

teaching of the control group, but the teaching method of the experimental group needs to be reformed. The teachers in the experimental group are required to try to change their roles in the teaching process, let the students carry out self-teaching and mutual teaching, and give targeted encouragement, praise and physical education technical guidance to the students according to their psychological status. Before and after the teaching course, teachers are required to score the students' mental health level according to their classroom performance and after-school performance (the higher the score, the healthier the subject's psychology), and list the students' psychological problems and their severity.

**Results:** After the experiment, the students' mental health score data were collected from the teachers, entered into the computer, and used SPSS22.0 software for statistical analysis, and the analysis results are shown in Table 1. Note that all measurement type features in the study are displayed in the form of mean  $\pm$  standard deviation for *t*-test, and counting type features are displayed in the form of number or proportion of number for chi-square test. The significance level of difference is taken as 0.05.

**Table 1.** Statistical results of mental health scores of two groups of students before and after physical education teaching experiment

Statistical time	Experience group	Control group	<i>t</i>	<i>P</i>
Before teaching experiment	71.6 $\pm$ 4.8	71.4 $\pm$ 5.2	1.204	1.073
After the teaching experiment is completed	78.5 $\pm$ 4.2	72.0 $\pm$ 5.1	0.426	0.017
<i>t</i>	0.335	1.479	-	-
<i>P</i>	0.012	0.851	-	-

It can be seen from Table 1 that the *t*-test *P* value of the score data of mental health level of the two groups of students before the experiment is 1.073, which is greater than the significance level of 0.05. It is considered that the data difference is not significant. At the same time, it can also prove that the grouping of personnel in the two groups is reasonable, and the subsequent statistical results are comparable. After the experiment, the *t*-test *P* value of the mental health level score data of the two groups is 0.017, which is less than the significance level of 0.05. It is considered that the data difference is significant, and the average score of the experimental group is 78.5, which is higher than 72.0 of the control group.

**Conclusions:** In view of the phenomenon that Chinese college students have a certain degree of mental health problems, this study designed and carried out a physical education curriculum teaching experiment based on physical education curriculum reform. The experimental results show that on the premise that there is no significant difference in the mental health level score data between the two groups before the experiment, after the experiment, the *t*-test *P* value of the mental health level score data of the two groups is 0.017, which is less than the significance level of 0.05, and the data difference is significant, and the average score of the experimental group is 78.5, which is higher than 72.0 of the control group. The experimental results show that the reform of physical education curriculum with students' psychological needs as the core is helpful to improve the mental health level of college students.

\* \* \* \* \*

## THE CONSTRUCTION AND INFLUENCE MECHANISM OF SOCIAL PSYCHOLOGY ON THE COHESION OF GRASS-ROOTS PARTY CONSTRUCTION ORGANIZATIONS IN COLLEGES AND UNIVERSITIES

Hongquan Li<sup>1</sup> & Chunyu Zhang<sup>2\*</sup>

<sup>1</sup>Northeast Normal University, Changchun 130117, China

<sup>2</sup>Jilin Engineering Normal University, Changchun 130052, China

**Background:** Social psychology is a subject that studies the psychological and behavioral conditions of individuals and organizations in the social environment, and summarizes the laws used to solve corresponding social problems. Social psychology is an interdisciplinary subject of sociology and psychology. Compared with traditional psychology, it pays attention to the impact of language, friends, family, living environment and learning environment on itself in the process of individual socialization, it also pays attention to the communication mode, group behavior norms, group thinking and habits of group organizations at the social level. Because the research object of social psychology involves human organizations, it is necessary to strictly abide by the principle of value neutrality, systematic principle and ethical principle in the process of case study, so as to prevent irrelevant variables affecting the results from

being introduced into case study. In recent years, the drastic changes in the pattern of international political forces have posed a greater challenge to the cohesion of Party building organizations at all levels in China. Only party building organizations at all levels have stronger cohesion can give full play to the action and combat effectiveness of the organization in various emergencies. From the above description, it can be seen that the theoretical methods of social psychology are suitable for analyzing and improving the cohesion of Party building organizations.

**Objective:** From the perspective of social psychology, combined with the current situation of social development in China, to analyze the cohesion level of grass-roots party construction organizations in colleges and universities, design a social experiment based on expert inquiry method, and sort out some suggestions that can help to improve the cohesion of grass-roots party construction organizations in colleges and universities in China.

**Subjects and methods:** By collecting and studying the relevant academic materials and classic books of social psychology, party construction history and theory, enterprise management and cohesion construction, to understand the cohesion level of grass-roots party construction organizations in domestic colleges and universities, and then on this basis, design and carry out expert inquiry experiment. The expert group is composed of social psychologists, outstanding party member representatives and enterprise cohesion training experts, including 64 people. The members of the advisory expert group evaluated the impact of the theory and method of integrating social psychology into the management and training of grass-roots party construction organizations in colleges and universities on organizational cohesion, as well as the impact on various influencing factors. The impact degree is evaluated according to five categories: no impact, slight impact, general impact, obvious impact and full impact, and is quantified with five integers of 1, 2, 3, 4 and 5 respectively, so as to improve the evaluation accuracy of impact degree. Integrate and adjust the opinions and information fed back by the expert group, and then return it to the expert members again and ask them to evaluate again. The consultation cycle will not be stopped until the opinions of the expert group are consistent. Note that in order to ensure the independence of expert opinions, any form of communication between expert members is not allowed during the experiment. In addition, all measurement type features in the study are displayed in the form of mean  $\pm$  standard deviation for *t*-test, and counting type features are displayed in the form of number or proportion of number for chi-square test. The significance level of difference is taken as 0.05.

