

methods on the educated. Through different types of education guidance modes, it helps the educated to improve their awareness and knowledge, and focuses on the implementation and motivation of the comprehensive development of the educated. Social psychology is to study the psychological mechanism and conditions behind this executive power, and analyze the psychological influence mechanism of the subject object from the perspective of social background factors. The individual is a part of the social group. The analysis of educational practice is inseparable from the group effect analysis of social psychology. The research on educational value and mechanism contains rich social psychological elements. Therefore, the research explores the value function of education from the perspective of social psychology, analyzes the psychological acceptance effect and psychological needs of educational subjects from the perspective of social psychological characteristics, and analyzes the aesthetic education value and social value of music education.

In recent years, with the implementation and deepening of the concept of quality education in colleges and universities, the importance of music education in the education system of colleges and universities has become increasingly prominent. The role of music in the cultivation of students' all-round development has been paid more and more attention. The society has begun to realize the value of music education in psychological intervention and guidance of students. Music has the attribute of beauty. From the perspective of aesthetics, it can make use of the strong infectivity, visualization and influence of music art to promote the development of individual spiritual world. It plays an important role in aesthetic education in modern education. Music is the artistic carrier of emotion. Music of different types and forms of expression is a tool for spiritual and emotional transmission. Through emotional resonance with the audience, it has an impact on the spirit and psychology of the audience. In music education, students' contact and learning of music and art works is essentially the emotional integration with music and art emotion, the integration of their own understanding and thinking in music emotion, and the improvement of their own ideological sentiment under the artistic edification of music aesthetics. The social function of music education is the macro embodiment of the value of music aesthetic education. Music education takes its aesthetic education value as the premise, and gives play to the social function of infecting and guiding the thinking and emotion of social groups. The influence of music education is a wide range of spiritual and cultural phenomena. With its distinctive social attributes, music education has an impact on the aesthetic consciousness and spiritual emotion of the audience.

Subjects and methods: The research analyzes the aesthetic education value and social value of music education in college education by means of experiments. Eight classes from four grades of a university participate in the experiment by means of random sampling. There are 406 students in total, and two classes from each grade participate in the experiment. All subjects participated in the study voluntarily and signed the informed consent form. The subjects were given music education for 6 months. At the end of the experiment, the changes of the subjects' aesthetic consciousness, music literacy and mental health were counted to understand the aesthetic education results of music education on college students. Through the comparison of the aesthetic education of the subjects before and after the experiment and the analysis of the changes in social ability, this paper explores the aesthetic education value and social value of music education to college students.

Results: Table 1 shows the changes of mental health scores of the subjects before and after the experiment.

Conclusions: Music education makes use of the advantages of music in emotional interaction and infection to intervene and influence students' psychology. With the help of various forms of music, it can achieve the adjustment and sublimation of college students' emotions and emotions. Music education not only intervenes and guides the aesthetic consciousness and emotional psychology of college students, but also plays an important role in improving the aesthetic and psychological quality of college students.

Table 1. Changes in mental health scores of subjects before and after the experiment

Survey object	Freshman	Sophomore	Junior	Senior
Before experiment	1.62	1.41	1.45	1.37
After experiment	3.54	3.47	3.51	3.42

* * * * *

RESEARCH ON THE GUARANTEE MECHANISM OF HIGH-QUALITY DEVELOPMENT OF PRIMARY SCHOOLS BASED ON THE BACKGROUND OF EDUCATIONAL PSYCHOLOGY

