

Conclusion: To sum up, vocabulary is the key to the flexible use of English language, so the learning quality of vocabulary also directly affects people's ability and level of English learning. In daily learning, we should continue to expand the way of psychological vocabulary teaching, so as to deepen students' understanding of vocabulary combinations and meanings, so that students can connect English vocabulary learning with students' life, and lay a good foundation for the development of English vocabulary teaching in China.

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AN EMPIRICAL STUDY ON MARXIST THEORY COURSES IN COLLEGES AND UNIVERSITIES FROM THE PERSPECTIVE OF COLLEGE STUDENTS' PSYCHOLOGICAL HEALTH

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Background: Marxist education is an important part of college students' study. As a group of young people, college students' higher knowledge level, ideological quality, and political quality play a positive role in promoting the development of the country. The university stage is an important period for students to establish a correct outlook on life, world outlook and values. Therefore, based on the psychological characteristics of college students, actively publicize Marxism, gradually internalize it into the consciousness of action, and lay a good foundation for cultivating qualified socialist successors. As a special social group, the individual needs, emotions, abilities and values of college students are the basis for forming a unified personality framework. Therefore, Marxist educational activities can promote students' self-development, and by carrying out active and healthy practical activities, they can improve students' enthusiasm and creativity. However, at the same time, the group composition of college students is relatively complex, and there are certain differences in their own characteristics. Therefore, it is necessary to clarify the needs of college students for Marxist theory, carry out relevant educational measures, and continuously improve the quality and level of education.

Objective: The needs and motivations of college students are the focus of the investigation. Only by deeply implementing the psychological differences of college students on Marxist theory and choosing a variety of paths according to students' psychological characteristics, can the problems of colleges and universities in carrying out Marxist theory practice courses be effectively solved. Therefore, this paper clarifies the psychological characteristics of college students by carrying out a questionnaire, and then proposes an effective path to improve the quality of Marxist theory courses.

Subjects and methods: In this paper, the method of sampling survey is selected, and 15 universities are randomly selected in the east, middle and west respectively. The number of college students selected by each university is 200, a total of 3,000. 2550 questionnaires were recovered, of which 2413 were valid questionnaires. In the valid data, boys account for 48.2%, girls account for 51.8%, and arts, science, and engineering are 29.2%, 43.1%, and 27.2%, respectively. Party members and probationary party members accounted for 25.8%, party activists accounted for 28.2%, and the masses accounted for 46%. The questionnaire is mainly divided into 25 items, including 24 multiple-choice questions and one open-ended question.

Result: The results of the research on Marxist theory learning practice among college students are as follows: Demographic variables are introduced and used as the main variable to distinguish college students. Through investigation and research, it is concluded that there are differences in the needs of boys and girls for Marxist theory learning. It can be concluded that the demand for practical learning of Marxist theory is not affected by gender. The reason for the above results is that the influence of the content of Marxist theory on the values of college students is universal, and the influence factors of gender and role are relatively small. During the research process, the surveyed college students were divided into low-age groups and high-age groups. It can be seen that lower-grade college students have a higher demand for Marxist theory study, while higher-grade college students have a lower demand for Marxist theory study. The reason for the above results is that the Marxist theory courses are held in the first and second grades of the university. With the passage of time, the needs of college students to learn Marxist theory are met. In addition, the amount of coursework for third- and fourth-year students is reduced, and college students are more Focus on self-development, and gradually reduce academic and learning requirements. At the same time, it can be seen from the survey results that the differences in

the study of Marxist theory are more obvious due to the different places of origin. Among them, rural college students have higher demand for Marxist theory learning, while urban college students have relatively lower requirements. The main reasons for the above results are that educational resources have not been fully allocated, and there are still problems such as unbalanced geographical distribution. The educational resources in cities are more than those in rural areas. Therefore, rural students have a stronger demand for learning. Therefore, in order to effectively improve the above problems, it is necessary to pay attention to the development of Marxist theory courses to ensure that students' learning needs are fully guaranteed.

Conclusion: According to the needs of college students and their motivation to study, it can be concluded that the attractiveness of Marxist theoretical learning can be strengthened by updating the learning content, strengthening the construction of the teaching staff, and innovating the teaching mode. It enables the latest achievements of the Marxist theoretical system to be passed on to the vast number of college students, creates a good learning atmosphere, strengthens the publicity and research of Marxist theory, establishes the mass foundation of Marxist theory, and enhances the influence of Marxist theory. Constantly strengthen the Marxist theoretical beliefs of college students, and enhance the strong desire of college students to learn Marxist theory. In addition, for the daily ideological and political education of college students, it should be based on reality and society, pay attention to the cultivation of college students' political awareness and sense of responsibility, and combine with the shaping of humanistic spirit to continuously improve college students. Ideological and political literacy. Paying attention to the cultivation of personality quality and doing a good job in the reform of classroom culture in colleges and universities enables Marxist theory to become the spiritual motivation and support of college students.

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EXPLORATION OF MENTAL HEALTH EDUCATION FOR COLLEGE STUDENTS BASED ON MORAL EDUCATION

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Background: Mental health education is mainly an in-depth analysis of the research content of psychology. In psychological theory, it is believed that the research direction of psychology should not only study the negative psychology and emotions of human beings, but also the moral quality and spiritual strength of people. The results of psychological research should not only safeguard people's physical and mental health, but also fill them with positive thoughts about life. Most students in higher education are at an age when they are forming their own values, so introducing psychology into their mental health education can help them to develop a healthy mental state, a positive and optimistic attitude towards life, a clearer self-awareness, a sense of social responsibility and a higher level of morality, so that they can become the psychologically healthy and talented people that society needs.

Objective: Moral education work for students will have a direct impact on the growth of individual students, and moral education carried out in colleges and universities at this stage has begun to use the core qualities of student development as a guide. The development of moral education in higher education can guide students to form good values and core literacy, which is a very important contribution to the achievement of teaching objectives in higher education. It is the best time for students to develop good character and moral education. By improving moral education in higher education at all levels, we can achieve the goal of promoting the all-round healthy development of students in higher education.

Subjects and methods: At this stage, some university teachers do not recognise the important role of moral education work for students' development. When teaching and managing students, teachers usually only pay attention to students' grades, pay too much attention to students' cultural learning situation, and only carry out certain management planning for students' daily life, and do not pay attention to the aspect of moral education for students. Teachers generally only educate students about moral education when fights and brawls occur in the school, but do not pay attention to moral education in the daily life of students. This shows the lack of moral education and the backwardness of teachers' moral education philosophy. Moreover, most of the teachers in colleges and universities attach too much importance to students' cultural achievements and use students' examination results as the criterion for judging students, which is obviously one-sided and unscientific. Students are judged only on their cultural examination results, which only shows the impetuous teaching mode of the school, and if they are in such a learning environment where they are judged by their results for a long time, they will easily develop psychological