

These problems affect the quality of talent training in Colleges and universities and restrict the development of colleges and universities. Therefore, how to manage students in Colleges and universities is the key to whether students become talents or not, and also determines the skill level of social workers in the future.

**Subjects and methods:** From the perspective of positive psychology, through the research methods of literature review, experience summary and observation, this paper takes college students as the research object, and carries out the following research. Firstly, it summarizes the relevant domestic research to provide a theoretical basis for the research. Then it summarizes the historical changes of college student management and positions its function. Systematically summarize the historical changes of college student management, and clarify the particularity and generality of college student management. This paper analyzes the current management mode and existing problems of college students. This paper puts forward the management ideas and principles of college students from the perspective of positive psychology. From the perspective of positive psychology, this paper puts forward the concept innovation of college student management and the principles that student management should follow. Finally, guided by positive psychology and taking the specific practice in student management as an example, this paper puts forward the Countermeasures of college student management from three aspects: creating the cultural atmosphere of students' all-round development, building the vocational curriculum of students' all-round development and building the practice platform of students' all-round development.

**Results:** The results show that positive psychology has completed the transformation of college educators' traditional concept of student management, and the key to abandon student management is the traditional thinking of preventing and solving problems. Positive psychology has also completed the further improvement of the school's education system, and has given full play to its role in education in Colleges and universities. It has truly achieved teaching and education, management and service education, so as to permeate a positive atmosphere in every link and form a good education environment. The results of this study provide a reference for the student management of similar schools, solve the common problems faced by student management, and build a discussion platform for discussing how to strengthen student management.

**Conclusions:** In short, the three contents of positive psychology used in college student management are inseparable. The formation of positive personality is based on positive emotional experience. The more positive emotions an individual experiences, the more conducive to the formation of students' healthy personality. This positive emotional experience should be continuous, so as to become a positive habit, To influence students' behavior, promote individuals to change their own environment, and actively experience positive environmental forces in the active organization system, so as to form a positive cycle and promote students' individual health and development.

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## THE PSYCHOLOGICAL QUALITY OF COLLEGE ADMINISTRATORS UNDER THE BACKGROUND OF DIFFERENT STUDENTS' PERSONALITY TENDENCIES

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**Background:** Teaching work is the regular central work of colleges and universities. Teaching management plays a particularly important role in the management of colleges and universities. The psychological quality of teaching managers will directly affect the improvement of teaching quality and the realization of talent training objectives in Colleges and universities. However, at present, the research on the psychological quality of managers has just begun. Using educational statistics and psychological measurement to study the personality psychological characteristics of teaching managers, especially teaching managers in Colleges and universities, is not only the main hot issue of current research, but also the attempt and exploration of this paper in this regard.

**Subjects and methods:** This paper tests 200 teaching managers in several colleges and universities by using cartel's sixteen personality factors questionnaire, and then uses multivariate statistical analysis system MSA software and SPASS software, using statistical methods such as mean, standard deviation, t-test and analysis of variance The psychological quality of teaching managers at different educational levels is investigated and analyzed in detail; At the same time, it compares the psychological quality of teaching managers with other managers, finds out the gap, and constructs and optimizes the good psychological structure of teaching managers in Colleges and universities.

**Results:** From the overall test results, only more than one-fifth of the teaching managers have strong intelligence, stability, bullying, excitement, boldness, sensitivity and fantasy. They are smart, talented,

enthusiastic, responsible, self-confident and creative, and have personality psychological characteristics such as trust, easygoing and calm. These personality factors and their related psychological qualities are very beneficial to management, and they are also necessary for managers. Especially as teaching managers in Colleges and universities, the higher the proportion of people with these psychological characteristics, the more ideal. In terms of the proportion of the number of people scored by dimensional factors, more than one third of the teaching managers have high adaptability and smooth life adaptation. The number of introverts and extroverts is almost equal. One in five people are emotional, and the vast majority lack decisiveness. Comparing the average value of personality factors between teaching managers and general management cadres, there is a difference of more than 0.5 points in four aspects: excitement, adaptability and anxiety, emotional and serene alertness, cowardice and decisiveness, and more than 1.0 points in three aspects: mental health, professional achievement and creative ability. Therefore, from the comparison of these two types of personnel, teaching managers show high excitement, professional achievement and creativity, while general management cadres show high decisiveness, alertness, reality and anxiety.

**Conclusions:** In short, teaching management in Colleges and universities is also a highly professional, technical, knowledgeable and scientific labor. Therefore, driven by the creative motivation of dedication, responsibility and achievement needs, managers urgently need to update their knowledge and improve their technical level. Therefore, with the help of positive psychology, we can set appropriate goals to stimulate managers' motivation, guide their behavior, and link their needs with the objectives of university management, so as to optimize their psychological quality and stimulate their work enthusiasm, so as to improve the quality of teaching management, promote the development of Higher Education and better realize the goal of talent training.

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## THE PATH OF COLLEGE STUDENTS' MENTAL HEALTH EDUCATION INTEGRATING TWO COURSES

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**Background:** The current market economic system has induced people to be impetuous, eager for quick success and instant benefit, and all conscious students who look at money often judge the learning value of a course from the perspective of "benefit". The ideal education, moral education and Two Courses education for college students in the two courses are mostly some strategic and conscious problems that cannot be simply measured by economic indicators. So some students think that these knowledge is nothing more than some empty words are useless to learn; what's more, statements that run counter to the mainstream culture are directly manifested in the conflict with the curriculum and the incompatibility with the two course teachers, which virtually increases the psychological pressure of the two course teachers.

For a long time, two courses in the university curriculum arrangement and setting in the edge position. Two courses are difficult to bring economic income to schools due to their disciplinary nature. However, this is bound to become a stumbling block to the development of disciplines today in the pursuit of economic benefits. This is not only the difficulty of subject development, but also the result of restricting subject development. If a discipline wants to develop economy is based on the economy as a guarantee for scientific research, there are funds to carry out academic exchanges... However, two courses as a school's public lesson does not generate income in a way that only relies on poor office funding every year. It is difficult to keep up with the pace of the times to seek benefits for themselves without the stagnant development of funds.

Two Courses is a compulsory course in every university, which shows its degree of attention but its embarrassment is that the compulsory course is not a professional course. For a long time, Two Courses has been considered as a political 'microphone' without scientific and academic type, and Two Courses teachers are also considered as teachers without 'professional' without special requirements. The emotional conflict and estrangement between students who don't accept the subject and the teacher who can't correct their learning attitude inevitably leads to the perfunctory emotion. This emotional conflict and estrangement not only affects the teaching effect of two courses, but also increases the burden on the teachers.

Political theory course is an ideological level of discipline in the teaching process requires teachers to be able to resist calm down to be willing to do academic loneliness can be said to be a long-term, boring, creative strong spiritual labor. Due to the influence of the nature of disciplines and work, together with