Wenhua Wei, Junya Peng & Fang Duan

College of Education, Guizhou Normal University, Guiyang 550001, China

Background: Educational psychology applies psychological theory and teaching practice results in the process of education. This theory can be applied to curriculum design and improve learning motivation to help primary and secondary school students overcome various difficulties in the learning process. Educational psychology theory helps to improve the professional ability of administrators in primary and secondary schools. Through the study of this theory, administrators can more clearly understand their professional knowledge structure, and then promote the learning of professional knowledge and the development of the rationality of teaching practice. It is an important part of quality education for primary and secondary schools to cultivate students' good psychological quality by means of psychological health education according to their physiological and psychological development characteristics. The development of mental health education in schools is the need of students' healthy growth and the inevitable requirement of promoting quality education. However, at present, the mental health education in primary and secondary schools still lags behind, which affects the realization of the goal of talent training. Primary and middle school students are faced with psychological problems in learning, interpersonal communication and sexual adaptation. School mental health education is of great significance to cultivate middle school students' psychological quality and improve their mental health level. At present, the school mental health education focuses on the prevention and treatment of students with existing mental health problems. More importantly, it is necessary to nip in the bud, so that the school mental health education has sustainable development. The sustainable development of mental health education means that mental health education must focus on the optimization of psychological quality structure and the sustainable development of overall quality. The prevention mechanism of school mental health education is not phased, but a long-term measure. The school mental health education should not only pay attention to the adaptability education in the early stage and the intervention education in the late stage, but also run through the whole process of the middle school stage, implement it in daily life, and promote the improvement of the psychological quality of primary and secondary school students. Define the object of school mental health education. The traditional school mental health education only brings the students with psychological problems into the intervention mechanism. There is another common misunderstanding, which takes the students with poor learning as the key object and ignores the negative psychological problems of excellent students. Mental health education in primary and middle schools is an educational activity that, according to the physiological and psychological development characteristics of primary and middle school students, uses relevant psychological education methods and means to cultivate students' good psychological quality and promote the overall harmonious development of students' body and mind and the overall improvement of their quality. The purpose of school mental health education is to comprehensively improve the mental health level of primary and secondary school students, so the school mental health education of students should be aimed at all students.

Objective: With the development of economy and the progress of human society, people begin to realize the importance of school mental health education, and take many positive and effective measures to strengthen school mental health education. However, due to the late development of school mental health education in China, there are many deficiencies, especially the security mechanism of school mental health education is not perfect. Based on the theory of educational psychology, this study discusses the guarantee mechanism for the high-quality development of primary school mental health education, in order to promote the all-round development of students' physical and mental health.

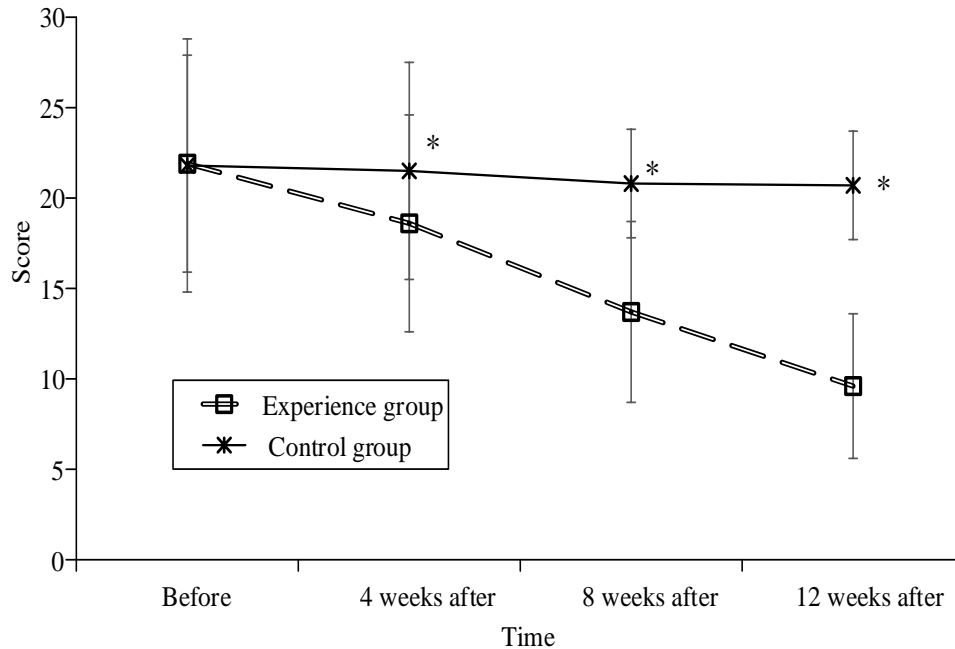
Subjects and methods: 100 primary school students of grade 2-5 with negative psychological emotion were randomly divided into experimental group and control group. The experimental group was given a guarantee mechanism education mode combined with mental health education, and the control group was given a conventional education mode. Hamilton Depression Scale (HAMD) was used to evaluate the psychological status of students before and after the implementation of the guarantee mechanism of high-quality development in primary schools. HAMD includes 17 items, and the scores include three grades, namely 24 points, 17 points and 7 points. Using <7 points, 7-17 points, 17-24 points and >24 points respectively mean no depression, mild depression, moderate depression and severe depression. Relevant data are calculated and counted by Excel software and SPSS20.0 software.

