

tool on engineers' moral psychology is not clear at present. Therefore, this research attempts to study the relationship between the two through various ways including carrying out social experiments, so as to provide some useful methods for improving the moral quality of engineers and improving the quality of engineers' work in China.

Subjects and methods: The research team first collected the research literature and books on the moral psychology of engineers published at home and abroad in the past 7 years, which were highly cited and sold, so as to understand the moral psychological characteristics and current situation of the engineer group and prepare for the design of follow-up experiments. Select 400 engineers who have more than 5 years of working experience in civil engineering, machinery, vehicles and other fields and have at least the title of intermediate engineer, and divide them into blank control group, shallow intervention group, moderate intervention group and deep intervention group, each group contains 100 engineers. Before the experiment, the basic information of each group of personnel shall be counted. The statistical items include age, educational background, IQ, working years, professional title, professional ethics and other factors related to the experiment. If the statistical results show that there is a significant difference in the basic information between the two groups, it is necessary to adjust the personnel or even re select the research object until there is no significant difference. Note that in the experiment, the measurement features are displayed in the form of mean value combined with standard deviation by using *F* test, and the counting features are displayed in the form of number by using chi square test. The significance level of difference is taken as 0.05. In the experiment, all the engineers in the intervention group were given the engineering ethics education intervention in their own work industry, but the degree of intervention in the shallow intervention group, the moderate intervention group and the deep intervention group increased in turn. The degree of intervention was distinguished by the duration of education, the frequency of education and the degree of brain use. The blank control group did not receive any engineering ethics intervention. The intervention experiment lasted for 3 months. According to different groups, the weekly intervention times of each group were 1-3, and the time of each intervention was 10-30 minutes. Before and after the experiment, a moral and psychological questionnaire was carried out for each group of personnel. The questionnaire was designed by the research team. It is a 100-point system. The higher the score, the higher the psychological level of professional ethics.

Results: Collect the effective samples of the two questionnaires and obtain Table 1. The *P* value in Table 1 is obtained from the *f* difference significance test. According to Table 1, there is no statistically significant difference in the moral and psychological scores of the personnel in each group before the experiment, but after the experiment, there is statistically significant difference in the professional moral and psychological scores between the blank control group and the intervention groups, and the greater the degree of psychological intervention based on the observation ethics, the higher the overall score.

Table 1. Statistics of two questionnaires of four groups of engineers

Survey time	Blank control group	Shallow intervention group	Moderate intervention group	Deep intervention group	<i>P</i>
Before experiment	71.4±3.5	71.5±3.2	70.8±4.8	71.6±3.9	1.325
After experiment	71.2±3.7	76.4±2.6	82.0±3.1	88.7±3.4	0.007

Conclusions: In order to further improve the professional ethics and psychological level of engineers in China, the research team designed a set of questionnaires to evaluate the moral and psychological level of engineers after studying the academic literature of Xinguan, and conducted a group social experiment with 400 front-line engineers as the research objects. The results showed that there was no statistically significant difference in the moral and psychological scores of each group before the experiment. After the end of the experiment, the difference in the psychological score of professional ethics between the blank control group and the intervention groups was statistically significant, and the greater the degree of psychological intervention based on observation ethics, the higher the overall score. It shows that the moral and psychological intervention measures based on engineering ethics can improve the moral and psychological level of engineers.

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THE INFLUENCE OF COLLEGE PHYSICAL EDUCATION CURRICULUM REFORM ON COLLEGE STUDENTS' COGNITIVE PSYCHOLOGY OF SOCIAL RELATIONS

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Background: Social psychology is an applied psychology that studies the psychological characteristics and psychological change laws of human individuals in social activities. And a large number of psychologists also try to use the summarized human social psychological laws to deal with some social public problems. Compared with other psychology, social psychology pays more attention to the psychological mode of groups in society than traditional psychology, such as group subconscious thinking mode, group cultural habits, group initiation and group bias, etc. On the other hand, social psychology does not ignore the attention to group psychology. Therefore, social psychology is more suitable than traditional psychology to analyze the social problems obviously affected by the social environment and the psychological problems of individual members in the society. Finally, in terms of research methods, social psychology pays more attention to case studies than traditional psychology. Therefore, comparative experiments, interviews, questionnaires, expert consultation and other sociological research methods are often used in the research of social psychology. Some research results show that college physical education curriculum can improve college students' communication ability and reduce their social phobia. However, most of these studies are carried out only from a theoretical perspective, lacking sufficient experimental data support. Therefore, this study attempts to explore the impact of college physical education curriculum on college students' cognitive psychology of social relations, and based on the research results, put forward some operable and constructive suggestions on college physical education curriculum reform.

