

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

the improvement programs proposed for teachers in the teaching reform, such as title evaluation, teacher appointment, final elimination, and performance-based pay, each teacher feels that the unprecedented pressure and depression of psychology cannot be reasonably vented, which is easy to cause the imbalance of psychological state.

Research methods: The effective function of the two courses in colleges and universities is affected by many factors. The importance of the two courses, the hardware conditions of teaching, the concept of teacher education and teaching, and the quality of teachers themselves have an important impact on the teaching effect of the two courses. In order to give full play to the psychological health education function of the two courses in colleges and universities, we should focus on the following aspects. Pay attention to the internal needs of college students' growth. Needs are the internal driving force for human survival and development. College students have different needs at different stages of growth. In addition to the basic needs of survival and life, they are more the needs of internal development, mainly including psychological development, spiritual development, social development and personality development. The two courses should be based on the basic psychological needs and personality development needs of college students. College students are in adolescence, facing various contradictions and conflicts in their growth. The two courses should pay attention to the general psychological distress of college students, alleviate pressure, understand and help solve the problems encountered by college students in learning and life, and meet their basic psychological needs. Each student has different psychological demands, to respect the legitimate needs of students, to help their personality development. The two courses stimulate the spiritual development of college students and other high-level needs. Firm ideals and beliefs, noble moral sentiments, positive pursuit of life, and firm willpower are the high-level needs of college students. These high-level needs are the driving force for the growth of college students, which can fully stimulate their potential.

The common goal of Two Courses education and mental health education in colleges and universities is to effectively cultivate high-quality and high-level professional talents for physical and mental health, and they are all educational activities that meet the actual development needs of society and the needs of students themselves around the main position of students. Mental health education is more meticulous, focusing on the psychological level of students, which carries out educational activities by cultivating students' self-awareness awareness and good personality shaping and the regulation of emotions and emotions in the heart; while Two Courses education is more macroscopic, paying important attention to students' ideological and moral tendencies, behavior habits, etc. Only the effective combination of macroscopic and meticulous can more effectively deal with and cultivate students' psychological problems and ideological and moral concepts. Promote the effectiveness of Two Courses education and mental health education to be concretely implemented. From the perspective of the content of the two, Two Courses education and mental health education have the content of education for college students, such as the cultivation of students' ideological quality and ideals and beliefs, and the correct establishment of college students' outlook on life, values, and world outlook is the target content of Two Courses education, and it is also an important foundation for college students to carry out physical and mental health development.

Create a harmonious classroom psychological atmosphere. To create a harmonious classroom psychological atmosphere, we should establish a correct view of students. Teachers are the organizers of classroom teaching activities, and students are the main body of teaching activities. Teachers' teaching activities serve the needs of students' growth and success. Therefore, teachers should not only conduct theoretical lectures in the classroom, but also pay attention to students' psychological demands, understand students' formed ideas and basic qualities, and guide students on this basis. If teachers ignore the students' ideological and cognitive basis, just blindly teach students, may cause students to conflict, or even close their hearts, will not only affect the classroom teaching effect, but also have a bad impact on students' mental health. To create a harmonious classroom psychological atmosphere, a harmonious teacher-student relationship should be established. Harmonious teacher-student relationship can help teachers and students to interact actively and effectively, and improve students' learning enthusiasm. In teaching, teachers should treat students with sincerity, open their hearts, let students see teachers with flesh and blood, and improve the affinity of teachers in the two courses. Teachers should respect and trust students, create an atmosphere of mutual trust, encourage students to share their inner thoughts and feelings, and communicate effectively between teachers and students, students and students, which is conducive to the cultivation of students' healthy personality.

In-depth social practice activities. Practice teaching link is an important form of teaching in two lessons. Give full play to the function of two lessons. It is necessary to highlight the ability to solve problems in practical teaching, the ability to adapt to society, and self-education ability, improve the

psychological quality of college students, improve practical practice Teaching effect. Enhance the ability of college students to solve problems in social practice. In reality, college students encountered some problems in life, thoughts, and emotions for a long time, and it was easy to cause psychological problems. Therefore, in the teaching of social practice, we consciously help students actively face problems, enhance students' ability to solve problems, and cultivate psychological quality in solving specific problems. Cultivate the social adaptation ability of college students in social practice. In the teaching of social practice teaching, adhere to the combination of theory and practice. On the one hand, it will help college students to understand the national policies and policies of the country, understand the major events in the country, so that college students can clearly plan the future, reduce stress and anxiety about the unknown world; on the other hand, Encourage college students to actively participate in social life, conduct social surveys, and lay the foundation for future careers. Pay attention to the cultivation of college students' self-education ability in social practice. Self-education is one of the internal motivation of college students' personality. The content of college students' self-education mainly includes self-awareness, self-evaluation, and self-improvement. In social practice, through the problems encountered, students actively reflect on their ideals, personality, values, etc., through self-evaluation in practical activities, See their own advantages and deficiencies, and continuously improve in social practice.

Results: Under the background of the development of the new era, the learning and employment pressure faced by college students is increasing, especially in the stage of job search and employment, and they will face a variety of problems at the social level. It is necessary to guide students to correctly understand and deal with these problems, organically combine the study of their own theoretical knowledge with employment, and realize the organic unity of personal value and social value; organically combine mental health education with Two Courses education, enrich the content of Two Courses theory education, innovate Two Courses education methods, comprehensively enhance the effectiveness of Two Courses education, and promote the all-round development of college students, which is of great significance for promoting the reform of the higher education system.

