

An Analysis of Contemporary College Students' Social Psychology

-----Empirical analysis based on the micro data of 19 universities

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ABSTRACT. *In order to understand the overall social mentality of contemporary college students, and explore the internal structure of mentality and the mutual interaction mechanism, this paper analyzes more than 6000 survey data of 19 universities in 18 cities across the country based on the structural equation model with intermediary effects. The conclusions show that: (1) The overall social mentality of contemporary college students is positive. Most of them advocate positive values and have positive social perceptions, but they are emotionally contradictory. They are full of hope for the future and are full of Anxiety with an uncertain future; (2) Values and social cognition can directly or indirectly affect the participation behavior, discriminatory behavior and conflict handling methods of college students through the effect of emotions; (3) Values have a greater impact on behavior than social cognition obvious.*

KEYWORDS: *social mentality; college students; mediation effect; structural equation model*

1. Introduction

Social mentality refers to the social consensus, social sentiment, and social value orientation dispersed in the entire society or social groups and social categories within a period of time. In short, it reveals the common mental state of citizens in the entire society in a particular period. This mentality has both macroscopic spread and microscopic stability. It consists of the personal psychological performance of each citizen, but once it becomes popular in society, it will in turn affect the individual's cognition and feelings. Therefore, cultivating a good social mentality is essential for the development of personal positive psychology. The formation of a positive atmosphere is of great significance. In 2011, the National Twelfth

Five-Year Plan included cultivating a social mentality for the first time; the reports of the 18th and 19th National Congresses of the Communist Party of China have repeatedly proposed to "cultivate self-esteem, self-confidence, rational peace, and positive social mentality." This shows the importance of social mentality to the construction of a harmonious socialist society and a good social governance pattern in China.

However, the formation of social mentality does not happen overnight. It is closely related to major social changes and important historical events. It has distinct characteristics of the times and multiple subject characteristics. This is mainly reflected in different social subjects in different times. Social mentality There will be a significant difference. The main body of this article is the college students who are the intellectual group of young people. They carry the hope of family, society and the country. They are the backbone of the country in all walks of life in the future, and the main cadres in realizing the great Chinese dream of rejuvenation. Their social mentality is related to the changing trend of social mentality in the future. Therefore, studying the characteristics of their social mentality and cultivating a positive, active and healthy social mentality are essential for their personal happiness and overall development, and for the stability and overall progress of society. Important meaning.

2. Literature review

The academic circles have been discussing social mentality for more than 30 years. Wang Junxiu (2017) of the Academy of Social Sciences found through combing these 30 years of research literature that its development can be roughly divided into three stages. 1986-2005 are the two stages of rise and accumulation. During this period, scholars' research mainly concentrated Due to subjective analysis and description of phenomena, there is little discussion on the concept and theoretical basis of social mentality, and there are few corresponding large-scale surveys and empirical studies. The period from 2006 to the present is in the rising stage. At this stage, due to the emergence of social problems, the high level of the country The academic community has significantly improved the quantity and quality of research on social mentality topics, and a series of discussions on social mentality theories, including disciplinary foundations, formation mechanisms, and disciplinary positioning, etc. Research pushes to a new level.

However, despite the rapid development of qualitative research, the matching quantitative research has not completely kept up, and there is even less research on the special group of college students. At the content level, most of the existing quantitative researches in China focus on a certain aspect of mentality. For example, Wang Dawei and others used a self-made questionnaire to analyze the social security of Chinese residents (Wang Dawei, Zhang Panshi, Wang Junxiu, 2002), Long Shuqin used CGSS data to analyze the social mentality of the Chinese in transition, but the focus was mainly on the differences in social values, social trust, and social cognition among different classes (2010). Ma Xiangzhen used 1206 questionnaires based on demographic variables. Researched the Observation of

Contemporary Chinese Social Psychology (2011). At the method level, most of them focused on the application of basic statistical methods such as analysis of variance and Pearson correlation coefficient analysis, and rarely applied the latent variable modeling technology often used in psychology. The internal structure and interaction mechanism of the mentality. This phenomenon occurs because, on the one hand, the complete measurement system of the concept of social mentality is not perfect and inconsistent; on the other hand, it is also due to the difficulty of obtaining relevant data and using measurement methods. The measurement system and framework of this article mainly refer to the primary and secondary indicator frameworks proposed by Ma Guanghai (2008) and Wang Junxiu (2013), and are improved based on specific research situations. Therefore, this article can be used as a quantitative landing of the overall framework of social mentality. To analyze the mentality of today's college students, and analyze the path of interaction and influence of different sub-elements.

