

reduce negative emotions such as anxiety, depression, resistance, etc. Table 1 shows the severity detection rate of the mental health scale for college students.

Table 1. The severity detection rate of college students' mental health scale

Symptom	Nothing	Light	Moderate	Biased	Serious	Questionable
Somatization	65.92	23.17	9.33	1.36	0.23	34.11
Obsessive compulsive symptoms	32.74	41.81	21.15	4.09	0.23	67.29
Interpersonal sensitivity	50.24	31.13	14.78	3.41	0.45	49.79
Depressed	53.42	31.35	12.51	2.73	0	46.61
Anxious	57.51	29.76	10.69	1.82	0.23	42.52
Hostile	60.69	27.72	8.42	2.95	0.23	39.34
Terror	64.56	25.67	9.1	0.68	0	35.47
Bigotry	57.96	28.17	10.92	2.27	0.68	42.07
Psychotic	61.15	26.35	10.24	2.27	0	38.88
Other	58.42	28.17	11.83	1.36	0.23	41.61

The results in Table 1 show that the current mental health status of college students is mainly obsessive-compulsive symptoms, interpersonal sensitivity and depression symptoms, accounting for 67.29%, 49.79% and 46.61% of the total number, respectively. Moreover, the mental health status of most college students is worrying, and more than half of the college students have more than one mental symptom.

Conclusions: Mental health is one of the important indicators to measure individual health status, and college students are more vulnerable to a variety of factors in the complex external objective environment, resulting in incorrect evaluation of their own values and standards, which leads to mental illness and negative emotions. Based on the theory of educational psychology, this paper realizes the improvement of students' teaching management, so that students' work can effectively meet students' psychological and teaching needs, strengthen the communication and attention between teachers and students to a certain extent, and effectively improve students' psychological health level.

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THE GUIDING EFFECT OF THE INNOVATIVE ACTIVITIES OF MUSIC AND ART EDUCATION IN COLLEGES AND UNIVERSITIES ON THE POSITIVE PSYCHOLOGY OF COLLEGE STUDENTS

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Background: Positive psychology is to excavate and appreciate people's psychological quality with a relatively positive and broad vision, that is, it believes that people's potential, motivation and ability can be stimulated and will have a positive effect on individuals. Positive psychology believes that psychology should take people's inherent virtues as the starting point, to stimulate people's internal positive strength and excellent quality, and to maximize people's potential, stimulate and cultivate people's positive emotions, and help people lead to happiness. Positive psychology is an important part of positive psychology, which means that individuals can still respond in a positive and optimistic manner in the face of external negative events and stimuli. Positive psychology can reduce individuals' worry and anxiety about unknown events, and this positive hint can enhance their confidence and ability to solve problems, difficulties and setbacks. At present, college students are in a critical period of physical and mental development. Their psychological status and emotional adjustment ability are vulnerable to fluctuations caused by the influence of external things and objective incorrect evaluation. In serious cases, they will also cause psychological problems. With the increase of psychological pressure and the difference of cognitive ability, sighing, complaining and escaping seem to have become the emotional normality of people at present. In the long run, this negative emotional attitude will lead to negative psychological hints, which will greatly hinder and restrict people's work and life, and is not conducive to the healthy development of individual body and mind. Most people suffering from mental diseases often help themselves get rid of such negative

emotions and psychological problems through psychological counseling and medication, but the results are very little. The reason is that the sick individuals are difficult to have a clear understanding of their own value orientation and responsibility. Too much psychological pressure accumulation and nowhere to release will make it difficult for individuals to maintain positive information, resulting in the phenomenon of “heart tired”. In order to intervene the mental health status of college students and guide their positive psychology, we need to help students enhance their affirmation of their own value and significance. The innovative activities of art education in colleges and universities can effectively stimulate students’ creative psychology and learning initiative, realize the design of teaching means and teaching programs and the satisfaction of psychological needs with the help of innovative activities, improve their evaluation and affirmation of their own value, and then maintain a more positive attitude to deal with their own and surrounding things. Therefore, with the help of art education innovation activities in colleges and universities, to explore its guiding role in students’ positive psychology has high application value.

Subjects and methods: With the help of random sampling method, this study selected the students majoring in art in a university as the research object. First, it collected information about the students’ art learning status and mental health status, and invited them to conduct experimental tests. With the help of the psychological harmony scale for college students, the Connor-Davidson resilience scale (CD-RISC), the General Well-Being Schedule (GWB) and the Depression Scale (CES-D) used by the center for epidemiological research, the data on the psychological changes of middle school students during the experiment were collected. The psychological harmony scale for college students includes 20 questions and 3 dimensions, namely, self harmony dimension, interpersonal harmony dimension and personnel harmony dimension; The mental toughness scale includes 25 items, including three dimensions: tenacity, strength and optimism. The items of the scale are quantified by the 5-point scoring method, i.e., 1-5 points are completely inconsistent, basically consistent, uncertain, basically consistent and completely consistent. The higher the score, the higher the level of psychological harmony. Then, the subjects were randomly divided into experimental group and control group by experimental method and cluster sampling grouping method. The experimental group carried out music and art education innovation activities, and based on the theory of positive psychology, the subjects participated in art practice activities once a week, while the control group did not use any intervention means, and made statistics on the psychological status data of the subjects after the two-month experiment. The training related to positive psychology includes the management training of positive emotions, self-awareness training, the connection of three good things, etc., so as to speed up the art innovation activities as the material carrier to realize the intervention of students’ positive psychology.

