

routine treatment, and the observation group were treated with regular physical exercise intervention. The specific methods are as follows: take aerobic training such as fast walking, swimming and cycling every week, exercise ≥ 3 times / W, ≥ 30 min / time, and give guidance and supervision during physical exercise. The related indexes of the two groups before and after treatment were evaluated and compared by concise mental state scale (MMSE), auditory word memory scale (AVMT), complex graphic recall test (CFR), speech fluency test (V no), connection test (TMT), ability of daily living scale (ADL), quality of life assessment scale (quality). Nonparametric Friedman test was performed by SPSS 17.0 statistical software.

Results: There were significant differences in AVMT, ADL, TMT and CFT in the observation group before and after intervention, while there was no significant difference in the above indexes in the control group before and after intervention. See Table 1.

Table 1. Comparison of evaluation results of cognitive impairment between the two groups before and after intervention ($n=66$)

Group		AVMT	ADL	TMT	CFT
Observation group	χ^2	27.21	27.08	23.1	16.002
	Progressive significance	0.027	0.002	0.001	0.002
Control group	χ^2	7.461	12.537	6.713	4.562
	Progressive significance	0.032	0.014	0.025	0.065

Conclusions: A variety of neuropsychological tests and quality of life evaluation tables were used to score the indexes of the two groups of patients who participated in and did not participate in regular physical exercise before and after treatment. The results showed that the scores of language ability, behavior ability, memory function and health status of the observation group were more significantly improved than those of the control group. To sum up, for groups with cognitive impairment, regular physical exercise can be used to improve patients' multiple system functions to prevent MCI. For patients with MCI, regular physical exercise intervention can be used to improve patients' CI, so as to improve patients' quality of life. This study studied the intervention effect of regular physical exercise on neck patients. Taking more physical exercise can also keep them happy, improve their physical fitness, distract their attention, divert their experience of anxiety, and achieve the role of relaxing their body and mind, regulating their emotions and reducing anxiety symptoms.

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THE PRINCIPLE OF EQUAL RIGHTS IN CIVIL PROCEDURE FROM THE PERSPECTIVE OF SOCIAL PSYCHOLOGY

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Background: Social psychology refers to the study of the psychological and behavioral development and changes of individuals and groups in social interactions. Social psychology is a major branch of psychology. It deals with psychological issues related to society. We know that all social events have human factors in them, that is, there are psychological problems in them. The psychology that studies these subjects is social psychology. In contemporary psychological science, cognitive psychology and social psychology are paid more attention to. Social psychology studies the development and change of individual psychological activities from the perspective of individual and social interaction. Social psychology not only emphasizes the interaction between society and individual, but also attaches importance to the discussion of social situation and the inner psychological factors of individual. The research scope of social psychology involves individual social psychology and social behavior, social interaction psychology and behavior, group psychology, and applied social psychology. The specialty orientation is social psychology oriented by humanities and social sciences, and insists on the research thinking of social psychology combining humanities and social sciences under the frame of natural sciences. With the rapid development of social economy, more and more attention has been paid to the social psychological problems. The principle of equal litigious rights in civil procedure means that both parties have equal litigious rights in civil procedure, and the people's court provides equal opportunities to protect and facilitate the litigants to exercise their litigious rights. This

principle is the concrete embodiment of the principle of constitutional equality in the civil procedure law, and is the core connotation of the concept of socialist rule of law. This principle applies to all the parties involved in civil proceedings in the people's courts, the vast majority of cases involving disputes over civil rights and obligations, and other proceedings other than special procedures, procedures for public invitation to assert claims and other non-litigation procedures. Because this principle is the basic principle of the civil procedure law and the applicable object, the scope of the case, the procedure type is extremely broad, so its importance and value are self-evident. The principle of equal rights of litigants is a basic principle of civil procedure law, which runs through the whole process of civil litigation. Because of its fundamental nature and effectiveness, we should not only pay attention to the relationship between the parties, but also the important role of the court in the equality of litigants' litigation rights. In order to understand the relationship between the litigants in civil litigation more thoroughly, take the basic concept as the breakthrough, take the basis and the goal of equal litigation rights as the forerunner, apply the social psychology to the principle of equal litigation rights evaluation in civil litigation, analyze and explore the relationship between the two parties at the individual level and social group level.

Objective: In recent years, the system of ruling the country by law has been perfected day by day, and the legal consciousness and the concept of human rights have been deeply developed and strengthened. In order to ensure the implementation of this principle, the principle of equal procedural rights has been established in the civil procedure law and a series of specific legal provisions have been made. The principle of equal rights in litigation has been the focus of study in the field of civil litigation. In fact, it plays an important role in protecting human rights and safeguarding the legitimate rights and interests of both parties. But there are still a lot of conflicts between theory and practice, it is difficult to fully meet the needs of legal practice. In order to accurately judge the relationship between the two parties, implement the responsibilities of the parties, protect the rights of the parties, based on the perspective of social psychology, explore and practice, so as to further improve the principle of equality of litigation rights, and make it show the meaning of modern rule of law.

Subjects and methods: From the perspective of social psychology, this paper studies the law of the development and change of both parties' psychological activities under their living conditions, and deeply understands the relationship between the parties in civil litigation, so as to guarantee the equality of the exercise of the parties' litigation rights. Based on the questionnaire, this paper studies the principle of equal litigation rights in civil procedure from the perspective of statistical social psychology, and finds out the opinions of the public.

