

political courses in colleges and universities, hoping to improve students' interpersonal communication ability and help them better adapt to future social life.

Subjects and methods: 300 students in all grades of a university were randomly selected as the research objects, and they were divided into two groups. One group was the experimental group, which received the improved ideological and political course teaching experiment, and the other group was the control group, which received the traditional ideological and political education course experiment, with a teaching cycle of 3 months. The self-test scale of interpersonal communication ability compiled by Ma Jianqing is used to measure students' interpersonal communication ability every month. The higher the score of the scale, the lower the interpersonal communication ability. A total score of more than 120 indicates that there are great problems in interpersonal communication ability.

Results: It can be seen from Figure 1 that there is no significant difference in the scale scores between the control group and the experimental group within one month, and there is little difference in interpersonal communication skills. With the increase of teaching time, the interpersonal communication ability of students in the control group was slightly improved, while the interpersonal communication ability of students in the experimental group was significantly improved. When the teaching time was 2 months, the gap between the scale scores of students in the control group and students in the control group widened, with statistical difference ($P < 0.05$). This shows that the ideological and political course in colleges and universities can help students overcome the obstacles of communication and adaptation from the ideological level and alleviate the negative emotions of students in communication.

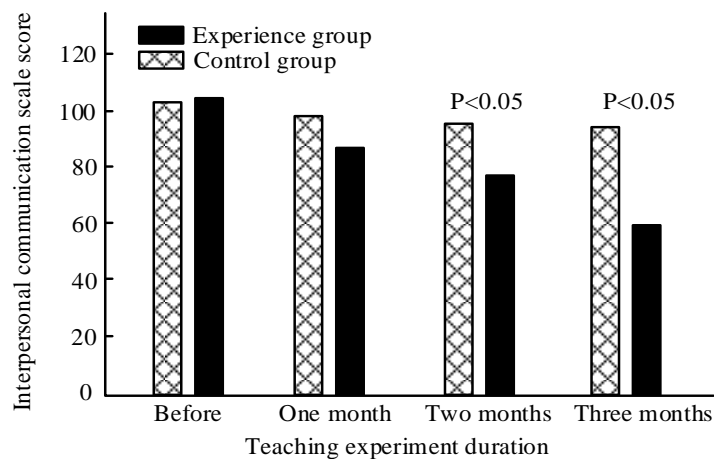


Figure 1. Evaluation results of interpersonal communication ability of students in different groups

Conclusions: Good communication skills can help people establish healthy interpersonal relationships. Talking with people can promote the human body to secrete some special hormones, make people happy and improve their physical quality, so as to reduce the occurrence of some diseases. College students are about to enter social life, and good interpersonal relationship plays a great role in promoting the development of their career. Ideological and political education courses should pay attention to the psychological development of students from the ideological and political level, cultivate their interpersonal skills, and make full preparations for entering social life in the future.

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THE AESTHETIC PSYCHOLOGICAL FUNCTION OF INTERDISCIPLINARY WORKS OF ART AND SCIENCE

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Background: Mankind has entered the era of information technology, and technology is everywhere. The artist's creative vision is also constantly broadening, and began to pay more attention to the development of science and technology, and incorporated it into the content, theme, style, media, carrier and even research methods of artistic creation, which further deepened the deep integration of art and science and technology, and greatly expanded the means and possibilities of artistic expression. Understanding and

understanding science from the perspective of aesthetics, we can find that there are forms of beauty in science. For example, mathematics itself contains “symmetrical beauty, concise beauty, unified beauty and strange beauty”. Both the steam (science, technology, engineering, art and mathematics) education concept advocated in the field of science education and many attempts in the field of art to combine art and technology are trying to find more possibilities of intersection and integration in the development of the times. Interdisciplinary works of art and science use the truth explored by science and the beauty pursued by art to help people improve their understanding of the world and promote the development of society. In the backbone of the country created by Dong Zhuo, with the theme of carrying forward the spirit of “two bombs and one star”, he creatively places scientists in different periods in the same time and space, adopts plane structure, scattered character layout and cross time and space creative techniques, symbolizing the dark blue color of scientific rationality. In the horizontal narration, he combines the scientific spirit and aesthetic ideas into a crisscross and harmonious picture. Science and art have always been closely linked. They have the same soul, that is innovation. It is through the continuous innovation of science and art that the realm of human thinking has been sublimated again and again, and the society has experienced changes again and again.

The beauty of things cannot be separated from people’s aesthetic discovery and experience. Only through the creative aesthetic activities of artists, the beauty of things can be found, illuminated and awakened. Nowadays, the latest digital technology may help the creation of new art forms, but it will never automatically bring new aesthetic content. At present, people still have the cognition of over specialization in art education, coupled with the demand of social division of labor for professional talents, which makes art education secure, resulting in narrow knowledge and insufficient innovation ability of art talents. Art and design majors in colleges and universities, whether in undergraduate or graduate professional teaching, mostly focus on teaching the professional knowledge and skills of the subject, ignoring the cultivation of students’ scientific literacy. Specifically, college students majoring in literature and art lack education about natural science. Students majoring in science, engineering, agriculture and medicine lack education in literature and art. The course of “appreciative aesthetics” makes up for the relevant deficiencies respectively. Its goal is to implement relatively complete aesthetic education and quality education for students of different disciplines. The focus of this course is not to introduce various art forms and subject knowledge, but to choose a new perspective, examine the two fields of art and science from the perspective of aesthetes, explore their common beauty, study their aesthetic problems, and explore the aesthetic laws of artistic creation and scientific creation from the combination of theory and practice. It is used to cultivate new talents with comprehensive perception ability, understanding and application ability of artistic image and scientific symbols.