**Results:** After the last round of expert consultation, the final opinions of the expert group were sorted out and Table 1 was obtained.

**Table 1.** Final results of expert group consultation

Factors affected	No effect	Slight impact	General impact	Obvious influence	Full impact
Work enthusiasm	4	10	21	22	7
Empathy	8	10	24	18	4
Willingness to help each other	2	6	17	25	14
Tacit understanding of work	12	27	16	7	2

Note that the values in the cells in Table 1 represent the number of expert groups whose members believe that the society of social psychology has a corresponding impact on the corresponding factors of the cohesion of grass-roots party construction organizations in colleges and universities. Analysis of Table 1 shows that the expert group believes that social psychology theory and methods have the greatest impact on “mutual assistance intention”, followed by “work enthusiasm”, and have the least impact on “work tacit understanding”. The number of people who choose the above factors as “fully affected” is 14, 7 and 2 respectively.

**Conclusions:** This study attempts to analyze the impact of integrating social psychology into the management and training of grass-roots party construction organizations in colleges and universities on organizational cohesion, and designed and carried out an expert inquiry experiment to achieve this purpose. The final result of the inquiry shows that the expert group believes that the theoretical methods of social psychology have the greatest impact on the “willingness to help each other”, followed by the “work enthusiasm”, which has the least impact on the “tacit understanding of work”. The number of people who choose the above factors as “fully affected” is 14, 7 and 2 respectively. Based on the results of the inquiry, this study proposes that in the process of the construction and management of grass-roots party construction organizations in colleges and universities, we should pay attention to the relevant training of social psychology for the members of the organization, so as to improve the cohesion of the organization.

\* \* \* \* \*

## ANALYSIS ON THE INFLUENCE OF COLLEGE CURRICULUM IDEOLOGICAL AND POLITICAL COLLABORATIVE EDUCATION MODEL ON THE DEVELOPMENT OF COLLEGE STUDENTS' MENTAL HEALTH

Fang Huang

*Hunan Biological and Electromechanical Polytechnic, Changsha 410127, China*

**Background:** Mental health education is an important part of ideological and political education in colleges and universities in the new era. In the report of the 19th National Congress of the Communist Party of China (CPC), General Secretary Xi Jinping clearly proposed to “strengthen the construction of social psychological service system and cultivate self-esteem, self-confidence, rationality, peace and positive social mentality.” With the advancement of China’s economic development and social reform, there have been many new problems, new situations and new contradictions. For college students, and bring economic pressure they face learning cost, human resource market competition brings the employment pressure, the evolution of learning pressure, etc., lead to their psychological stress and psychological load, some students even so the depression, schizophrenia, affective disorders, cognitive dysfunction, logic of thinking obstacles such as mental illness. It can be seen that the mental health problems of college students have seriously affected the quality of talent training in China’s higher education. Universities should adhere to the heart and moral education, the combination of the mental health education into ideological and political education work (hereinafter referred to as “double”), give full play to the coordination and educating effect, promote the quality of college students’ mental health and the coordinated development of ideological and political quality, scientific culture quality, to train and bring up can meet the need of social development, the competition of talents.

**Objective:** To study the impact of collaborative education on college students’ mental health by integrating college students’ mental health education into college ideological and political education. So as to put forward some constructive suggestions to improve the teaching quality of the mental health content of Ideological and political education in colleges and universities, so as to provide some references for improving the overall mental health level of college students in China.

**Subjects and methods:** Cooperate with a domestic undergraduate college with certain representativeness in teaching ability, teaching scale and financial support, so as to carry out social experiments in the university. 162 college students who are willing to participate in the experiment are selected from the selected colleges and universities as the research objects and divided into reform group and control group. Before the experiment, the differences of basic information such as gender, age, grade and ideological and political level between the two groups of students are counted. After confirming that there is no significant difference between all basic information of the two groups of students, the follow-up experiment can be carried out. Otherwise, you need to regroup or re select the research object. The ideological and political education of the two groups of students does not interfere with the teaching process of the control group, but the ideological and political teachers of the reform group are required to integrate the corresponding professional knowledge of mental health according to the teaching knowledge points in the teaching process, and pay attention to the real-time psychological state of students in the classroom. If they find that their psychological state is poor, they will give students some targeted guidance, such as encouragement, psychological counseling and private conversation. In order to ensure the correctness of the experimental results, it is necessary to ensure that the two groups of students are completely consistent in other teaching contents except the intervention content, and carry out teaching with the same teacher team. After the teaching activities are completed, SAS (Self-rating Anxiety Scale) and SDS (Self-rating depressed scale) surveys need to be conducted respectively to understand the changes of students’ psychological status before and after the experiment.

**Results:** After the teaching experiment, collect the experimental data, remove the invalid samples, remove the remaining data for statistical analysis, and get Table 1. The measurement type features are displayed in the form of mean  $\pm$  standard deviation for *t*-test, and the counting type features are displayed in the form of number or proportion of number for chi square test. The significance level of difference is taken as 0.05.

It can be seen from Table 1 that the *P* values of SAS and SDS score data *t* test of students in the reform group and the control group after the experiment are 0.003 and 0.002 respectively, which are far less than the significant level, and the difference is statistically significant. The average scores of SAS and SDS in the reform group after the teaching experiment were 47.0 and 48.5 respectively, which were lower than those