

business administration is a major with strong practicality. The traditional teaching mode cannot improve students' practical ability. At the same time, the vast majority of colleges and universities do not understand the correlation between practical teaching and theoretical teaching, which causes many colleges and universities to ignore practical teaching. Second, there is not enough equipment and facilities. The practice teaching of business administration major is divided into two aspects: off campus and on campus. The improvement of on campus practice teaching requires a good environmental atmosphere and corresponding infrastructure. Third, there is no enterprise practice base. The practice teaching base of enterprises outside the university has no effect and value. In view of the problems existing in the practical teaching of the major of business administration, this paper puts forward innovative measures for the practical teaching of the major of business administration, which are as follows: standardize the system on the basis of optimizing the concept; Integrate resources from all aspects and establish a practical teaching base. Strengthen the construction of teaching staff and strive to cultivate high-quality teachers.

Objective: This paper analyzes the effect of practical teaching innovation of business administration on college students' anxiety, aiming to improve college students' anxiety and other bad emotions.

Subjects and methods: 100 college students with different degrees of psychological anxiety were selected as the research objects. The psychological health status of the patients was analyzed by Hamilton Anxiety Rating Scale (HAMA), and the anxiety of the patients was analyzed and evaluated by particle swarm optimization algorithm. The experimental period lasted for 3 months. The HAMA scale is divided into two factors, mental and physical, with a total of 14 items. Each item is measured with a 5-level score, and the total score is 60 points. Somatic anxiety factors include autonomic nervous system symptoms, reproductive and urinary system symptoms, gastrointestinal symptoms, respiratory system symptoms, cardiovascular system symptoms, sensory system and muscle system symptoms. Mental anxiety factors include behavior performance, depression, cognitive function, insomnia, fear, tension and anxiety. The higher the score of the scale, the more serious the anxiety of patients. The anxiety level is divided into four levels: no anxiety, possible anxiety, obvious anxiety and serious anxiety.

Results: Table 1 shows the effect of practical teaching innovation of business administration on college students' anxiety. It can be seen from the figure that after the implementation of the innovative practical teaching mode of business administration, the anxiety of college students can be greatly improved, and the improvement rate has reached more than 85%. Follow up college teaching can pay more attention to students' mental health problems.

Table 1. The effect of innovation in practical teaching of business administration on college students' anxiety/%

Index	Before	After 1 month	After 2 months
Behavior during the meeting	78.0	84.0	86.0
Depressed mood	77.0	82.0	87.0
Cognitive function	75.0	81.0	88.0
Insomnia	76.0	84.0	89.0
Fear	78.0	83.0	89.0
Nervous	77.0	82.0	88.0
Anxiety state	74.0	83.0	86.0

Conclusions: The anxiety of college students can be greatly improved after the intervention of the innovative model of practical teaching of business management, and the improvement rate is more than 85%. In the teaching process, college teachers should pay attention to the students' behavior and psychological changes, such as behavior performance, depression, cognitive function, insomnia, fear, tension, anxiety and so on. The driver teaching course of business administration major is a relatively complex system engineering, which requires students' communication and coordination in many aspects, such as enterprises and schools, in order to finally achieve the goal of practical teaching.

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RESEARCH ON THE INTEGRATION OF IDEOLOGICAL AND POLITICAL EDUCATION AND MENTAL HEALTH EDUCATION IN COLLEGES AND UNIVERSITIES

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Background: Mental health is a very broad concept, which shows a very good state of internal and external regulation at the macro level. It involves not only the stability of the internal environment, but also the dynamic adaptability of the external environment. For people with different life cycles, mental health standards have certain heterogeneity, but this difference is quite different. According to the international health organization, the number of patients with anxiety and depression among college students is still growing, and the incidence group is becoming younger and younger. Under the increasingly serious phenomenon of students' negative emotions such as anxiety and depression, colleges and universities must take corresponding measures to intervene students' anxiety. At present, college teachers do not pay attention to students' psychological needs in the teaching process, which leads to a serious phenomenon of students' anxiety. Anxiety disorder is a very complex psychological and emotional disorder. Its clinical manifestations are usually motor restlessness and sympathetic hyperfunction. The causes of the disease are depression, mental stimulation, personality. Congenital heredity, etc., and the manifestations are anxiety, shame, disappointment, anxiety, fear and other negative emotions. A large number of studies at home and abroad show that ideological and political education in colleges and universities plays a great role in the cultivation of students' personality and mental health.

At present, the problems of ideological and political education in colleges and universities are as follows: ideological and political formalization, no large teaching space, no advantage of information technology, etc. There are big problems in the content and level of ideological and political education in most colleges and universities, which leads to low teaching quality and efficiency. Different from the professional theoretical knowledge, the most effective and main way of teaching is application. Many colleges and universities do not have enough space and equipment for the actual teaching work, which brings great trouble to the teaching work. In the ideological and political education in colleges and universities, most classrooms do not organically combine information technology with teaching content, which makes the course itself unattractive to students. The reform and innovation measures of ideological and political education in colleges and universities are as follows: pay attention to the investigation of teaching content, take students as the main body of teaching, build a special teaching base, and combine information technology. In the process of ideological and political education, it needs to be combined with a variety of information technologies. Through animation, video and other information technologies, students can learn and watch, gradually improve their learning efficiency, and enable them to better learn ideological and political courses. College teachers need to actively spread favorable ideology and politics, and spread valuable information through microblog, WeChat and other platforms.

