

exploring the relationship between the Internet and college students' mental health and combining the actual situation of college students' psychology and behavior. The results of this study show that the comparison results of students' anxiety and depression before and after teaching are shown in Table 1. After teaching, the total score of HAMA and HAMD of students decreased significantly compared with that before teaching ($P < 0.05$). It shows that to promote the reform and innovation of teaching mode and management method of mental health education in colleges and universities, we need to find solutions according to the current problems of college students' mental health.

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THE POSITIVE EFFECT OF COLLEGE ENGLISH CURRICULUM CONSTRUCTION ON COLLEGE STUDENTS' LEARNING PSYCHOLOGY FROM THE PERSPECTIVE OF TRADITIONAL CULTURE

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Background: Chinese excellent traditional culture has a far-reaching impact on Chinese people in terms of mode of thinking, code of conduct and psychology. From the perspective of pedagogy, psychology and management, excellent traditional culture can inherit, learn from and promote the psychology and behavior of college students. Researchers generally believe that Chinese excellent traditional culture contains rich philosophical thoughts, which can not only guide college students to correctly face and deal with psychological, ideological and moral problems, but also play a vital role in creating a mental health education system for college students with modern educational characteristics. Positive psychology is a new research field in psychology at the end of the 20th century. At present, its views have penetrated into education and other fields, and have had a significant impact on many of them. The educational view of positive psychology fully embodies the idea of people-oriented, emphasizing the important role of students' internal motivation and positive emotions in effective learning from the perspective of learners. At present, autonomous learning has been widely promoted in college English Teaching in China. In traditional education, students are regarded as passively accepting learning, while autonomous learning is a learning method corresponding to the traditional accepting learning. Students are the main body of learning, and the goal of learning is achieved through students' participation, independent analysis and exploration. Therefore, it can be seen that autonomous learning is in line with and reflects the teaching concept of positive psychology. The influencing factors of autonomous learning can be divided into internal and external factors, of which the internal factors are related to the learners themselves. From the perspective of positive psychology, from the perspective of learners, it is meaningful to investigate the two important factors that affect autonomous learning: the learning ability in internal factors and the expectation of teachers' role. On the basis of understanding the real situation of learners, positive psychology helps teachers to provide more targeted help, so as to help learners continue to learn English efficiently. On the basis of English learning in the compulsory education stage, students can further clarify the purpose of English learning and develop the ability of autonomous learning and cooperative learning. Forming effective English learning strategies. Cultivate students' comprehensive language ability. Make students' comprehensive language use ability based on the integrated development of language skills, language knowledge, emotional attitudes, learning strategies and cultural awareness. The new English curriculum standard has clearly presented the basic concept, curriculum objectives, curriculum structure, curriculum form and curriculum content to the leaders of primary and secondary schools and English teachers across the country, and has produced or will produce unprecedented profound changes.

Objective: To promote students' autonomous learning, researchers need to evaluate learners' English autonomous learning ability. In this context, the reform of college English curriculum must be carried out simultaneously with the reform of middle school English curriculum, so as to cultivate high-quality English talents with innovative ability and practical ability required by the new situation in the new century. Therefore, the construction and reform of college English curriculum is also imminent. This study aims to explore the positive effect of college English curriculum construction on college students' learning psychology from the perspective of traditional culture.

Subjects and methods: 334 college students from 5 universities in a certain area of China were selected for the experiment, and the students were evaluated through the self-designed "College Students' English autonomous learning ability evaluation scale" and "college students' English autonomous learning teacher role expectation evaluation scale". In the design process of the scale, a large number of references were

used for reference, and the dimensions and items of the scale were finally drawn up with the advice of many experts. The evaluation scale for college students' English autonomous learning ability includes 4 dimensions, a total of 24 items, namely, establishing learning objectives and making learning plans, selecting learning contents and methods, effectively using learning strategies and self-control in the extracurricular learning process. It adopts a 5-level scoring method, with a score of 1-5. The lower the score, the higher the learning ability. The evaluation scale for teachers' role expectation of college students' English autonomous learning includes 4 dimensions and a total of 16 items, namely, motivation motivators, motivation maintainers, facilitators and counselors. It adopts a 5-level scoring method, with a score of 1-5. The lower the score, the higher the expectation for teachers' role.

Results: As shown in Table 1, the average scores of each dimension of the self-regulated English learning teacher role expectation scale for college students are as follows: motivation motivator ($M=1.482$), motivation maintainer ($M=1.426$), facilitator ($M=1.613$), counselor ($M=2.219$), and the total average score ($M=1.644$). It can be seen that college students' expectation of the role of teachers is low.

Table 1. Multiple comparative tests of teacher role expectation in college students' autonomous English learning

Dimension		Mean difference (I-J)
Motivational motivator (I)	Power maintainer (J)	0.056
	Facilitator (J)	-0.131***
	Counselor (J)	-0.737***
Power maintainer (I)	Facilitator (J)	-0.187***
	Counselor (J)	-0.793***
Facilitator (I)	Counselor (J)	-0.606***

Note: *** $P < 0.001$.

Conclusions: Colleges and universities need to modify the English curriculum objectives, adjust the curriculum structure and content, so as to cultivate high-quality English talents in line with the needs of the new century and the new era. From the average value of the teacher role expectation questionnaire, college students have strong demand for the four teacher roles, among which the role of motivation maintainer and motivation motivator is relatively more important for students. This reflects that in the current English autonomous learning, although college students have the ability to make and implement choices independently, their motivation, confidence and perseverance to be responsible for their choices are very weak.

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RESEARCH ON THE INFLUENCE OF SUNSHINE SPORTS CULTURE IN COLLEGES AND UNIVERSITIES ON THE IMPROVEMENT OF INTERPERSONAL RELATIONSHIPS AND PSYCHOLOGICAL QUALITY OF COLLEGE STUDENTS

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Background: Since 2006, the State General Administration of sports and the Ministry of education have jointly issued a policy resolution on the national implementation of "Sunshine Sports", which aims to promote the active participation of students in sports and enhance their physique. The core of sunshine sports culture lies in the strong cultivation and enhancement of students' physical quality through strengthening school sports work, improving the quality of physical education courses and sports activities. The development of sunshine sports in colleges and universities is conducive to the penetration of sunshine sports culture, and can effectively cultivate and improve the physical function of college students on the basis of enriching their after-school life. At present, college students are in the critical stage of