

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

process, so as to achieve the purposes of improving teaching methods, stimulating students' learning enthusiasm, eliminating students' negative psychology caused by learning, and improving teachers' teaching ability and ability to perceive students' learning state. Schools can also adjust teaching measures and management models according to research results, and improve the quality of education and teaching in schools. Therefore, this study selects educational psychology, which is specially used to study the psychology of all parties in the teaching process, as the research tool to analyze the impact of different strategies for improving college teachers' teaching ability on college students' positive psychology, so as to find more suitable methods for cultivating college teachers' ability and improve teaching efficiency and quality.

Subjects and methods: Firstly, the research team needs to collect and analyze the literature published in recent years on educational psychology and the research on college teachers' teaching ability, and analyze the impact of teachers' teaching ability improvement strategies on students' positive learning psychology. Then, 75 educational psychologists, front-line backbone teachers of colleges and universities and management experts of the ministry of education are selected from China to form an expert group. The strategies for improving the teaching ability of college teachers analyzed according to the above literature are sent to the members of the expert group. The members are required to evaluate whether the strategies are effective and whether there are omissions, and according to the serious negative impact, negative impact, neutral impact, positive impact significant positive impact five types of evaluation of the impact of various strategies on students' positive psychology, and map the above five impact levels to a five digit integer of -2-2, so as to realize the digitization of statistical results and improve the accuracy of statistical results. After receiving the feedback from the expert group, sort out the opinions and judge whether the opinions of the members of the expert group are generally consistent. If there are major differences in the opinions, the sorted opinions need to be re-sent to the members of the expert group, and they are required to evaluate the sending contents again, so as to guide the evaluation opinions of the expert group to be consistent and there are no more significant differences. In addition, in order to ensure the objectivity and impartiality of the expert consultation process and the effectiveness of the consultation results, no communication in any form among the members of the expert group is allowed during the whole consultation process.

Results: After the last round of expert consultation, the opinions of the expert group are counted, as shown in Table 1.

The "number of evaluation experts" in Table 1 represents the number of experts who put forward some countermeasures. From Table 1, the members of the expert group believe that the four methods of carrying out special training, communicating with students to understand their needs, watching course videos and learning from other excellent teachers have the most significant positive effects on improving students' positive psychology, and the average scores of their impact grades are 0.76, 1.14, 0.85 and 1.04 respectively.

Table 1. Summary of final opinions of the expert group

Countermeasure No	Countermeasure	Impact rating	Number of evaluation experts	Explain
\$1	Carry out special training	0.76±0.15	48	The school carries out training for teachers' weak teaching ability
\$2	Communicate with students to understand their needs	1.14±0.22	73	Understand students' learning needs through anonymous suggestions and communication
\$3	Watch the course video	0.85±0.19	52	That is to watch the teaching video recorded by the equipment
\$4	Learn from other excellent teachers	1.04±0.16	69	-

Conclusions: The teaching ability of college teachers is closely related to the positive psychology of students. In order to explore the specific relationship between the two and find out the methods that can help to improve the positive psychology of students, this research has carried out a consultation survey based on Delphi method. The consultation results show that the members of the expert group believe that the four methods of carrying out special training, communicating with students to understand their needs, watching course videos and learning from other excellent teachers have the most significant positive effects

on improving students' positive psychology, and the average scores of their impact grades are 0.76, 1.14, 0.85 and 1.04 respectively. It can be seen that "communicating with students to understand their needs" is a more effective way to improve students' positive psychology. The results of this study provide more reference methods for improving the positive learning psychology of Chinese college students.

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THE INFLUENCE OF FINANCIAL LEGAL SUPERVISION MEASURES ON FINANCIAL CONSUMERS' INVESTMENT PSYCHOLOGY UNDER THE BACKGROUND OF ARTIFICIAL INTELLIGENCE

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Background: Consumer psychology is an interdisciplinary subject composed of consumer economics and psychology. Consumer psychology is mainly used to study various psychological changes and psychological laws of consumers in consumption activities. From the perspective of research objects, the core research objects of consumer psychology are the psychology of product providers in the consumption process, the psychological activity process of consumers, the psychological factors affecting consumer behavior, the impact of social environment on consumer psychology, the consumption psychology and consumption habits of consumer groups, marketing methods and consumption psychology, etc. From the point of view of significance and purpose, the use of consumer psychology to study specific consumption problems will help to improve product sales revenue and expand product popularity. As consumers' purchase motivation is affected by various types of factors such as environment and psychology, it is necessary to use the method of consumer psychology to analyze consumers' consumption psychology under the specified consumption conditions. The transaction of financial products can be classified as a kind of consumer behavior, and the research methods and ideas of consumer psychology can also be applied to this field. In recent years, the intelligent technology represented by artificial intelligence has gradually matured, resulting in the increasingly complex trading environment in the financial trading market. More and more quantitative investment robots developed based on artificial intelligence technology have been used in the financial investment market, bringing a greater consumption threshold for the consumption behavior of financial products of ordinary small and medium-sized investors, which is not conducive to the healthy and long-term development of the financing market. Therefore, it is necessary to explore and analyze the impact of different financial legal regulatory measures on financial consumers' investment psychology from the perspective of artificial intelligence technology, so as to find out regulatory measures that are conducive to improving consumers' confidence in financial investment products and improving the investment market environment.

Subjects and methods: Financial investment belongs to a highly specialized industry. Therefore, this research attempts to take Delphi method as the core to analyze the problem. 84 experts in quantitative investment, intelligent financial transactions, fund management and financial market supervision were selected from China to form an advisory expert group. Ask the members about the financial legal supervision measures that can have a positive impact on investors' investment psychology under the influence of artificial intelligence, and require the expert group to grade the effectiveness of each measure. The evaluation grade is divided into five types: no impact, slight impact, relatively small impact, medium impact and important impact, and quantify the impact grade by using the numbers 1, 2, 3, 4 and 5 in turn. Summarize and sort out the evaluation results of each expert, and judge whether there are obvious differences in the evaluation results. If there are obvious differences, it is necessary to send the sorted results to each expert group again, and ask them to adjust the strategy and evaluation strategy again on the basis of sorting out the data until the expert group members reach an agreement.

Results: After the expert consultation, the final evaluation data of the expert group on the research content are counted, and Table 1.

It can be seen from Table 1 that the members of the expert group believe that, under the background of the gradual development of the application of artificial intelligence technology, there are three regulatory measures that can have a positive impact on the investment psychology of financial investors: restricting the behavior of quantitative investment robots, restricting abnormal transactions, and monitoring the company's financial data based on intelligent technology. The number of people who believe that the three regulatory measures can have an impact higher than the medium impact level is 36, 12, 25 people.