Objective: This paper puts forward a way to integrate ideological and political education and mental health education in colleges and universities, and analyzes its impact on students' mental health, in order to improve students' psychological problems.

Subjects and methods: 200 college students were randomly divided into control group and experimental group, with 100 students in each group. The mental health problems of college students were measured with the Symptom Checklist 90 (SCL-90). Each factor item was evaluated with a five-grade scoring standard of 1-5 points. The 9 factor subscales were somatization, obsessive-compulsive disorder, interpersonal sensitivity, depression, anxiety, hostility, phobia, paranoia and psychosis. The maximum score of each item in each sub scale is 4 points. The higher the self-rating of each item, the more serious the symptoms. The control group adopted the conventional ideological and political teaching mode, and the experimental group implemented the ideological and political teaching integration mode combined with mental health for 6 months. The changes of mental health of the two groups of college students were compared and analyzed. After the experiment, the evaluation results of the ideological and political teaching integration mode combined with mental health were analyzed by MINITAB20 data statistical analysis software.

Results: Table 1 refers to the improvement rate of 9 factor subscales in the experimental group. It can be seen from Table 1 that with the increase of the implementation time of the ideological and political teaching integration mode combined with mental health, the improvement rate of the 9 factor sub scales has been significantly improved.

Conclusions: After the implementation of ideological and political teaching integrating mental health, the mental health indicators such as mode somatization, obsessive-compulsive disorder, interpersonal sensitivity, depression, anxiety, hostility, terror, paranoia and psychoticism have been improved. In the process of ideological and political education, colleges and universities need to carry out timely reform and innovation, so as to improve teaching efficiency, avoid formalization and hollowing out of teaching content, and ensure the help of other resources in the teaching process, so as to promote students' comprehensive growth and learning.

Table 1. Improvement rate of residents' mental health level during the experiment

Mental health indicators	After 1month	After 2 months	After 3 months
Somatization	72.0	81.0	86.0
Obsession	72.0	82.0	87.0
Interpersonal sensitivity	71.0	82.0	84.0
Depressed	74.0	82.0	89.0
Anxious	73.0	82.0	86.0
Hostile	75.0	82.0	86.0
Terror	74.0	82.0	87.0
Paranoid	73.0	83.0	84.0
Psychotic	74.0	83.0	83.0

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ANALYSIS ON THE RELIEVING EFFECT OF UNSTABLE SUPPORT TRAINING ON STUDENTS' MUSCLE STRENGTH AND PSYCHOLOGICAL STRESS

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Background: With the increase of interpersonal communication and academic pressure, students' psychological pressure is becoming more and more serious. In the process of sports, students' psychological pressure needs to contact less unhappy things, more happy things and keep a good mood. A good mood will relax your body and mind. If the psychological pressure is large for a long time, it will directly affect people's normal life. Psychological stress requires reading more positive energy books, including personal biographies. On the one hand, these books will have a good positive impact and give you corresponding inspiration. In addition, psychological pressure needs more exercise and exercise. Sweating will release the pressure. Exercise can keep a good mental state, which is convenient for self-regulation. It is worth noting that when students have great psychological pressure, they need to release the psychological pressure in time, so as to ensure that their psychological pressure will not be excessively accumulated.

Strength training under unstable conditions is the key to core strength training, which is widely used in physical training of competitive sports and fitness rehabilitation. Unstable training means that the subjects are placed in unstable interfaces such as suspension and soft treading, and the instructions of muscle system are increased through receptors and nerves. Some studies have shown that unstable training can improve the muscle function of the core area, enhance the activity of the neuromuscular system, protect the health of the back and waist, and prevent the injury of ligaments and joints. Unstable support training is a common form of core training. Unstable static training can activate the body to generate small muscle group strength, maintain the precise control ability of the nervous system over the muscles, and also promote the ability of the trunk to maintain balance and stability. A large number of research results have proved that the human body standing in the unstable support field will greatly improve their motor function. When healthy people are at an unstable interface, their shoulder and hip motor function also increases. Stable and unstable interfaces can significantly affect the motor function of the human body. Some studies have pointed out that in core strength training, both weight-bearing and non-weight-bearing exercises on the unstable support surface can activate the neuromuscular cells of the human body to a certain extent.

Objective: To analyze the correlation between unstable support training and students' muscle strength and psychological stress, in order to find ways to improve students' psychological stress.

Subjects and methods: Thirty students in a city were selected as the research objects. The correlation between unstable support training, muscle training and psychological stress was analyzed by Pearson product moment correlation coefficient. The muscle strength of students is measured by the scores of two coaches. The score range is 1-100 points. The higher the score, the better the physical health of athletes. In order to prevent the influence of subjective factors on the research results, the average score of the two coaches is taken as the final analysis result. SAS statistical analysis software was used to make statistics and Analysis on the correlation data. The measurement data in line with the normal distribution was expressed by the mean \pm standard deviation. $P < 0.05$ means that the difference has significant statistical difference, and $P < 0.01$ means that the difference has very significant statistical difference. The value range of