

scoring method, 1 point: none; 2 points: mild; 3 points: moderate; 4 points: fairly heavy; 5 points: serious. The higher the score, the lower the level of mental health. The number of positive items and positive items were determined by the reference standard of common screening symptoms (total score ≥ 160 , factor score ≥ 2).

Results: The total average score of college students' SCL-90 is shown in Table 1. It can be seen from Table 1 that all college students and different genders have > 2 points in the total average score of SCL-90, so college students have not reached the grade of mild symptoms. Therefore, the above scores are not used as the indicators to identify whether the subjects may have psychological symptoms, but the detection rate with the total average score and each factor score ≥ 3 as the standard is used to show the proportion of all college students who may have psychological symptoms, that is, the relatively reverse mental health level.

Table 1. SCL-90 scores of college students majoring in physical education ($\bar{x} \pm s$)

Project	Gender		Overall
	Male	Female	
Total average	1.56±0.43	1.62±0.45	1.58±0.44

Conclusions: This paper puts forward the concrete and feasible methods for the innovation of college students' mental health education mode under the background of school enterprise cooperation, and provides a new idea for the mental health education mode in colleges and universities. However, the research on the innovative ways of educational model is not thorough enough, and it will be further studied and improved in the future. The results show that all college students and different genders have > 2 points in the total average score of SCL-90, so college students have not reached the grade of mild symptoms.

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RESEARCH ON THE INFLUENCE OF ART TEACHING REFORM IN COLLEGES AND UNIVERSITIES ON RELIEVING COLLEGE STUDENTS' PSYCHOLOGICAL PRESSURE

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Background: With the rapid development of society, the competition for talents has become more and more fierce, and the psychological confusion and maladjustment of individuals have become increasingly serious. For young college students, mental health has become a global public health problem. College students are a special group. Most of them are between 17 and 20 years old. They are in adolescence, which is a key period in the process of personal growth and development. They have basically reached maturity in physiology and psychology. At this time, their self-awareness is highly developed, and they show a strong demand for autonomy in cognition, behavior, emotion and moral evaluation. However, some students suffer from psychological problems such as anxiety, decadence, inferiority complex, rebellion, weariness of learning, lack of self-confidence, poor self-discipline, high psychological pressure and weak emotional self-control due to poor college entrance examination scores, prominent family contradictions and poor social identity. If they are not properly guided in time, they may fall into a helpless swamp, and even lead to psychological obstacles such as depression, paranoia or autism, what's more, it may lead to illegal, antisocial and suicide consequences. Therefore, how to cultivate high-quality talents with outstanding skills and healthy body and mind, and how to strengthen the mental health education of college students are the urgent issues to be solved in the current college education. With the deepening of educational reform, China's educational system has gradually changed from examination-oriented education to quality education. As we all know, art education is an important part of quality education and one of the disciplines that most respect the nature of students. In many disciplines, art has the characteristics of combining theory with practice. Through the exploration and appreciation of art works, the discipline expresses personal feelings, and feels happy and free in the free painting of individuals or groups, so as to reduce psychological pressure and trouble, show individual achievements and values, and to a certain extent, it can effectively promote students to form a healthy psychological state, exercise their creative thinking ability and shape their sound personality. Based on the art curriculum standards of colleges and universities, based on the core quality of the art discipline, and integrating the technical means of art psychotherapy, the university intervenes the psychology of college students, reverses the passive state of the school as a psychological facilitator, occupies a leading position in guiding students' psychological problems, and plays

the role of “sneaking into the night with the wind, moistening things silently”.

Objective: In recent years, with the deepening of educational reform, higher vocational education has developed rapidly, and the situation of college students’ mental health is not optimistic. How to cultivate high-quality talents with outstanding skills and healthy body and mind, and how to strengthen the mental health education of college students are the urgent issues to be solved in the current college education. This study believes that although the characteristics of art education and mental health education are different, they have the same blending point. The realization of the integration and penetration of the two plays a guiding role in the development of secondary vocational students’ mental health and sound personality.

Subjects and methods: In order to have a more comprehensive understanding of college students’ mental health and their understanding of art education, art activities and art classes, this study evaluated 262 college students in 6 classes of grade 1 of art major in a university through Symptom Checklist 90 (SCL-90) and college students’ art curriculum evaluation scale, including 127 boys and 135 girls. SCL-90 is mainly used to examine the subjects’ abnormal behavior and the possibility of psychological and mental diseases. The scale has 90 self-assessment items, including a wide range of psychiatric symptomatology, involving feelings, consciousness, thinking, emotion, behavior and even diet and sleep. The 9 factors of the test reflect the psychological symptoms in 9 aspects respectively. The higher the score, the more serious the symptom.

Results: According to the assessment, the number of students with psychological problems in 6 classes of grade 1 of art major is shown in Table 1.

Table 1. Number of students with psychological problems in each class

Class	Light	Moderate
A	9	0
B	11	4
C	9	0
D	13	1
E	12	1
F	7	1
Full grade	61	7

Conclusions: The results show that the overall psychological level of the subjects belongs to the normal category, in which 23.28% of the students have mild psychological distress, and the number of girls is slightly more than that of boys. 2.67% of the students had moderate psychological distress. The main problems focused on paranoia, hostility, interpersonal sensitivity and obsessive-compulsive symptoms. 11.45% of the students had paranoia, manifested as projective thinking, hostility, suspicion, delusion, exaggeration and other symptoms. 9.92% of the students had hostility, which showed that they often felt bored, fell objects, and had a bad temper. 8.39% of the students were sensitive to interpersonal relationships, had a sense of inferiority in interpersonal communication, were restless, and were clearly dissatisfied with communication, negative performance and negative expectations. 8.39% of the students had obsessive-compulsive symptoms, which were mainly manifested in thinking about unnecessary things. In addition, they may have obsessive-compulsive symptoms of meaningless thoughts, impulses and behaviors, and they could not get rid of them.

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RESEARCH ON THE POSITIVE INFLUENCE OF THE CONSTRUCTION AND PERFECTION OF COLLEGE TEACHERS ON COLLEGE STUDENTS’ MENTAL HEALTH EDUCATION

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Background: College students are in the transitional stage of late youth and early adulthood in terms of psychological development. Therefore, college students face great challenges in all aspects of psychological development, such as life adaptation, personality independence, emotional development and interpersonal