THE DEVELOPMENT STRATEGY OF PRIVATE HIGHER EDUCATION FROM THE STUDENTS' SENSE OF BELONGING AND PSYCHOLOGY

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Background: Psychology is the theoretical basis of pedagogy and undoubtedly the basis of curriculum design. Psychology's observation of curriculum focuses on learners' learning results. Therefore, psychology requires that curriculum design must meet learners' learning psychology, and follow the law of psychological development in curriculum goal design, model design and content design. The practicality and openness of private higher education curriculum put forward many new topics for curriculum psychology research, and psychology's attention to private higher education curriculum is also broader and richer.

Objective: Instructional design is to solve the two basic problems of "what to teach" and "how to teach". The first is "what to teach" - that is, curriculum decision-making. It refers to the problem of selecting and arranging teaching contents according to different teaching purposes. Curriculum decision-making can be divided into two aspects: macro curriculum decision-making and micro curriculum decision-making. The so-called macro curriculum decision-making refers to the selection and arrangement of teaching contents according to the established teaching objectives and training objectives. It includes the formulation of syllabus and the compilation and arrangement of teaching materials. The macro curriculum decision-making should fully reflect the quality and specifications of the training of all kinds of talents at all levels. For example, a primary school student or a middle school student, what natural and social science knowledge they should master and what skills and abilities they should acquire should be reflected through macro curriculum decision-making. The macro curriculum decision-making is usually undertaken by the teaching competent department and relevant teaching experts. The so-called micro teaching decision-making refers to teachers' choice, choice and primary and secondary arrangement of specific contents when the teaching purpose has been established and the content of teaching materials has been determined. Obviously, the micro curriculum decision-making is undertaken by the front-line teachers. The second is "how to teach" - that is, teaching decision-making. It refers to how to organize the content under the condition that the teaching purpose has been established and the teaching content has been fixed, and select the corresponding methods and media according to different contents, so as to effectively realize the teaching purpose. "How to teach" - that is, the teaching decision-making is completely undertaken by the front-line teachers and cannot be replaced by others. From the impact of psychology on the curriculum of private higher education, the current trend is to shift from paying attention to "teaching" to "learning". Paying attention to learning is becoming the focus of modern private higher education curriculum. This trend is inseparable from the progress of modern learning theory research. Learning theory is one of the fastest developing fields in psychology. Learning theory is a systematic exposition of learning laws and learning conditions. It mainly studies the change law of cognitive psychological process and behavior (including internal behavior). This paper will mainly focus on the development strategies of private higher education from the perspective of social psychology.

Subjects and methods: 1. The phenomenon of "group identity" in the parent group. The composition of the parent group is diversified. No matter how wide the gap in parents' occupation, experience, education, status and so on, but at the same time, as the parents of college entrance examination students, because of their common interests and common emotions, they all hope that their children will receive higher and better education, so that they virtually form a psychological group. When parents become the audience group of private colleges and universities, they will form different attitudes and social stereotypes of internal and external groups, and infect others with their different degrees of understanding and emotion, or supportive or discriminatory attitudes and views towards private colleges and universities. Through interviews with several candidates' parents, it is found that most of these groups are skeptical of private colleges and universities. Specifically, in the process of filling in volunteers for the college entrance examination, no matter how rich the resources and facilities of private colleges and universities are, private higher education is still labeled as "poor students" and falls into the dilemma of "difficult enrollment".

2. The recognition of private colleges and universities is low. For the candidates and parents who have no choice but to choose private colleges and universities, they do not have a harmonious relationship with

the managers and teachers of private colleges and universities. Specifically, in order to ensure the safety of students, many private colleges and universities implement militarized and closed learning for students, resulting in the dissatisfaction of many students, which will lead to the occurrence of some student group events. This will cause many students' parents' resistance to the school, which will be imperceptibly transmitted to other candidates' parents through the action mechanism of group psychology. In recent years, unsafe accidents have occurred from time to time in both public and private universities. While questioning the safety guarantee of colleges and universities, many examinee parents generalize the problem of such safety accidents to all private colleges and universities, resulting in more strong resistance of the public to private colleges and universities.

3. The employment dilemma of graduates. Driven by group identity, due to collective efficiency, social injustice and other factors, the satisfaction of students and their parents who continue to study in private colleges and universities is low. Many candidates and their parents prefer to study in remote and ordinary local public colleges and universities, rather than in private colleges and universities with high-quality resources, resulting in the redundancy of ordinary college graduates, and many college students are facing the problem of "difficult employment". Private colleges and private higher education institutions focus on cultivating technical application-oriented talents. Graduates can master solid skills. At the same time, they have more reasonable requirements for work and salary level. Relatively speaking, the employment rate is high. However, in reality, many enterprises have doubts about the quality of talent training in private colleges and universities, as well as discrimination against private colleges and universities. Even for private college graduates who have obtained jobs, the space for appreciation is still limited, and their happiness and satisfaction are low.