Results: Positive psychological intervention is an intervention method aimed at cultivating positive emotion, positive behavior or positive cognition. Positive psychological research shows that psychological intervention can effectively reduce the depressive symptoms of college students, and then enhance the solution of their own psychological problems. Table 1 shows the changes and comparison of the factor scores of the boy’s groups before and after the test.

Table 1. Changes and comparison of the factor scores of the boys before and after the test

Factor	Pre test	Post test	t
Self-harmony	3.93±0.70	4.05±0.73	-2.66**
Interpersonal harmony	3.96±0.62	3.99±0.58	-4.08**
Personnel harmony	3.67±0.56	3.91±0.63	-6.45**
Psychological harmony	3.83±0.55	3.95±0.47	-3.72**
Depressed	1.78±0.47	1.62±0.75	2.04*
Overall well-being	3.93±0.62	4.02±0.55	-3.14**
Resilience	3.74±0.57	3.79±0.64	-1.11

Note: “*” $P < 0.05$, “**” $P < 0.01$.

The results in Table 1 show that there are certain differences in the scores of various factors of male subjects under the pre-test and post test, among which the scores in the dimensions of self harmony, interpersonal harmony, personnel harmony, psychological harmony and overall well-being have very significant statistical differences ($P < 0.01$), while the scores in the improvement of depressive symptoms have significant statistical differences ($P < 0.05$).

Conclusions: Positive psychological intervention refers to the psychological intervention activities to improve individual well-being through improving individual’s positive cognition, positive behavior and positive emotion. Taking positive psychology as the theoretical basis to promote the innovative activities of music and art education in colleges and universities can effectively stimulate students’ initiative to participate with the help of innovative activities, mobilize their positive psychology and guide them to pay

attention to their own internal value. So as to achieve the application effect of improving students' mental health level.

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THE IMPROVEMENT OF COLLEGE STUDENTS' ENTREPRENEURIAL AND RISK-RESISTING ABILITY UNDER THE VOCATIONAL EDUCATION REFORM UNDER POSITIVE PSYCHOLOGY

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Background: Positive psychology is specially used to analyze the psychological state and psychological change characteristics of human beings when facing different problems and objects from a positive perspective. In short, positive psychology uses scientific methods to study human happiness and positive behavior, and advocates a positive and positive psychological research orientation, which is of great significance for the improvement of human positive psychological quality and the exploration of human health, happiness and harmonious development methods. At the same time, positive psychology absorbs most of the research methods and means of traditional mainstream psychology, and organically combines these research methods and means with humanistic phenomenological methods and empirical analysis. However, positive psychology takes a more inclusive attitude than traditional psychology. It focuses on empirical research methods, and does not reject non empirical research methods, which is also its better place than traditional psychology. That is to say, positive psychology inherits the reasonable core of humanistic and scientific psychology, and corrects and makes up for some shortcomings of psychology. Instead of the pessimistic view of human nature, it turns to pay attention to the positive aspects of human nature. Because of these characteristics, this discipline is widely used in the fields of education, management and so on. At present, college students' enthusiasm for entrepreneurship is high, but even under the support and protection of the government and schools, college students' entrepreneurship is still a high-risk economic behavior. Because entrepreneurs will face comprehensive tests in many aspects, they need strong psychological and emotional control ability and material anti risk ability. Before, most of the students' research projects in this field focused on improving the anti risk ability of college students to wear various materials, and paid insufficient attention to the students' own psychological state. This is the main reason why this study chose to use positive psychology to analyze the impact of vocational education reform on college students' entrepreneurial anti risk ability.

Subjects and methods: Before the formal research, the research team needs to analyze the existing research materials of the same type, that is, the literature on entrepreneurship support, positive psychology education and vocational education reform of college students at home and abroad published in recent years, so as to find out the countermeasures to use positive psychology to specifically improve the anti-risk ability of college students' entrepreneurial psychology, so as to prepare for the follow-up social experiment. Then 86 college students who are starting their own businesses are selected as the research objects from the domestic colleges and universities with a strong entrepreneurial atmosphere. Carry out vocational education and training for them in accordance with the proposed positive psychological intervention methods, mainly including the elimination methods of common negative psychological emotions in entrepreneurship, the self-encouragement methods before important speeches and communication, etc. After the training, an interview was conducted with all the subjects. The main content of the interview was completely consistent, which was the interviewees' evaluation of the impact of the intervention content on their own entrepreneurial enthusiasm, entrepreneurial social cognition and entrepreneurial anxiety. The research team rated the impact assessment according to the interviewees' interview materials. The rating is divided into five categories: no impact, small impact, medium impact, large impact and huge impact.

Results: After the positive psychology intervention training and interview for entrepreneurial college students are completed, the given impact level data are statistically analyzed to obtain Table 1.

The integer in Table 1 represents the number of people in the study who choose intervention training to have a corresponding degree of impact on the corresponding items in the anti-risk ability of entrepreneurial psychology. It can be seen from Table 1 that the entrepreneurial college students believe that the vocational education reform based on positive psychology has the most significant positive impact on the