

Ideological and political construction on college students' mental health under the mixed teaching mode.

Subjects and methods: This study selected 200 students with negative psychological emotions in a domestic university, regardless of age, gender and major. The students were randomly divided into control group and experimental group. The experimental group used mixed teaching combined with ideological and political construction mode of college courses, and the experimental group used conventional teaching mode. Before and after teaching, the self-designed anxiety and depression scale was used to evaluate the students. The evaluation time points were at the beginning of teaching (T0), 4 weeks (T1), 8 weeks (T2), 12 weeks (T3) and 16 weeks (T4). Among them, the anxiety scale includes 7 items. The scores of each item range from 0 to 3, totaling 21 points. The final scores of 0 to 7, 8 to 10, 11 to 14, and 15 to 21 indicate no anxiety, mild anxiety, moderate anxiety, and severe anxiety respectively. The depression scale includes 20 items, which mainly reflects the subjective feelings of patients with depression. According to the frequency of symptoms, the scale is scored at four levels (1-4 points), with 10 positive and 10 negative scores, and the full score is 100 points.

Results: The results showed that there was no significant difference in the anxiety scores of T0, T1 and T2 between the two groups. The anxiety scores of T3 and T4 and T4-T0 values of the experimental group were significantly lower than those of the control group ($P < 0.05$). See Figure 1.

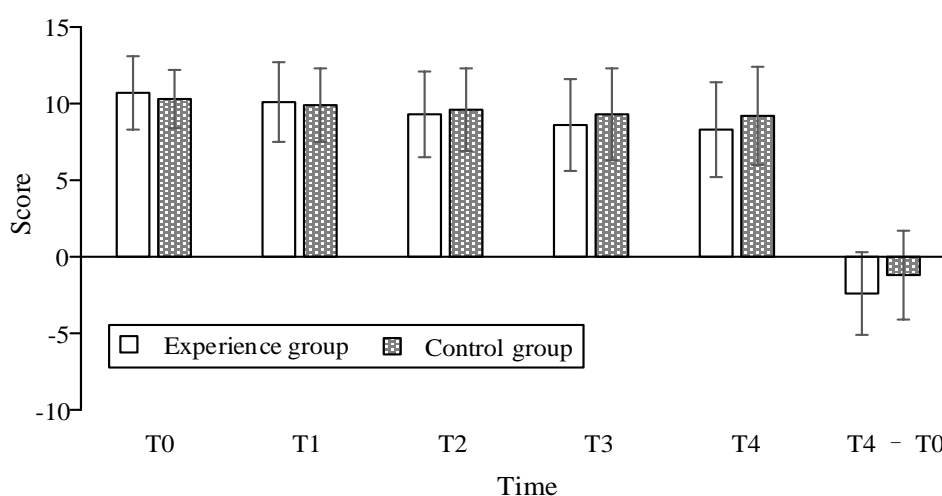


Figure 1. Comparison of anxiety scores between the two groups at different time points

Conclusions: In the process of cultivating talents, colleges and universities should organically integrate the relevant contents of Ideological and political courses, enrich the contents of mental health education courses through project-based teaching, enrich teaching methods, and strengthen the innovation of teaching models. The results of this study showed that there was no significant difference in the anxiety scores of T0, T1 and T2 between the two groups. The anxiety scores of T3 and T4 and T4-T0 in the experimental group were significantly lower than those in the control group ($P < 0.05$). It shows that the application of hybrid teaching combined with the ideological and political construction model in colleges and universities makes the relief direction of college students' anxiety and depression clearer and more targeted.

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RESEARCH ON THE INFLUENCE OF IDEOLOGICAL AND POLITICAL EDUCATION IN COLLEGES AND UNIVERSITIES ON STUDENTS' BEHAVIOR PSYCHOLOGY UNDER THE NEW MEDIA ENVIRONMENT

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Background: The change of individual behavior is a continuous process rather than a single event. Before

people really change their behavior, they are developing towards a series of dynamic and cyclic stage change processes. For individuals at different stages, they should adopt different behavior transformation strategies to promote their transformation to action and maintenance stages, that is, the theory of behavior phased change or cross theoretical model. Many foreign scholars have shown that the theory can be effectively applied to the ideological and political education and health education of college students, and analyze the effect of behavioral intervention in different stages, so as to carry out targeted health education and improve the effect of adolescent mental health management. In the current environment, the ideological and political education in colleges and universities is facing many challenges and opportunities. New media improves the efficiency of information dissemination, can provide more abundant tools and means for ideological and political teaching, and can improve the coverage of ideological and political teaching, and enhance the interest of ideological and political teaching. Making good use of the media, carriers and platforms under the new media environment can effectively improve the effectiveness of ideological and political teaching. College students are in adolescence, have strong curiosity about emerging things, have strong learning and hands-on ability, are more open-minded, easy to contact, and are willing to try to use emerging things. Therefore, college students are basically one of the main customers of new media. At the same time, because college students are in the shaping stage of world outlook, outlook on life and values, they lack the ability to distinguish right from wrong, which makes college students very vulnerable to some wrong information on the new media, thus forming incorrect three outlooks. Traditional ideological and political education can no longer solve the mental health problems of college students in the new era. Colleges and universities should recognize the relationship between mental health education and ideological and political education and the importance of integrating mental health education into ideological and political education, and actively explore the path of integrating mental health education into ideological and political education, so that college students can have a healthy mental state.

