

pressure of contemporary college students. When college students have psychological pressure, they must be timely dredged to prevent other negative behaviors due to the accumulation of psychological pressure. Strengthen psychological counseling for college students, especially for college students with mental health problems, help them with problems in their study and life, and help them establish a correct concept of coping with stress.

Table 1. Scores of psychological stress of college students

	Mean value	Standard deviation	Maximum value	Minimum value
Emotional stress	2.033	0.819	5.00	1.00
Job selection pressure	2.023	0.866	5.00	1.00
Academic pressure	2.022	0.738	4.57	1.00
School environment pressure	1.810	0.689	5.00	1.00
Interpersonal stress	1.719	0.630	4.50	1.88
Inferiority complex	1.582	0.544	4.25	1.00
Family stress	1.559	0.472	3.63	1.00
Love pressure	1.507	0.636	3.67	1.83
Frustration pressure	1.446	0.496	3.20	1.00
Health stress	1.430	0.522	4.00	1.00
Adaptive pressure	1.283	0.388	3.00	1.00

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THE IMPACT OF COLLEGE TEACHING MANAGEMENT REFORM ON COLLEGE STUDENTS' SELF-COGNITION AND PSYCHOLOGICAL ADJUSTMENT

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Background: Self psychological adjustment is a psychological and behavioral process in which individuals actively use psychological methods to adjust psychological activities such as cognition, emotion, will and intention in order to maintain a good and effective state of survival and development. Research shows that self-psychological adjustment has become an important method to solve psychological problems for disadvantaged groups and individuals. With the rapid development of society and the popularization of university education, college students have gradually become a group with high incidence of psychological problems. The psychological health problems of college students have increasingly been highly concerned by the school and society. At present, college students' psychological adjustment is mainly carried out from the traditional mental health education courses and lectures, one-to-one psychological counseling and counseling, group counseling and outward-bound training. These adjustment methods are based on problem-solving orientation and pay too much attention to the negative factors of students' psychological development. Paying too much attention to the negative side is not only not conducive to solving the problem, but also may strengthen its adverse effects to a certain extent. Colleges and universities neglect to mobilize students' own positive energy to prevent the occurrence of psychological crisis, but always intervene after students' bad psychological conditions, resulting in the limitations and one sidedness of solving psychological problems. Facing the mental health problems of college students, the cultivation of talents in colleges and universities has posed a great problem to colleges and universities, which reflects the necessity of teaching management reform in colleges and universities. In the process of teaching management reform, we should pay attention to the innovation of teaching ideas and change the teaching methods. The study found that the vast majority of college students' mental health education courses are mainly subject based teaching, which is mainly organized from the interpersonal relationship and emotional management closely related to college students' daily life. The teaching forms of the courses are mainly case analysis, role play, video teaching, psychological test, etc. The reformed classroom teaching mode can better improve students' ability to learn independently and solve practical problems. The so-called better does not mean that the original teaching mode is completely negated when implementing this teaching

mode. It is necessary to integrate the better teaching methods in the original teaching mode into the new teaching mode to achieve inclusiveness. In this way, college students can really gain in classroom learning, not just for the sake of curriculum reform. This teaching mode emphasizes the cultivation of college students' subjectivity, initiative and innovative thinking. It is for the all-round development of college students, not just the cultivation of "learning" skills. In short, the ultimate goal of the curriculum reform is to serve the future growth of college students.

Objective: When carrying out the reform of teaching management in colleges and universities, we should have certain principles, focus on reforming the education and teaching management system, and abandon some systems that do not conform to the times. In order to improve college students' mental health education and continuously improve the level of college teaching reform, this study aims to explore the impact of college teaching management reform on college students' self-awareness and psychological adjustment.

Subjects and methods: 200 college students in a higher vocational college were selected as the research objects, and all subjects were given a three-month mental health teaching reform model. Before and after the teaching, the self-designed psychological quality scale was used to evaluate the psychological status of all students in order to judge the psychological status of college students before and after the application of the mental health teaching reform model. The psychological quality scale mainly divides the positive psychological quality of college students into 5 dimensions and 10 sub scales, with a total score of 5 points. The closer the score is to 5 points, the better the psychological quality.

Results: After applying the reform mode of mental health teaching, compare the scores of students' mental quality scale before and after learning, as shown in Figure 1. After teaching, the scores of all dimensions of students' psychological quality were significantly better than those before teaching ($P < 0.01$).

