

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

Courses education, it is inseparable from the support of mental health education, and the two also have strong consistency in the leading aspect of collaborative education.

**Research methods:** First of all, in the process of mutual influence, educators and education and teaching managers should have the idea of mutual influence and integration between the two in concept, so as to be able to integrate the advantages between the two in mental health education and two Courses education. Specifically, teachers and student administrators should deeply study the characteristics of mental health education and two Courses education, and have a deep understanding of its development status, and realize that students have good psychological quality is the basis for forming good moral character, and good ideology and morality is the premise for students to develop a sound personality. Based on this understanding, in the process of realizing the integration of mental health education and two Courses education, only then can the joint educational role of the two be brought into play to promote the comprehensive quality development of students. Secondly, in the process of strengthening the integration between the two, it is necessary to break through the traditional concept of education, actively integrate mental health education into two Courses education work, give play to the role of two Courses education in the cultivation of talents, use the moral education function of mental health education to promote coordination between the two, and accumulate valuable experience in the process of practice, and constantly optimize the integration mode and education mode between the two, so as to improve the effect of integration between the two.

Only by realizing the unification of two Courses education work and mental health education work can the teaching goals of mental health education and two Courses education be realized separately under the common driving mechanism. In the process of the integration of the two, the fundamental task of Lide Shuren is implemented. Specifically, taking ideals and beliefs as the core of education, solving many problems encountered by students in the process of learning, at the same time, based on the ideological dynamics and psychological qualities of contemporary young college students, on this basis, combined with the mental health status of young college students, targeted education plays a role in two Courses education in guiding students to form a sound personality, and helps students establish lofty ideals and beliefs, so that two Courses education can be integrated in mental health education. In the process of two Courses education for students, we can analyze the current situation and problems encountered by students in learning from the perspective of mental health education, and at the same time, with the help of mental health education work, students' views on two Courses education work can be changed, so as to help students establish correct learning concepts and learning attitudes, and in this way, the common educational role between the two can be played to achieve effective integration between the two. In addition, in the process of realizing the integration of mental health education and two Courses education in colleges and universities, mental health education teachers and two Courses education teachers should also strengthen exchanges and communication, share experience and teaching advantages together, use such methods to make up for the shortcomings in the teaching of their respective disciplines, and form an educational synergy in this way, so that in the process of integrating two Courses education and mental health education, more advantageous resources can be integrated, and the content of mental health education and two Courses education can be continuously enriched. Further improve the effect of the integration of the two and improve the quality of education.

Because mental health education pays more attention to the psychological qualities of students, emphasizing that students feel from the inside out in the learning process. Therefore, in the process of carrying out two Courses education, there are not only forms of classroom teaching, but also a variety of methods such as lectures on mental health knowledge and mental health counseling, which adapt to the characteristics of mental health education. From the perspective of the integration of mental health education and two Courses education, in the process of two Courses teaching for students, two Courses education can be carried out with the help of mental health education methods, so that the advantages between the two can be complementary. For example, educators and student management workers can organize students to participate in lecture activities on related topics on the eve of National Day, so that students can understand the development and changes of New China through participating in lectures, and in such lecture activities, two Courses education as the orientation enables students to cultivate a good patriotic spirit in learning activities and realize patriotic education.

In the process of strengthening the integration of mental health education and two Courses education in colleges and universities, mental health education and two Courses education can be used as carriers for each other. On the basis of classroom teaching, use a variety of educational carriers such as the school's newspaper and periodical broadcasting, campus network platform, campus television station, and cultural corridor to conduct mental health education and two Courses education for students. Psychological knowledge contests, mental health salons, psychological theme education and other activities can also be used to educate students on mental health. In addition, enrich the management of

students to educate students, under the unified leadership of the college, through the regulation and control of relevant departments, give play to the management strength of college counselors, mental health education teachers, two Courses education teachers, school health departments, student cadres and other multi-party management forces, to create a good learning and growth environment for students, so that students can consciously accept mental health education and two Courses education in the process of learning and growth, from passive education in the past to active growth, at the same time, Improving the psychological quality of students can also improve students

Ideological and moral cultivation. In addition, in the process of strengthening the integration of mental health education and two Courses education, practical education activities can also be carried out for students' mental health education. In practical education activities, guided by the methods of two Courses education and with the content of mental health education as the core, students can feel the important value of mental health education in the process of participating in various social practice activities. In this way, the intrinsic driving force of students' learning can be enhanced, so that students can cultivate a sound personality and have a healthy psychology in subjective consciousness.

**Results:** Two Courses education teachers should closely link mental health education and two Courses education, and deeply study the common points and differences between the two, and find the content of mental health education and ideological education that can be integrated according to the similarities between the two; second, we must deeply understand the focus of mental health education and ideological education, formulate targeted mental health and ideological education strategies according to the focus, and then find the similarities in focus to achieve the integration of the two educational content. Third, in actual teaching, teachers should formulate corresponding application-oriented and innovative talent training goals according to the focus of mental health education and two Courses education, and realize the cross-combination of mental health education and two Courses education in actual teaching, so as to improve the mental health level and ideological and moral literacy of college students at the same time. For example, when teaching ideological politics to "junior" graduates, teachers can use work cases to carry out mental health education and ideological education activities according to the graduates' eagerness to find employment, hoping that they will understand the psychological qualities and ideological qualities they need to have to find a job after graduation in the work cases, so as to improve their employability. Teachers can also carry out appropriate frustration education, so that students understand the various setbacks that may be encountered in the work after graduation, so that they have the psychological preparation to face various difficulties, and cultivate their ability to be frustrated while improving the psychological quality of college students.

