

THE STRATEGY OF MENTAL HEALTH EDUCATION PENETRATING INTO TWO COURSES EDUCATION TEACHING

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Background: With the development of the times and the progress of society, China's requirements for the quality of talents are gradually improving. As the main position of talent training, colleges and universities need to actively innovate the talent training system in combination with the market development situation. Under the concept of quality education, college educators are required to further improve the comprehensive quality of college students and help college students build a correct world outlook. As an important curriculum system in Colleges and universities, two courses education, through continuous innovation and reform, has gradually formed a teaching form focusing on college students and based on College Students' moral education. The infiltration of mental health education into college students' two courses education can enrich the content of College Students' two courses education and strengthen the construction of talent quality assurance system in Colleges and universities.

Subjects and methods: The Two courses education in Colleges and universities is an important course to realize the quality education of students. The infiltration of mental health education into the two courses education course of college students is conducive to the formation of correct outlook on life and values and the all-round development of college students. Based on the comprehensive analysis of the feasibility of infiltrating mental health education into college students' two courses education curriculum, combined with the current situation of College Students' mental health education, this paper explores the effective way of infiltrating mental health education into college students' two courses education curriculum.

Results: Mental health education has strong applicability to two courses education in Colleges and universities. To realize the combination of the two, we need to start from all aspects. First of all, in terms of concept, we should really be people-oriented and change the traditional concept of two courses education from the individual psychological needs of students. We should not only take students as the main body, but also realize the life of two courses education, so as to achieve the effect of moistening things silently. Secondly, the content needs to be constantly updated and integrated into the content of mental health education; Third, we need to learn from some effective methods of mental health education, constantly strengthen psychological counseling, integrate and infiltrate mental health education in the teaching process, and create a new model with network as the carrier; Fourth, in order to achieve resource integration in the teaching team, both professional and non professional teams need continuous training to enhance professional skills and practical ability.

Conclusions: To sum up, as an important part of College Students' two courses education curriculum, mental health education needs to be highly valued by College two courses education educators. Combined with the law of physical and mental development and growth of contemporary college students, establish a student-oriented educational concept and innovate two courses education.

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PUBLIC STRESS RESPONSE AND BEHAVIOR CHOICE IN NATURAL DISASTERS IN POWER SYSTEM

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Background: in recent years, natural disasters have occurred frequently in Guangdong, Guangxi, Hainan and other places, resulting in large-scale power outages from time to time, which has seriously affected people's production and life, and the public's stress psychology and behavior also have different degrees of response. The quality of governance results is not only related to the public's evaluation of the government, but also may lead to cluster and other behaviors that affect social stability. Therefore, it is

very urgent to study the public's stress psychology and behavior after large-scale power failure. However, there are few studies on public tension psychology and behavior under the power disaster. Under this background, the research on the impact of individual characteristics on public psychological characteristics and behavior choice is almost blank. However, due to the similarity of individual stress psychological response and behavior under different backgrounds, the relevant research results also have high reference value.

Subjects and methods: Based on questionnaires and interviews with seven cities in Guangdong, Guangxi and Hainan, these cities experienced large-scale power outages from 2018 to 2020. Through the method of correspondence analysis, this paper studies the effects of individual factors in different blackout stages on the psychological response and behavior choice of public stress, as well as the differences of different public's cluster willingness and role tendency. Through the corresponding analysis function of SPSS, this paper analyzes the nervous psychological response and behavior choice of different groups in different power failure stages, as well as the differences of cluster willingness and role tendency of different groups, which is helpful to find out the response law of different groups and establish an efficient and differentiated emergency management system.

Results: This paper believes that in the early stage of power failure, most of the public have greater stress psychological response, but their behavior tends to be mild. However, with the increase of power outage time, the public's nervous psychological reaction and behavior tend to be intense. During the whole blackout period, the psychological reaction and behavior of low-income groups were stronger. Young and middle-aged people, employees with bachelor's degree, employees of enterprises and institutions and workers have obvious willingness to cluster, and high-income and highly educated groups are more likely to become leaders of collective activities.

Conclusions: Generally speaking, different groups have different degrees of psychological reaction and behavior choice in different stages. However, in the process of emergency management, we need to focus on groups with large psychological response and strong behavior in different stages, so as to prevent accidents and effectively curb the occurrence of group events. Combined with the above analysis, the groups with large psychological response and strong behavior are summarized. From the perspective of the public's willingness to cluster, the young and middle-aged public's willingness to cluster is more obvious. The public with a bachelor's degree prefer to cluster. Obviously, the public with university, graduate and above education is not willing to cluster. Enterprise employees, institutions and employees have obvious willingness to cluster.

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EVALUATION OF SELF-ESTEEM NEEDS OF PARTY AND GOVERNMENT MANAGERS IN COLLEGES AND UNIVERSITIES

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Background: Regular assessment of Party and government managers and evaluation of everyone's work attitude, work ability and work performance have become a system in party and government management in Colleges and universities, which plays a certain role in mobilizing the enthusiasm of university managers and promoting the completion of school work objectives and tasks. Therefore, it is of great significance to analyze the organizational function of assessment, especially the psychological function. The psychological function of Party and government administrators in Colleges and universities includes group function and individual function. Group functions include enhancing group cohesion, enhancing group morale, improving group public opinion and producing group psychological effects such as social encouragement, social standardization and herd behavior. Individual functions include activating high-level psychological needs and motivation such as achievement, self-improvement, ideal and ambition, behavior guidance and continuous stability, as well as various positive and negative psychological effects.

Subjects and methods: The assessment of Party and government managers in Colleges and universities is an important aspect of college management. Considering the influence of psychological factors in the assessment mechanism plays a positive role in improving the assessment methods and promoting the effectiveness of the assessment system. This paper expounds the psychological function of assessment, analyzes the psychology of assessment objects and the psychological effect of assessment process, and puts forward how to prevent evaluation error and correctly understand the psychological requirements of assessment.