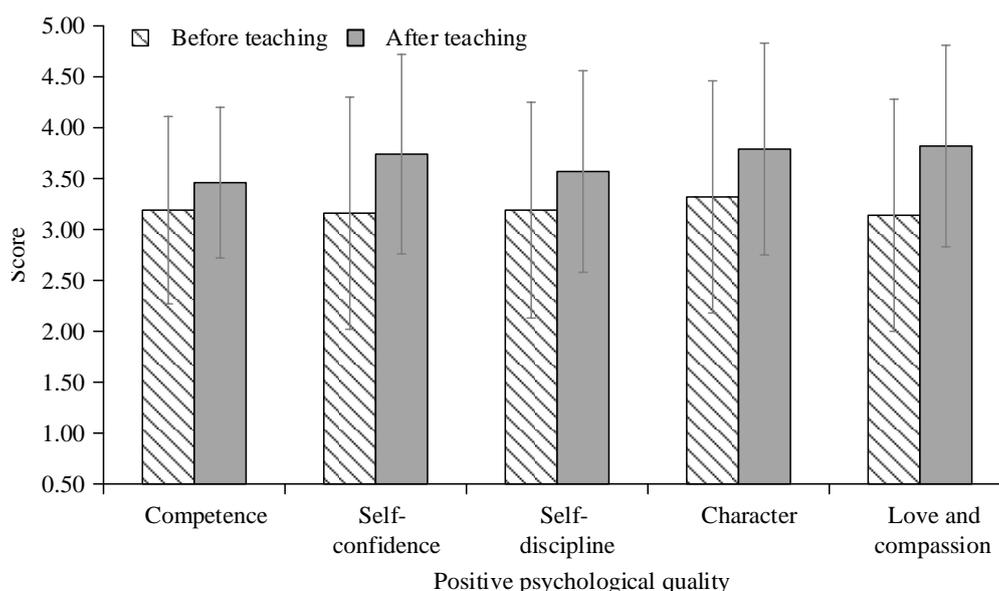


Figure 1. Compare the scores of psychological qualities before and after learning

Conclusions: The teaching management of colleges and universities has always been the focus of the whole society, and it is also an important driving force for the continuous development of colleges and universities. However, many colleges and universities in our country now have great problems in this regard, especially for the mental health problems of college students, which are in urgent need of corresponding reform. The results show that after teaching, students' scores in all dimensions of psychological quality are significantly better than those before teaching ($P < 0.01$). The results show that after giving students the network teaching mode based on cognitive psychology, their interest in physical education learning, learning attitude and learning quality have been significantly improved, which has effectively improved students' physical education learning status and has a good role in promoting students' correct learning attitude.

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ANALYSIS ON THE INFLUENCE OF INNOVATIVE MANAGEMENT MODE OF HIGHER EDUCATION AND TEACHING ON THE DEVELOPMENT OF COLLEGE STUDENTS' MENTAL HEALTH FROM THE PERSPECTIVE OF SCHOOL ENTERPRISE COOPERATION

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Background: Today's high-quality talents need not only the necessary intelligence and ability, but also the healthy psychological quality. In recent years, some scholars have found that the mental health of college students is not optimistic, such as poor self-discipline, unclear self-awareness, weak sense of responsibility, lack of understanding of life and learning, etc. It is not only the task of psychological workers, but also the bounden duty of ideological and political workers to make college students get rid of psychological difficulties, restore psychological balance, and enhance their ability to adapt to the environment and bear setbacks. The mental health education mode adopted by colleges and universities is mainly to set up mental health courses and psychological counseling for college students. At present, many colleges and universities directly equate mental health courses with mental health education, which leads to a narrow way of innovation in the mode of mental health education in colleges and universities. From the perspective of mental health courses in colleges and universities, the content taught in each school is too single and the form is similar. Without appropriate adjustment according to the differences of college students, the educational purpose cannot be achieved. How to make use of the interrelated characteristics of mental health education and ideological and political work, integrate mental health education and psychological counseling into ideological and political work, and create a new idea and direction of ideological and political work, so as to make the ideological and political work in colleges and universities more scientific, has become an important issue for ideological and political workers to ponder. At present, some domestic colleges and universities implement the "order type" school running mode of school enterprise cooperation, strengthen the education of professional quality and employability, and implement academic education and professional qualification certification education. However, the psychology of college students is not yet fully mature, and they do not fully cooperate with the rules and regulations of enterprises, which also increases the employment risk of enterprises. In addition, the unclear division of responsibilities between enterprises and universities will also lead to insufficient depth of school enterprise cooperation. The teaching and management methods based on this require that college students should have the same professional psychological quality and employment psychological quality. Therefore, the psychological training and strengthening work in this area is bound to become the focus of ideological and political work. The discussion on the psychological health education in ideological and political work theoretically requires us to dig deeper into the causes of the problems. Practical problems require us to explore more targeted and effective solutions and improvement measures, and finally make the psychological status of college students more adapt to the development of society.

Objective: In order to improve the effect of college students' mental health education model, the innovation of college students' mental health education model under the background of school enterprise cooperation was studied. This study puts forward the innovative ways of college students' mental health education mode under the background of school enterprise cooperation. On the premise of giving play to the guiding role of the government, taking broadening the depth of school enterprise cooperation as the means, and taking the use of culture to infiltrate college students' mental health education as the goal, in order to achieve the purpose of innovating college students' mental health education mode, and aims to explore the impact of college education and teaching innovation management mode on the development of college students' mental health from the perspective of school enterprise cooperation.

Subjects and methods: This research adopt the innovative management mode of education and teaching in colleges and universities from the perspective of school enterprise cooperation, adopts the stratified cluster random sampling method, and randomly selects 200 graduating students from 6 colleges and universities in a certain area to analyze the influencing factors of college students' mental health. Before and after the application of the teaching mode, the students' mental health status was evaluated by the Symptom Checklist 90 (SCL-90). The scale has 90 self-assessment items, including feeling, thinking, emotion, will, behavior, interpersonal relationship, diet and other contents. The test factors include 10 subscales, including body, obsessive-compulsive symptoms, depression, anxiety, psychoticism, etc. Through the 5-level