The organic combination of mental health education and ideological education is not only reflected in the content of education, but also in the main channel of teaching, that is, the main channel of two Courses teaching can be borrowed in the process of mental health teaching, and the main channel of mental health teaching can also be borrowed in the process of two Courses teaching, and the two are mutually promoting relationships in the main channel of teaching, and mutual reference can promote the improvement of each other's teaching quality. Therefore, mutual reference to the main channels of mental health teaching and two Courses education is a new way to organically combine mental health education and ideological education. Establish and improve the work system inside and outside the mental health and two Courses science class, the education and guidance work system, and the work system of closely linking consultation and self-help, etc., so as to realize the mutual reference between mental health teaching and two Courses education in the teaching channels, guidance methods and counseling channels inside and outside the classroom; give full play to the role of the first and second classrooms, that is, explain to college students in the first and second classes the knowledge theories such as ideological and moral cultivation, legal foundation, college students' mental health, two Courses theory, and then integrate the mental health classroom with the two Courses classroom, At the same time, mental health teaching and two Courses teaching are invited; experts are invited to conduct targeted two Courses education special lectures and mental health education special lectures for college students at different levels and groups, so as to popularize mental health and two Courses theoretical knowledge to college students; fourth, when teaching, we must also actively organize group discussions to improve college students' interest in learning mental health knowledge in a short period of time, so as to improve college students' attention to psychological problems, and ultimately help college students establish a correct mental health standard concept and two Courses thinking. While improving college students' adaptability, they also cultivate their ability to withstand setbacks.

Mental health education and two Courses education have a close relationship, although in the educational methods and means have their own characteristics, but as long as the connection between the two is found, we can achieve the sharing, complementarity and combination of mental health education resources, educational methods and two Courses education resources and methods, so as to achieve mutual penetration

and reference between the two, so that the comprehensive advantages of the two can be fully utilized, and the expected teaching purpose can be finally achieved. For example, in two Courses education, teachers can introduce the principles of psychological counseling into the classroom, and apply the techniques and methods of psychological counseling to two Courses education, such as creating a good psychological counseling atmosphere by allowing students to play a psychological counseling role, so that students can recognize their own psychological and behavioral deviations in this atmosphere, and then teachers guide students to correctly use psychological counseling methods to help college students find problems and causes, so that students can conduct self-reflection, thereby improving students' psychological quality.

**Conclusion:** Under the new social situation, the mental health education of college students is receiving more and more attention, and the difficulty and effectiveness of mental health education are also challenged. Therefore, we must base ourselves on reality, change our thinking, and innovate and enrich the model of mental health education, combine the existing work system, effectively combine two Courses education and mental health education, develop peer education, make good use of online platforms, develop school-based curriculum, and cultivate the big tree of mental health education. College education undertakes the continuing education of a large number of grass-roots talents, and its two Courses work carries a very important and special mission, applying mental health education to two Courses work, keeping up with the pace of social development, enriching the connotation of the times in the two Courses work of colleges and universities, so that it can be a person who is truly beneficial to society and the country under the guidance of a correct world outlook, outlook on life, and values, and strive for the cause of socialism with Chinese characteristics for life.

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## THE RELATIONSHIP BETWEEN LONG-TERM PHYSICAL EXERCISE AND STUDENTS' POSITIVE EMOTION

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**Background:** In recent years, the decline in the health level of adolescents in China has attracted widespread attention from the society, and the state has also carried out projects such as healthy personality, health promotion and Lide tree people. Health first as the guiding ideology of physical education and health courses, it can be seen that the serious physical and mental health problems of adolescents and the country attaches great importance to it. This paper introduces physical education cooperative learning into school physical education teaching, and comprehensively explores the effect of physical cooperation learning on students' emotional induction from the theoretical and practical levels through teaching experiments, which has strong practical significance. The study of sports cooperative learning has an important effect on the induction of positive emotions and the improvement of negative emotions in middle school students, mainly in the aspects of activity, pleasure, anger, depression and inactivity. There is no significant change in the deliberative dimension. Physical education cooperative learning has a certain positive effect on students' exercise-induced emotions, which is mainly reflected in the three dimensions of vitality stimulation, physiological exhaustion, and active investment, indicating that students' enthusiasm for physical education classes and fatigue tolerance have been enhanced. There are gender differences in the impact of physical cooperative learning on students, and girls are more susceptible to new educational models.

The motivational-differentiation theory of emotions began in the 1960s, with major figures including Tomkins and Izard. Tomkins directly views emotions as motivations, emphasizing that the subjective experience of emotions is the mental structure that acts as a motivation, the motivating force that drives an organism to act. Izard further inherits and develops this, arguing that the subjective component of emotions, experience, is the mental mechanism of motivation, and that the emotional system is an integral part of the personality system and the core dynamic of the personality system. Izard's motivation-differentiation theory of emotions not only inherits the views of biological components and evolutionary values, but also attaches importance to the restrictive effects of social and cultural environment, individual experience and personality structure on emotions, which points out a new direction for the study of emotions. Drawing on the motivation of emotions- differentiation theory, this study believes that positive emotions in physical exercise are the psychological mechanisms that act on motivation, which in turn affects our physical exercise behavior.

Positive emotions are one of the important research contents and research hotspots in positive psychology research. The expansion-construction theory of positive emotions is proposed by Fredrickson et