

intervention. Through statistical analysis and test, the difference in students' scores before and after teaching is statistically significant.

**Table 1.** Changes of anxiety and depression scores of students before and after teaching

Project	SAS	SDS
Before teaching	65.71±6.23	64.22±6.07
After teaching	43.82±5.67	42.78±5.34
<i>P</i>	<0.05	<0.05

**Conclusions:** The cultivation of students' physical and mental quality in college teaching is an important part of talent training. With the promotion of the national comprehensive deepening reform process, how to improve the effect of college physical education curriculum combined with ideological and political education is very important. Based on educational psychology, the research analyzes the students' mental health status in the combination of college physical education with ideological and political education, and constructs an innovative teaching model based on the combination of college physical education with students' psychological factors in the reform of ideological and political education. In the application of innovative teaching mode, students' negative emotions have been significantly alleviated. Therefore, in the teaching reform of colleges and universities, educational psychology theory should be flexibly applied to meet the psychological demands of students and teachers and improve the teaching quality.

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## RESEARCH ON THE EFFECT OF THEORETICAL REFORM MODE OF HIGHER EDUCATION ON TEACHERS' THINKING AND LOGIC ABILITY

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**Background:** Thinking is the reflection of human brain's indirect generalization of objective things and the highest form of human cognitive activities. The materials obtained from perception form concepts through brain analysis, comparison, synthesis, abstraction and generalization. The whole process is called thinking. Thinking is a pathological state that lacks its inherent logical connection and cannot be understood by normal people, which is called thinking logic disorder. There are many different classifications of thinking disorders, including thinking speed disorder, thinking form disorder, lack of purpose orientation, pathological symbolic thinking and so on. Patients occasionally feel that their thinking does not belong to them, that their thinking activities lose their autonomy, or that they are controlled by external forces, such as thinking deprivation, thinking insertion, thinking dissemination and other experiences. This classification is suitable for clinical diagnosis, but it focuses on the research of schizophrenic thinking disorder, and pays less attention to organic encephalopathy or other mental thinking disorders. Generally, thinking disorder refers to the abnormality in the amount and speed of thinking association activity. The clinical manifestations of thinking disorder include thinking runaway, thinking slow, thinking poor, thinking broken, thinking loose, thinking interrupted, thinking incoherent, pathological restatement and so on. From the perspective of psychology, thinking obstacles are generally divided into four categories: process obstacles, thinking motivation obstacles, thinking motivation components obstacles and thinking content obstacles. Research shows that new teachers engaged in teaching in the first year believe that the edification of pre service education theory is useless. When they encounter problems in field teaching, their intuition is to ask their colleagues for advice. The experience of colleagues is often the best way to solve problems. This phenomenon intensifies the exclusion of future teachers from educational theory. However, without academic training and the cultivation of basic theories, teachers cannot develop their practical wisdom. This is also proved by facts. Many teachers who have experienced a certain number of teaching years often turn back to the educational theory that was not regarded as an important curriculum in those years. The evaluation mechanism of the discipline of pedagogy principle is not perfect. The curriculum evaluation only takes the teaching assessment as the only evaluation standard and evaluates the learners' achievements according to the prescribed standards. In this way, it cannot truly and comprehensively reflect the learners' real situation, and it is easy to attack the learners' enthusiasm and self-confidence. It does not meet the requirements of cultivating learners' all-round development in quality education, and cannot effectively

improve learners' comprehensive quality, which has a certain impact on the teaching effect of pedagogical principles. These are the places where the development of pedagogical principles is not perfect at present. We need to put forward relevant strategies to promote the reform of pedagogical principles.

**Objective:** Educational practice needs "awesome" of educational theory. How to make teachers fully experience the value and necessity of learning educational theory has always been an unsolved problem in pedagogy teaching. Therefore, the purpose of this study is to explore the effect of the theoretical reform model of higher education on teachers' thinking logic ability.

**Subjects and methods:** In order to verify the effectiveness of the theoretical reform model of higher education, 200 college teachers were randomly selected for questionnaire survey. The subjects were randomly divided into experimental group and control group, with 100 people in each group. The experimental group was given higher education theory reform mode for training intervention, and the control group used conventional training mode to analyze the effect of higher education theory reform mode on improving teachers' thinking and logic ability. This study uses the self-made "thinking disorder diagnosis scale" to evaluate teachers' thinking logic ability. The scale is divided into qualitative and quantitative, with a full score of 10. The qualitative score accounts for 30% of the items in this scale. It mainly evaluates the presence or absence of symptoms. 0 means no data, 1 means no, 2 means suspicious, and 3 means yes. The quantitative score accounts for 70% of the items in this scale. 0 indicates no data, 1 indicates no or normal, 2 indicates suspicious, 3 indicates light, 4 indicates medium, 5 indicates heavy, 6 indicates heavy, and 7 indicates extremely heavy. Relevant data are calculated and counted by Excel software and SPSS 20.0 software.

**Results:** Before the intervention, there was no significant difference in the total score of thinking disorder between the two groups ( $P < 0.01$ ). After the intervention, the total score of thinking disorder in the experimental group decreased significantly ( $P < 0.01$ ), while there was no significant change in the control group ( $P > 0.05$ ).

**Table 1.** Changes in the total score of teachers' thinking disorders before and after intervention

Group		Before teaching	After teaching
Total score of thinking disorder	Experience group	3.26±1.33	2.75±1.27*
	Control group	3.23±1.35	3.24±1.35
	<i>t</i>	0.295	2.863
	<i>P</i>	0.807	0.012

Note: Comparison of this group, \*  $P < 0.05$

**Conclusions:** With the development of society, people have higher and higher requirements for college teachers, and put forward higher requirements for teachers' comprehensive qualities such as learning ability, logical thinking ability and management ability. In recent years, the thinking and logic obstacles of college teachers are widespread, which also puts forward new requirements for the training mode of teachers. Thinking logic plays an important role in teachers' teaching process. Thinking logic obstacles seriously affect teachers' daily teaching work. In addition, with the continuous development of colleges and universities and the adjustment of industrial structure, colleges and universities should take effective measures to pay attention to the thinking logic of teachers, strengthen the training of teachers' physical and mental health, and then improve the training quality of talents.

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## STUDY ON THE INFLUENCE OF COMMUNITY PHYSICAL EXERCISE ON THE MENTAL HEALTH OF THE ELDERLY UNDER THE ENVIRONMENT OF NATIONAL FITNESS

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**Background:** With the extension of life expectancy and the continuation of the low fertility pattern, China's aging population is still deepening. It is estimated that by 2050, China's elderly population will