

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

effectively learned from art education with the scientific positive energy in ideological and political education, and form all elements Multi field ideological and political education for all members.

Objective: This research integrates the ideological and political education into the process of local art teaching, infiltrates the educational psychology theory on the integration path, and constructs the ideological and political education mode of local art curriculum from the perspective of educational psychology.

Subjects and methods: 100 art majors in a university were selected as the research objects, and the students were randomly divided into experimental group and control group, with 50 students in each group. The experimental group was given the ideological and political teaching mode based on educational psychology, while the control group received routine education within 2 months. Symptom Checklist 90 (SCL-90) was used to investigate the psychological status of the two groups of college students before and after teaching. SCL-90 has a total of 90 self-assessment items, and the test factors include somatization, obsessive-compulsive symptoms, depression, anxiety, psychoticism, etc. through the 5-level scoring method, the higher the score of 0-4, the lower the level of mental health, 0 for asymptomatic, 1 for mild symptoms, 2 for moderate symptoms, 3 points for severe symptoms, extremely serious: 4 points.

Results: After teaching, the SCL-90 indexes of the experimental group were significantly lower than those of the control group ($P < 0.001$).

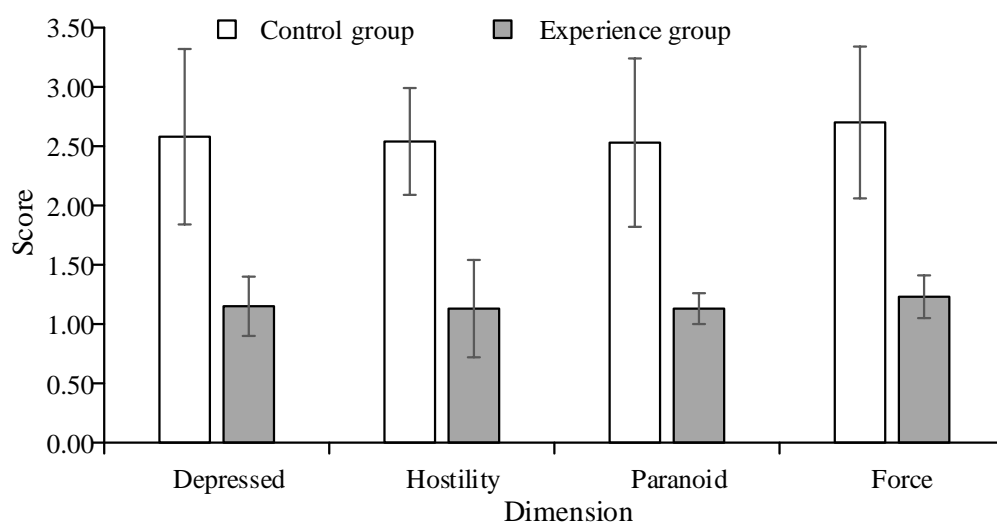


Figure 1. Comparison of SCL-90 scores between the two groups

Conclusions: Curriculum ideological and political education is an important embodiment of the implementation of “ideological and political work throughout the whole process of education and teaching”. The teaching characteristics of art general education courses and the “explicit” and “implicit” ideological and political education resources contained in the teaching content are consistent with the educational objectives of ideological and political education in colleges and universities. The results of this study show that after teaching, the SCL-90 indicators of the experimental group are significantly lower than those of the control group, and the difference is statistically significant, indicating that the ideological and political teaching mode of rural art course from the perspective of educational psychology can effectively alleviate the anxiety, depression and other bad emotions of college students.

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RESEARCH ON THE IMPORTANCE OF SPORTS IN IMPROVING COLLEGE STUDENTS' PSYCHOLOGICAL QUALITY

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Background: Mental health quality is a local concept that emerged in the process of promoting “case-based education” in China. It is also a new research idea based on the reflection of traditional mental health research at home and abroad. Understanding the concept of “mental health quality” should start