Subjects and methods: The study divided the students majoring in fine arts in a university into experimental group and control group. The students in the experimental group accepted the interdisciplinary course of “appreciation aesthetics”, an interdisciplinary course of art and science. The control group accepted the basic course of traditional fine arts teaching, and the teaching duration was controlled to 3 months. The aesthetic psychology of the students was measured by the dimensions of aesthetic perception, aesthetic evaluation and aesthetic outlook, With the help of psychological condition evaluation tools, the data of students’ psychological state in the process of experiment are collected. Finally, the data information is processed and analyzed with statistical analysis tool SPSS23.0.

Results: Before and after the experiment, the difference results of aesthetic psychological changes between the two groups are shown in Table 1. It can be seen from Table 1 that there is no significant difference between the control group and the experimental group in the scores of psychological aesthetic perception, aesthetic evaluation, aesthetic outlook and other dimensions before the experiment. Under different teaching modes, the scores of aesthetic perception, aesthetic evaluation and aesthetic outlook in the experimental group were 3.24, 3.57 and 3.87 respectively, all above 3.0, higher than 2.41, 3.01 and 2.12 in the control group. The results show that the introduction of natural science into the aesthetic curriculum system can improve the aesthetic psychology of students’ audience to a certain extent.

Table 1. The difference of aesthetic psychology between the experimental group and the control group before and after the experiment

Group	Before experiment			After experiment		
	Aesthetic perception	Aesthetic evaluation	Aesthetic	Aesthetic perception	Aesthetic evaluation	Aesthetic
Control group	2.33	2.76	2.09	2.41	3.01	2.12
Experience group	2.31	2.74	2.07	3.24	3.57	3.87

Conclusions: Bringing the natural and scientific literacy into the content, theme, style and even

research methods of artistic creation will expand the means and possibility of artistic expression in the new era. The course of “appreciative aesthetics” combines the eyes of aesthetes to examine the two major fields of art and science, integrates the aesthetics in art works with the literacy of natural science and technology, helps art students look at the creation of art works with a new vision, improves their aesthetic psychology, and stimulates their innovation ability of art works.

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RESEARCH ON THE INTEGRATION PATH OF POSITIVE PSYCHOLOGY IN COLLEGE STUDENTS’ MENTAL HEALTH EDUCATION

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Background: Positive psychology is a new branch of psychology that looks at the content of traditional psychological research from a positive perspective. Specifically, it studies the positive psychological quality of human beings based on scientific principles, and advocates human beings to interpret their psychological activities and behaviors with a positive and optimistic attitude, so as to live a happy and beautiful life. Different from negative psychology, which focuses on psychological diseases and psychological diagnosis and treatment, positive psychology focuses on human psychological weaknesses and negative emotions instead of human good qualities. Its research direction is mainly to explore the physiological mechanism and path of obtaining positive subjective experience. For individuals, positive psychology specifically studies the roots and effects of good qualities such as courage, ability to perceive beauty, creativity, toughness and kindness. For groups, positive psychology specifically studies the conditions for harmonious families, harmonious communities, enterprises with a sense of social responsibility and promoting individuals to grow into social organizations with altruism, solidarity and professional ethics. According to the research results of positive psychology, individuals will have different views on the same problem due to different mental health conditions. Individuals with positive psychology can face pressure and adversity optimistically and firmly, and better adapt to the social environment. The goal of positive psychology is not only to help people in trouble solve negative psychological problems in order to seek their own survival and development, but also to help people in normal environment stimulate their potential positive quality and strength to achieve sustainable individual development and high-quality social life.

Mental health refers to a positive psychological state, that is, individuals not only have a sense of stability to the familiar internal environment, but also can adapt to the changes of the external environment through self-regulation. No matter what adversity they encounter, they will not have disorder. Mental health is related to the sustainable and healthy development of individuals. It is the basis for a person to achieve success, live a happy life and grow healthily. With the continuous development of social and economic level and the acceleration of the overall pace of society, people are facing all kinds of life pressures and psychological conflicts. College students are in the transition period of life identity, that is, from students to social people. It is very important for college students who are about to leave the “ivory tower” to learn to maintain psychological stability in a complex and changeable social environment. Offering mental health education in universities can help students improve their personality structure by teaching moral norms, social expectations, behavior patterns, socialist core values and so on. The organic integration of mental health education and positive psychology can guide students to pay attention to positive and healthy things in a positive and optimistic way, and help students internalize their good character in the face of the complex society with intensified competition.

Objective: College students in the period of life transformation are facing multiple pressures such as learning, life, emotion and employment, which will inevitably lead to anxiety, inferiority and psychological disorder. The purpose of introducing positive psychology into college students’ mental health education is to help college students improve their personality in a positive and optimistic way, correctly understand themselves, strengthen self psychological adjustment, and make full preparations for entering social life in the future.

Subjects and methods: The study conducted a one-month course teaching of mental health education and positive psychology for college students of different grades. Before and after the teaching experiment, it was evaluated with happiness scale, and finally used SPSS23.0 software makes comprehensive statistics and comparative analysis on the results. The experimental results are shown in Table 1.

Results: It can be seen from the table that before the experimental teaching, with the growth of grade, the score of college students’ group happiness scale decreased, indicating that senior students’ ability to