4. Urge private colleges and universities to accelerate the pace of reform. On the whole, as an informal organization, parent group can meet the psychological needs of individual parents on the one hand, and restrict and standardize the behavior of individuals in the group on the other hand. This restricts the emergence of extreme individualism in the parent group, helps to establish harmonious interpersonal relationships within the group, produces group cohesion, and reduces or avoids the social events caused by the parent group to private colleges and universities. It is conducive to the normal operation of private colleges and universities, establish a relatively stable external environment, reduce unstable factors and ensure the normal teaching order. At the same time, parents' opinions and suggestions also help to speed up the reform of classified management of private colleges and universities, keep up with the general trend of educational development, and constantly improve the quality of running schools and social influence.

Results: 1. Government level. First of all, improve the relevant laws and policies, protect the equal rights of teachers in private colleges and universities from the height of law, urge private colleges and universities to standardize the running of schools and improve the quality of education and teaching. Secondly, allocate high-quality educational resources for private colleges and universities, strengthen the management of private colleges and universities, and eliminate the occurrence of unsafe accidents. Finally, we should do a good job in public opinion publicity. The government should strengthen publicity and help publicize the significant contributions made by private colleges and universities to China's higher education, which is an integral part of China's higher education. Encourage the public, candidates and parents to visit private colleges and universities, and timely do a good job in the link between candidates and private colleges and universities. By holding exchange meetings, visits and other activities, we will enhance the public's understanding of private colleges and universities, and improve the popularity and social recognition of private colleges and universities. The government can regularly publicize the development of private colleges and universities at this stage through newspapers, television, television and other traditional media, help private colleges and universities that have achieved excellent results hold press conferences, popularize the achievements of private higher education to parents, and let parents have a fuller understanding of private education. To build a network communication channel between parents and universities, we can also let parents' groups understand the latest developments in time and dispel doubts by means of WeChat official account, official micro-blog and other mass media. Through the above measures, let the parents of candidates see the prospects for the development of private colleges and universities, eliminate discrimination against private colleges and universities, encourage more candidates to study in private colleges and universities, and promote the sustainable development of private higher education.

2. Private colleges and universities themselves. Private colleges and universities should improve their education and teaching quality and popularity, allocate high-quality educational resources and teaching facilities for teachers and students, and create a good learning environment. First of all, we should supplement social insurance for teachers according to regulations, protect teachers' basic rights,

encourage them to exchange and study with public colleges and universities, and improve their teaching level. Secondly, we should also ensure the school running funds, improve the basic salary and welfare treatment of teachers, eliminate the sense of unfairness of teachers in our school, improve the scientific research level of teachers, and implement the performance-based salary system. Only by meeting the basic needs of teachers, supplemented by corresponding incentive measures, can we most widely mobilize teachers' enthusiasm and initiative, devote more enthusiasm to daily work, ensure the quality of education, so as to improve the training quality of students, win the respect of parents and people from all walks of life, and ensure the normal and healthy development of private colleges and universities. Private colleges and universities can refer to the development model of public colleges and universities, combine technology and professional knowledge, establish application-oriented universities and cultivate application-oriented talents. We can hire "double qualified" teachers to provide more professional training and guidance to students. Through the combination of school and enterprise, metalworking practice and other ways, create an exchange platform between students and enterprises, and improve students' social adaptability. At the same time, it also helps enterprises to have a more comprehensive understanding of students. We can learn from the excellent experience of foreign private universities and carry out some academic exchange activities appropriately in combination with the actual situation of our university, so as to enhance social recognition and make parents full of confidence in the development of private universities.

3. Candidates' parents. As parents of examinees, we should pay attention to the choice of family education, change the old educational concept and eliminate unreasonable influencing factors. For students with relatively backward scores in the college entrance examination, we should pay particular attention to the change of ideas and choose a suitable continuing education school. Private colleges and universities are a good choice. We should carefully investigate the school running quality of private colleges and universities, treat it dialectically, and choose suitable colleges and universities in combination with our own career planning. When choosing private colleges and universities, we can comprehensively consider private colleges and universities according to their nature, types and key development disciplines, and choose schools suitable for students' development. For those students who have entered private colleges and universities, they should not abandon themselves or have inferiority complex. If you want to improve your ability and enrich your life experience, you must establish a sense of ownership, catch up with the frontier, choose your favorite major, improve the level of professional skills, always hint at your beliefs of "I can do it" and "I will do it", and eliminate unhealthy psychology. At the same time, as the parents of candidates, we should also change the idea of "poor students", encourage children to study hard, improve their social adaptability, help them establish self-confidence, and play an important role in improving the quality of private colleges and universities while improving their ability.