In the process of mental health education and Two Courses education, only by constantly changing their thinking and strengthening the integration between the two can they effectively help students shape a healthy psychology and help students solve their growth confusion, so as to improve students' environmental adaptability and make them better adapt to the future development of social production, and at the same time strengthen the integration between the two, with the help of Two Courses education to help young college students shape correct ideological values, so that students can develop in the future social career. Be able to consciously shoulder the important mission of building a socialist society and lay a good foundation for practicing the core values of socialism.

The exploration of the combination of mental health education and curriculum ideology and politics of college students is in line with the current hot issues, guides students to think positively, stimulates their patriotic, grateful and other emotions, and painstakingly implements the fundamental task of "Lide Tree". Through online lectures, online Q & A, group cooperation in the classroom, situation creation, role play, etc., the teaching model has been innovated to escort students' mental health. However, due to the limitations of conditions, the application of information platforms and means is still not comprehensive enough, and it is impossible to fully mobilize the initiative of students and increase their experiential and participatory. Especially in the design of teaching evaluation standards and the use of evaluation methods, there is still a large room for improvement. In the future, we should further build a three-dimensional and diversified curriculum evaluation system, combined with advanced information means, not to take quantitative scores and data as the main assessment goals, and to take the enthusiasm, accuracy, attendance and completion of after-class expansion tasks as evaluation criteria. Education focuses on educating people and morality, and the future evaluation should focus on making qualitative evaluation more convincing and traceable, so that the evaluation method pays more attention to students' sense of happiness and belief, is closer to the reality of mental health education, improves students' mental health quality, and promotes college students to have an intrinsic driving force. The teaching team should also be further optimized, including Two Courses teachers and professional teachers in the teaching team, comprehensively thinking about how to better combine college students' mental health education with curriculum ideology and professional courses, improve the application level of information means in teaching, and truly realize the effective integration of online and offline teaching models. At the same time, in the "post-epidemic era", we should combine home-school education with social education more, pay attention to life education, guide students to respect and protect nature, and contribute to the construction of a community with a shared future for mankind.

Conclusion: The relationship between mental health education and Two Courses education can be divided into two major points. The first is that there is a high degree of consistency in the talent cultivation goals and cultivation directions of the two. The cultivation objects of both are students, and their goals are

to comprehensively improve the comprehensive quality of students, enrich the emotional system of college students, enrich their cognition, and make them better adapt to the needs of social development. Second, Two Courses education and mental health education are prerequisites for each other to be realized. On the one hand, the smooth development of psychological education can lay a good foundation for the conduct of Two Courses education. On the contrary, under the premise of having lofty ideas and correct values, students' mental health can naturally be greatly developed and have better psychological character.

In the context of the continuous development of society and the implementation of social core values, efficient ideological education and mental health education is inevitable, only to achieve effective integration between the two, in order to help students establish a correct concept of ideology and morality and improve students' psychological quality, etc., in order to let students in the process of modern social development and brought about a variety of ideological impact and psychological pressure and other issues can be correctly viewed and their own rational adjustment and improvement, to achieve the comprehensive development of college students physical and mental health.

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ELEMENTS OF THE TWO LESSONS ARE INTEGRATED INTO THE APPLIED PRACTICE OF THE MENTAL HEALTH EDUCATION CURRICULUM

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Background: In the context of the rapid development of human society, the concept of health has undergone tremendous changes, and the understanding of health is not only limited to the physiological level, but also includes a comprehensive system of mental health, social adaptability and morality. Taking this as the starting point, mental health education in colleges and universities can be defined as based on popularizing psychological knowledge and improving students' self-cognitive ability, and ensuring that students can better handle interpersonal relationships and adapt to social education activities by guiding students to control emotions, adjust psychological states, and temper their own will quality. In the process of carrying out teaching activities in colleges and universities, mental health education has become a basic part of the education system.

Starting from the aspect of educational content and target system, mental health education pays more attention to the solution of students' individual psychological problems, while two Courses education is more aimed at the cultivation of all students' correct concept of life. The high degree of integration of the two can make up for the deviations in the organization of the education system, and help cultivate students' positive attitude, psychological quality to cope with real problems, and correct concept of life, so as to achieve all-round quality training. The cognitive level of modern college students is still relatively low, the source of cognition is mainly the dissemination of various media information, and the lack of direct cognition in practice will inevitably cause deviations at the cognitive level, and when facing practical problems, it is easy to use extreme methods to solve problems. The development of mental health education and two Courses education can guide students from two different aspects, so that they can have a correct understanding of social phenomena and adopt a positive attitude to solve these problems, so as to effectively improve students' core literacy and lay a good foundation for employment and integration into society.

Although the connotation and goal requirements of mental health education and two Courses education are different, they are all based on the cultivation of students' comprehensive quality, so they are also highly feasible at the specific integration level. First of all, both disciplines are based on the cultivation of students' innovative ability and core literacy, and the construction of discipline goals is guided by Marxism, and both have a consistent theoretical basis, and both are based on cultivating students to adapt to the requirements of social change as the basic driving force. Secondly, to do a good job in student mental health education, it must be based on a sound two Courses education system, and the two have a multi-faceted interaction at the level of teaching content. Good mental health education can effectively improve students' self-regulation ability, and the realization of this ability is in the form of students' excellent moral thinking. Finally, in the process of building a collaborative education system for two