Study design: Stratified cluster random sampling method was used to investigate 300 legal citizens in society. Randomly selected 3 cities, each city randomly selected 100 people, a total of 300 people to carry out a questionnaire survey, a total of 300, 298 recovered, the number of valid copies 294. Of these, 4 answered less than 50 per cent of the questions, which were considered invalid.

Methods of statistical analysis: Using the Excel statistical social psychology under the perspective of civil litigation equal rights principle of research findings.

Results: Through the analysis of the application of social psychology, it accurately judges the relationship between the two parties in the civil action, implements the responsibility of the two parties, protects the rights of the parties, and realizes the principle of equality in the civil action.

In this survey, the influence value of specific factors is 0-4, which means irrelevant, 1 means slight influence, 2 means general influence, 3 means obvious influence, and 4 means full influence. In order to reduce the great error caused by individual subjectivity in the evaluation, the evaluation value of 300 people shall be adopted and the average shall be rounded off to obtain the result. The specific statistical table is shown in Table 1.

Table 1. Effects of social psychology on the principle of equal rights in civil action

Factor	Volition	Exertion property	Persistence
City 1	4	3	3
City 2	4	3	4
City 3	3	4	4

Conclusions: Social psychology can effectively help the realization of the principle of equal litigation rights in civil litigation, protect the legitimate rights and interests of the parties, and achieve the goal of equal litigation rights.

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COURSE DESIGN AND TEACHING THEORY OF MENTAL HEALTH EDUCATION IN COLLEGES AND UNIVERSITIES

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Background: Mental health education is based on the law of students' physiological and psychological development, using psychological education methods to cultivate students' good psychological quality and promote the overall quality of students. Mental health education is an important part of quality education. It is an important link to carry out "Action Plan for Education Revitalization in 21st Century" and "Trans-Century Quality Education Project". At the same time, effective mental health education for students is also an inevitable requirement of modern education and a common urgent task faced by school educators. The theoretical knowledge of college students' psychological growth covers the main topics in their development, such as study, self, pressure, emotion, interpersonal relationship, love, career, leisure and entertainment. Most areas held different levels of mental health education classes of the Grand Prix, developed a variety of mental health education materials, and so on. However, as far as the general situation of our country is concerned, theoretical research lags behind practice, resulting in various biases, such as academic tendency, curricular tendency, formalist tendency and idealistic tendency. The problems listed above point to at least two major problems that need to be addressed in the current mental health education curriculum: First, the theoretical issues of mental health education curriculum, such as the status and function of mental health education curriculum in school mental health education, the relationship between mental health education curriculum and school new curriculum reform, the theoretical basis of mental health education curriculum (including curriculum theory, psychology, sociology), etc. Second, the design and implementation of mental health education curriculum strategies. For teachers in primary schools, of course, more concerned about the latter, but the theoretical understanding is also of great importance, it provides a clear guide to practice.

In order to improve the level and quality of college students' mental health, cultivate the builders of socialist cause who develop in an all-round and harmonious way, and face the increasing psychological problems of college students and the severe reality that college students' mental quality needs to be improved urgently, educators have carried out exploration on the ways and methods of college students' mental health education for many years. Course teaching is widely considered to be one of the effective ways to improve the mental health of college students because of its strong system, wide coverage and positive guidance. Some universities, including some higher vocational colleges, have offered public elective courses or compulsory courses or lectures on psychological health education. But there are still many problems in the course design of mental health education, such as the orientation, the nature, the content, the mode, the evaluation and the management of the course. Students are the main body of curriculum teaching. The aim of curriculum teaching is to promote students' development and growth. Both education and teaching should follow the principles of "student-oriented", "all-for students", "from students" and "to students". It is regrettable that in the past the curriculum for the needs of students to understand enough.

Objective: Mental health education is a kind of education, which aims at training the students to form good mental quality, adjusting mental state, developing mental potential, perfecting personality development and keeping mental health. Based on the theory of positive psychology, we should pay attention to the cultivation of students' psychological self-help ability, understand the knowledge of psychological health, help students to find positive psychological strength, guide students to look at the questions, problems, conflicts and contradictions in life and study from a positive and positive angle, face the social adaptation optimistically, try our best to excavate their own psychological potentials, actively mold good psychological quality, and promote individual personality to achieve the goal of personal growth. Therefore, the psychological health education curriculum in colleges and universities has special educating function.

Subjects and methods: Mental health education can not only improve the psychological quality of students, but also promote the comprehensive development of students, and enhance the effectiveness of ideological and political education. Based on the questionnaire, the practicability of course design and teaching theory of mental health education in colleges and universities was analyzed.

Study design: Stratified cluster random sampling method was used to investigate 500 college students. Randomly selected 10 universities, each grade randomly selected 20 students, a total of 25 classes of students to carry out a questionnaire survey, a total of 500, 481 recovered, the number of effective 472. Among them, 9 questionnaires with less than 50% shall be deemed as unqualified questionnaires.

Methods of statistical analysis: Using Excel to count the importance of course design and teaching theory of mental health education in colleges and universities.