimental results show that the integration of information technology and tools into Ideological and political education in colleges and universities can alleviate the mental anxiety of college students to a certain extent.

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THE INFLUENCE OF THE EXCHANGE AND COOPERATION BETWEEN THE DEVELOPMENT OF SOUTHWEST CHINA AND ASEAN HIGHER EDUCATION ON THE POSITIVE PSYCHOLOGY OF COLLEGE STUDENTS

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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. Southwest China has a vast territory and a large population, but the conditions for opening to the outside world are not good compared with coastal areas. The establishment of university exchanges and cooperation between ASEAN countries and southwest China is conducive to promoting the process of opening up in southwest China, so as to cultivate international talents with certain ability in southwest China, promote the development of education industry and improve the overall strength in southwest China. However, the foreign language ability of most college students in southwest China is poor, and their acceptance of foreign culture is also less than that of college students in coastal provinces and cities. As a result, in the process of exchanges and cooperation between southwest China and ASEAN universities in the past, the enthusiasm and subjective initiative of some students in learning, communication and life have been hit to a certain extent. Therefore, this study attempts to use positive psychology to carry out psychological intervention on southwest college students who cannot well adapt to the exchange of college students in ASEAN, and analyze its impact on the positive psychology of the research object.

Subjects and methods: Investigate the major undergraduate colleges and universities in southwest China, and select a college that has certain representatives in terms of student size, teacher ability and