Objective: Under the new media environment, ideological and political education in colleges and universities is facing challenges and opportunities. Improving the effectiveness of Ideological and political education in colleges and universities has become an important research topic in academic and practical circles. The goal of ideological and political education in colleges and universities is the same as that of college students' mental health education. Colleges and universities should take this as the foundation to actively study the path of integrating mental health education into ideological and political education, so as to maximize the effect of mental health education and ideological and political education. Therefore, this study aims to explore the impact of ideological and political education in colleges and universities on students' behavior and psychology under the new media environment.

Subjects and methods: 400 middle school students were selected as the research objects. The self-designed student behavior psychological evaluation scale was used to evaluate the students' behavior psychology. The scale combines the dimensions and items of the scale with the characteristics of Chinese culture and teenagers' behavior. There are 32 items in the scale. Each item was measured by the Likert scale 5-level scoring method. 1-5 respectively mean "never / will not", "rarely / may not", "occasionally / neutral" "often / probably", "always / surely". The content of the scale includes student demographic survey, ideological and political education learning, learning behavior change stages, learning behavior change strategies, learning behavior decision-making balance, and learning behavior self-efficacy. Among them, the behavior change strategy has 15 items to reflect the students' thoughts, behaviors and feelings when making decisions. Behavior decision-making balance refers to the balance between the positive and negative effects of individual behavior change, that is, the intuitive benefits and intuitive barriers of behavior change. It consists of two dimensions of "positive effects" and "negative effects", including 10 items. Behavioral self-efficacy refers to the confidence that people have to cope with high risk rather than fall back to unhealthy behaviors or high-risk habits in a specific situation. There are 7 items in total.

Results: The results of the reliability test and split half reliability test of the student behavior psychological evaluation scale are shown in Table 1. Among the four dimensions of the scale, the highest dimension of change strategy is 0.917, the lowest dimension of negative effects of decision balance is 0.679, and Cronbach's α 0.917 for other dimensions α . The coefficients are above 0.8. The highest change strategy dimension is 0.882. The lowest decision balance (negative direction) is 0.312, and the other dimension coefficients are above 0.8. The total scale, change strategy, decision balance (positive) and self-efficacy dimensions have good split half reliability, while the decision balance (negative) has general split half reliability.

Conclusions: In order to better study the distribution of change strategy, decision balance and self-efficacy in different stages of change, this study obtains the mean value of each dimension in different stages of change through variance and trend test analysis. With the improvement of stages, the scores of change strategy, decision balance (positive) and self-efficacy increase, while the scores of decision balance (negative) gradually decrease. The results suggest that the intervention of ideological and political education in colleges and universities on students' behavior and psychology under the new media

environment can put forward personalized health education and health promotion measures for different stages to improve the intervention effect.

Table 1. Reliability test and split half reliability test of the scale

Factor	Cronbach's α	Guttman Split-Half
Learning behavior change stage	0.918	0.883
Learning behavior change strategies	0.870	0.782
Learning behavior decision balance	0.680	0.313
Learning behavior self-efficacy	0.847	0.849
Total score	0.918	0.930

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RESEARCH ON THE PROCESS OF INTEGRATING IDEOLOGICAL AND POLITICAL EDUCATION INTO LOCAL ART TEACHING FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: In educational psychology, learning theory can be roughly divided into connective learning theory, cognitive learning theory and humanistic learning theory. Connective learning theory emphasizes the mechanical training of language, and holds that learners' learning habits are the result of repeated practice and reinforcement. Once the learning habit is formed, as long as similar stimulating situations reappear, the habitual response will appear automatically. Cognitive learning theory holds that learning is not a reaction habit formed through simple repeated practice and reinforcement, but a process in which learners reprocess the information of the original cognitive structure to form and develop new cognitive structure. Cognitive learning theory puts more emphasis on students' learning autonomy, sociality and situational. It believes that learning motivation is the driving force to promote learning. As long as students have learning motivation, humanistic learning theory starts from natural humanity and advocates the self-realization of human or personality. Cognitive learning pays particular attention to the healthy growth of individual emotion and personality, and believes that learning is a process of self-realization of personality, potential and value. Teaching is to create a safe, relaxed and stress-free learning environment for students' self-realization, so that students can dare to express their personality and give full play to their potential. Humanistic theory emphasizes learners' subjective factors and psychological environment, respects students' personal feelings and needs, and advocates holistic education including cognition and emotion.

The key to the implementation of aesthetic education in schools lies in how to develop art education, which is also an essential part of quality education. Local art is extremely important for a nation. It is the internal driving force for a nation to survive, continue and move towards the future. These colorful and unique local characteristics of art, culture and local art teaching curriculum reform provide exploitable and abundant resource reserves. The fundamental foothold of the current teaching work in colleges and universities lies in "educating people". The ideological and political course is the key course to implement the work of educating people, and its role cannot be replaced. However, there are certain limitations in relying solely on the ideological and political course to achieve the fundamental task of building morality and cultivating people. Ideological and political education and local art education show a high degree of fit and integration in terms of core values and educational objectives. More importantly, the integration of the two is also in line with the goal and requirements of the ideological and political education in colleges and universities to achieve "full education". The integration of ideological and political education and art education effectively avoids such a polarized teaching form as "you teach you, I learn from me", and is conducive to building an integrated tutor team with "characteristics, ideas and responsibilities". Teachers majoring in ideological and political education and teachers majoring in art should broaden their learning paths, widely collect typical cases and moral education facts of students in real life, keep a close eye on the frontier and the society, adapt to the changing social environment and the constantly developing ideological and political education content, organically combine the excellent traditional culture that can be