Results: Before teaching, there was no significant difference in HAMD scores between the two groups ($P > 0.05$); At the 4th, 8th and 12th weeks after the intervention, the HAMD score of the experimental group was significantly lower than that of the control group ($P < 0.05$). See Figure 1.

Conclusions: The results showed that there was no significant difference in HAMD scores between the two groups before teaching ($P > 0.05$). At the 4th, 8th and 12th weeks after the intervention, the HAMD score of the experimental group was significantly lower than that of the control group ($P < 0.05$). The total scores of HAMA and HAMD of students after teaching were significantly lower than those before teaching (P

< 0.05), indicating that the education model combined with the guarantee mechanism of mental health education can better improve students' mental health problems.

Acknowledgement: The research is supported by in 2020, The Reform Project of Teaching Content and Curriculum System of Colleges and Universities in Guizhou Province: One of the Phased Achievements of "U-S" Cooperation in Cultivating School-Based Curriculum Development Literacy of Normal Students - Taking the Online and Offline Teaching Reform of School-Based Curriculum Development as An Example (Project No. 2020039).



Note: * $P < 0.05$.

Figure 1. HAM-D scores of the two groups before and after teaching

* * * * *

REFLECTION AND EXPLORATION OF IDEOLOGICAL AND POLITICAL EDUCATION ON RELIEVING COLLEGE STUDENTS' PSYCHOLOGICAL ANXIETY IN THE ERA OF NEW MEDIA

Rui Yang* & Hong Xia

Leshan Normal University, Leshan 614000, China

Background: The negative and complex emotional states, such as anxiety, worry, tension and uneasiness, that an individual may have in the face of great dangers, losses and threats in the future are collectively referred to as anxiety. The main clinical manifestations of anxiety psychology include panic disorder and somatic symptoms. The common symptoms of the former include a sense of dying, a sense of loss of control, and a sense of mental breakdown. The common symptoms of the latter include rapid heartbeat, dizziness, diarrhea, etc. At present, the treatment of moderate and mild anxiety symptoms is mainly based on professional psychological guidance, supplemented by exercise, diet, work and rest intervention, while those with serious symptoms are often recommended to use drug treatment. With the rise of new generation communication technology and mass media, new media technology has been more and more applied to other industries besides media itself. In the ideological and political education in colleges and universities, because the teaching content covers a wide range of disciplines and has obvious humanistic attributes, the application of new media technology and functions in the ideological and political education in colleges and universities may have some positive effects on students' psychological problems such as learning anxiety, employment anxiety, depression, social fear, communication barriers, and the most serious of these problems is psychological anxiety. Therefore, this study focuses on exploring the impact of integrating new media methods into Ideological and political education on students' psychological anxiety, and puts forward some feasible strategies to make some contributions to improving the mental health level