

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

and after the experiment, semi-structured interviews should be conducted with all the subjects to understand the current mental health level of students. According to the interview results, the students' mental health level is divided into five categories: very unhealthy, unhealthy, uncertain, healthy and very healthy, and five integers of 0,1,2,3 and 4 are given to realize numerical value in order to improve the accuracy of statistical results.

Results: The scores of mental health level of students in each group before and after the party construction education intervention experiment are counted, and Table 1.

Table 1. Score statistics of mental health level of three groups of students before and after the experiment

Interview time	Immersive party building education group	Traditional party building education group	Education group without party building	<i>P</i>
Before experiment	1.85±0.24	1.83±0.36	1.85±0.27	1.316
After experiment	2.86±0.17	2.30±0.23	1.86±0.21	0.019

It can be seen from Table 1 that before the party building education intervention experiment, the *P* value of *F* test for the mental health level score of the three groups of students was 1.316, which was significantly greater than the difference significance level of 0.05. It is considered that the data difference is not significant, that is, the mental health level of the research objects in each group before the experiment can be considered to be generally consistent, and the data after the experiment are sufficiently comparable. After the intervention experiment, there was a significant difference in the scores of students' mental health level in each group. Specifically, after the experiment, the overall mental health scores of the two groups of students who carried out party-building education were higher than those of the non-party-building education group, and the average mental health score of the immersive party-building education group was 2.86, 0.56 higher than that of the traditional party-building education group, which was the highest of the three groups.

Conclusions: In view of the increasingly serious situation of college students' mental health, this research attempts to use the immersive party-building education to improve college students' mental health, and designs and carries out a teaching experiment based on semi-structured interviews. The results showed that there was no significant difference among the three groups before the party-building education intervention experiment. After the intervention experiment, there were significant differences in the scores of students' mental health level in each group. The overall mental health scores of the two groups of students who carried out party-building education were higher than those of the non-party-building education group, and the average mental health score of the immersive party-building education group was 2.86, 0.56 higher than that of the traditional party-building education group. This is because the immersive party-building education can give students a stronger sensory impact, and make students more deeply understand the struggle history of the Communist Party to build a prosperous and powerful new China, so as to greatly stimulate their own positive psychology and combat negative and negative psychological problems.

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ANALYSIS OF THE INFLUENCE OF THE STRATEGIES OF IMPROVING COLLEGE TEACHERS' TEACHING ABILITY ON STUDENTS' POSITIVE PSYCHOLOGICAL QUALITY FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: The teaching ability of college teachers will have an impact on students' learning psychology. Therefore, it is necessary to use educational psychology to study the relationship between college teachers' teaching ability and students' learning psychology. Educational psychology is a sub discipline of applied psychology and an interdisciplinary subject of traditional psychology and pedagogy. The core research object of educational psychology is the various learning psychology of the educate and the teaching psychology of the educator in the educational behavior. Using educational psychology to study the psychology of all parties in educational behavior helps to find problems and deficiencies in the teaching