Subjects and methods: Select a domestic non-sports university whose students' sport's needs, physical fitness and social skills are at the average level of college students, and then collect 246 full-time college students of different genders, ages and grades who are willing to participate in the experiment as the research objects. The subjects were divided into two groups: the less communication course group and the more communication course group, with 123 students in each group. Before the experiment, the baseline data of the two groups of students were counted to determine that there was no significant difference between the baseline data of the two groups of students before the follow-up experiment. During the experiment, both groups of students are required to accept the college physical education course teaching, and the teaching time and teacher team of the two groups of students are exactly the same, but the classroom teaching sports of the less communication course group are aerobics, Taijiquan, Baduanjin and other types that do not need team cooperation, while the sports of the more communication course group are football, basketball and so on. The physical education curriculum intervention experiment lasted for one semester, with classes three times a week and 45 minutes each time. Before and after the experiment, two groups of students need to be surveyed by questionnaires. The questionnaires are designed by the research team to understand the subjects' cognitive psychological level of social relations, which is a tenth value. The higher the score, the higher the subjects' cognitive psychological level of social relations. All measurement type features in the study are displayed in the form of mean \pm standard deviation for *t*-test, and count type features are displayed in the form of number or number proportion for chi square test. The significance level of difference is taken as 0.05.

Results: After the experiment, make statistics on the sample data of each questionnaire survey of the two groups of students, and get Table 1.

Table 1. Statistics of questionnaire survey data of two groups of students before and after the experiment

Statistical time	Less communication course group	Multi communication course group	<i>t</i>	<i>P</i>
Before teaching	6.52 \pm 0.27	6.50 \pm 0.29	0.560	0.576
After teaching	6.63 \pm 0.36	7.20 \pm 0.31	13.306	<0.001

It can be seen from Table 1 that before the physical education reform experiment, there was no statistically significant difference in the cognitive psychological scores of students' social relations between the less communication course group and the more communication course group. However, after the experiment, there was statistically significant difference in the cognitive psychological scores of students' social relations between the two groups, and the average score of the more communication course group was 0.57 higher than that of the less communication course group. After communicating with the students in the former group, it is found that the students believe that they need to actively communicate with the team members in the process of football, basketball and other sports, and the coaches or teachers also encourage this kind of communication, which leads to the intangible improvement of the students' psychological cognition of social relations.

Conclusions: With the increasing academic pressure of college students, more and more college students

have insufficient understanding of social relations. In order to improve the cognitive psychological level of college students' social relations, this study attempts to integrate some sports involving more social activities into the reform of college physical education curriculum. The results show that before the experiment of physical education reform, there is no significant difference in the cognitive psychological scores of students' social relations between the less communication course group and the more communication course group. After the experiment, the average score of the multi-communication course group was 0.57 higher than that of the communication course group, and the difference was significant. After communicating with the students in the multi-communication course group, it is found that the students believe that they need to actively communicate with the team members in the process of carrying out football, basketball and other sports, and the coaches or teachers also encourage this kind of communication, which has virtually improved the students' psychological cognition of social relations. The experimental results show that the combination of more sports that need social interaction and communication in college physical education curriculum helps to improve the cognitive psychological level of college students' social relations.

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THE INFLUENCE OF IMMERSIVE PARTY BUILDING EDUCATION ON COLLEGE STUDENTS' MENTAL HEALTH

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Background: Party building education is of great significance to the mental health of college students, because it integrates a large number of histories of humiliation in modern China and the struggle of the Communist martyrs, which can effectively motivate students, improve their psychological pressure resistance and patriotism. In recent years, our party has clearly proposed to "strengthen the construction of social psychological service system, and cultivate a self-esteem, self-confidence, rational, peaceful and positive social mentality". Moreover, the economic development of a large human organization must be accompanied by the occurrence of various new problems, new situations and new contradictions. For college students, they are facing the employment and academic pressure brought about by the fierce competition for employment and study, which leads to the increase of their psychological load. Some college students even have psychological diseases such as depression, schizophrenia, emotional disorder, cognitive disorder, thinking logic disorder and so on. It can be seen from the above that the current mental health problems of domestic college students have affected the quality of talent training in higher education. This time, instead of using the traditional research route of psychological consultation and psychological intervention, we choose to start with the low-cost and widely feasible party-building education, especially the immersive party-building education with great educational appeal, to analyze the countermeasures that help to improve the psychological health level of college students.

Subjects and methods: The research team first analyzed the relevant literature on Party building education and psychotherapy published in China, and summarized the theoretical basis and key points for practical application of Party building education in psychotherapy. Then, according to the results of literature study, a teaching experiment based on semi-structured interview is designed and carried out. The subjects of the study were 366 college students from a nonparty and government university in China, which was representative in terms of teaching ability and students' mental health. The subjects were divided into immersive party-building education group, traditional party-building education group and non-party building education group, each of which contained 122 college students. Before the experiment, the general demographic data of universities in each group and the data related to the research content were statistically analyzed to ensure that there were no significant differences in basic information between the groups. In the study, the measurement type features are displayed in the form of mean \pm standard deviation. The difference level is verified by *F* test, and the difference significance level is taken as 0.05. Immersive party-building education is carried out for the immersive party-building education group, and immersive party-building education is carried out for students by using virtual reality equipment, watching 3D movies, carrying out theme art performances, student interaction, etc. The traditional party-building education group carries out ordinary Party building education in the traditional way of lecturing and answering questions. The education group without party building shall not carry out any party-building education. The party-building education intervention experiment lasted for 3 months. In order to control irrelevant variables, the teachers of the party building course of each group of students were the same team. Before