4. Group leader level. To play the role of group leaders, we can publicize the benefits of private universities to the public and correct the name of private universities by inviting well-known professors and experts in the educational field. Because people are limited and rational, their feelings are strong and extreme, and it is often easy to blindly praise a person or a group. Therefore, educators should make full use of this worship psychology, give play to the power of group leaders, and exert a subtle influence on the group of examinee parents. For example, by employing educational authorities and academic celebrities, and by means of TV programs, network interactive platforms, on-site lectures, etc., the development achievements of private colleges and universities are displayed to parents, calling on the public to reverse their wrong perceptions of private colleges and universities, and encouraging students with slightly inferior cultural course results to enter private colleges and universities for further study, Promote the healthy development of private higher education.

Conclusions: From the perspective of psychology, the psychology of teaching and education of private higher education provides a psychological scientific basis for private higher education teachers to better master the skills and skills of teaching and education, and makes private higher education more scientific, artistic and efficient, so as to meet the needs of the development of modern private higher education in China.

Key words: social psychology- education - teaching

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THE IMPORTANCE OF MENTAL HEALTH EDUCATION IN COLLEGE STUDENTS' IDEOLOGICAL AND COMPETENCE EDUCATION

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Background: With the popularization of higher education and the promotion of educational reform, the number of students has increased sharply. Academic problems, employment problems and emotional problems have greatly affected students' study and life, making college students' psychological problems increasingly prominent. According to the author, at present, college students have many psychological problems, leading to campus violence and campus extreme events. Relevant surveys show that nearly 30% of college students have varying degrees of psychological problems or mental diseases, mainly manifested in obsessive-compulsive disorder, paranoia, interpersonal sensitivity, self closure and depression. As the main position of education, colleges and universities should fully realize the importance of Ideological and competence education and mental health education, strengthen students' mental health education, find and solve students' psychological problems in time, so as to give full play to the important role of Ideological and competence education and mental health education in Colleges and universities. At the same time, the demand for talents in today's society has changed to comprehensive talents, which not only has certain requirements for academic qualifications and professional skills, but also has high requirements for ideological and political quality, moral quality and psychological quality. Strengthening ideological and competence education and mental health education in Colleges and universities meets the objective requirements of society for comprehensive talents.

Objective: Ideological and competence education and mental health education are an indispensable part of higher education. Strengthening ideological and competence education and mental health education is conducive to the all-round development of college students and meets the objective requirements of today's society for comprehensive talents. As the cradle of talent training, colleges and universities should put ideological and competence education and mental health education in the same important position, and cultivate batch after batch of useful talents with both morality and ability.

Subjects and methods: 1. Differences in educational content. The content of College Students' mental health education is mainly related to their own physiological condition, physical quality and their environment. It is generally expressed by their cognition, emotion, will and personality, with distinct physiology, exposure and emotion. The ideological and competence education of college students is mainly related to the three views of college students and their attitude towards the society, the collective and them. It shows significant political tendency and strong moral color. It is often revealed in the form of personal views and positions, and has obvious sociality, concealment and persistence. Through the analysis of the two contents, we can see the correlation between the two contents, but the research contents are different.

2. Differences in emphasis on educational objectives. College Students' mental health education is mainly to help students correct and adjust their psychology, help college students establish a healthy personality and enhance their psychological quality. The goal of College Students' psychological education is more specific and direct, which mainly aims at the improvement of College Students' individual quality. The goal of College Students' Ideological and competence education is to adhere to Marxist thought and strengthen the common ideal of Chinese socialism. Its goal is more macro and far-reaching, emphasizing the positive impact of the improvement of personal ability on the world. The emphasis of the two is different, but their common point is that the all-round development of college students is the ultimate goal of their education.

3. Differences in educational methods. The commonly used mental health education in Colleges and universities mainly includes theoretical method, practical method, psychological counseling method and so on. This method is also commonly used in college students' Ideological and competence education. In this regard, they have something in common, but mental health education pays attention to students' observability. In addition to emphasizing objective facts, the key research objects also include meaning, value and rationality. In addition, college students' mental health education focuses on cognitive behavior, often through experiments, observation, investigation and analysis. Therefore, it can be seen that there are some differences between the two in educational methods and models. They are not the relationship between who contains who.

4. Differences in educational environment. College Students' mental health education environment refers to the sum of various external factors affecting their mental quality and mental health; The environment of College Students' Ideological and competence education is the sum of all external factors that affect the formation and development of their ideology and morality and the smooth development of