3. Research design

(1) Research framework

As mentioned earlier, the research framework of this article mainly refers to the insights of Ma Guanghai (2008) and Wang Junxiu (2013) in the indicator system, and divides the investigation of social mentality into four major dimensions: social cognition, social emotions, and social values And social behavior tendencies. Relevant research in social psychology has proved that these four aspects are important factors that affect social behavior, so the division of mentality into these four aspects has a certain explanatory power.

Among them, the first dimension of social cognition refers to people's understanding of certain social phenomena in a group or society and the common feelings shared by members of society. In order to examine the functions of these two kinds of cognition separately, we divided them into two factors when modeling: social cognition and self-cognition. The former mainly examines the understanding of college students on public issues such as safety, fairness, and trust in society. The latter mainly reflects the state of happiness, belonging, accomplishment, etc. of college students. The subject of this feeling is the individual, but when members of society generally have this feeling, it becomes a social feeling; The two dimensions of social emotions mainly refer to the general emotional states that permeate social members. Here we mainly examine the emotions of the three sub-dimensions according to the potential influence on behavior: happy emotions, painful emotions and impetuous emotions. Impetuous mood examines whether college students often have unrealistic hopes of becoming famous overnight or getting rich overnight, and the state of being overly obsessed with wealth; the third dimension: social values refer to the criteria used by members of society to evaluate behaviors and things, and we focus on it here. Three aspects of college students' values: friendly values, investigating whether they agree with honesty, politeness, and willingness to help others; positive values, investigating whether they value risk-taking, competition, and dare to accept challenges, etc.; low-key values, investigating whether they have

less desires, Indifferent to notions such as fame and wealth; the last dimension of behavior tendency, behavior tendency is not behavior, it is the state of preparation for behavior, which has a direct influence and predictive effect on personal words and deeds. Here we specifically divide it into public participation behavior, discriminatory behavior and conflict response behavior.

Based on the above interpretation, we will find that social cognition and social values are more stable structures in individual psychology than emotions. Emotions are susceptible to many aspects of the environment, and are more likely to directly affect behavior or behavioral tendencies, while cognition and values are relatively stable, difficult to change in the short term, and often affect emotions. The ABC theory created by psychologist Albert Ellis believes that triggering event A is only an indirect cause of emotional and behavioral consequences C, while the direct cause of C is caused by the individual's cognition and evaluation of triggering event A. The resulting belief B, based on which we established the overall research framework : Emotions are the intermediary factors of cognition and values, and they collectively affect behavioral tendencies.

(2) Data acquisition

This research is based on 6,050 survey data from 19 universities in 18 cities in China in 2016. The data is not only sufficient in sample size, but also geographically distributed widely, and the selection of school level distribution is diverse, which ensures the representativeness of the sample to the greatest extent. Among them, 19 schools are Sichuan Normal University, Yunnan University of Finance and Economics, Yanshan University, Anhui University, Xidian University, Shanxi University of Finance and Economics, Huazhong University of Science and Technology, Dongbei University of Finance and Economics, Beijing Forestry University, East China Jiaotong University, Ocean University of China, Nanjing University of Posts and Telecommunications, Guangxi Normal University, Xinjiang University of Finance and Economics, Minzu University of China, Lanzhou University of Finance and Economics, Jiangxi University of Finance and Economics, Jilin University of Finance and Economics, Chongqing Technology and Business University. In the actual analysis, after deleting and filling out the questionnaires about irregularities and self-contradictory information, the final modeling data used in this article is 5850. The basic background information statistics table is as follows:

(3) Analysis method

This paper mainly chooses structural equation model combined with mediating effect analysis technology to implement data analysis. Since social mentality is an abstract psychological concept, the complexity of its internal structure and the uncertainty in measurement make it difficult for general regression equations to capture its internal action paths and transmission mechanisms, while structural equation models can make up for the traditional analysis methods. Insufficiency, the measurement error can be taken into consideration, and the variables that are difficult to be directly observed (latent variables) can be analyzed. At the same time, they are also good at dealing with the relationship between multiple causes and

multiple results. Therefore, this article mainly uses this model to explore the internal structure and social mentality of college students. Mutual relations. The whole process is programmed using the lavaan package in R.

Table 1: Basic background information statistics table

		Frequency (the number of person)	Percentage(%)
Gender	Male	2443	41.76
	Female	3407	58.24
household registration	Farmer	2856	48.82
	Non-Farmer	2983	50.99
	Missing	11	0.19
Educational background	Undergraduate	4742	81.06
	Professional postgraduate students	318	5.44
	Academic postgraduate students	712	12.17
	Doctoral students	78	1.33
Political outlook	Communist Party member	872	14.91
	Democratic parties	19	0.32
	Communist Youth League member	4706	80.44
	The masses	253	4.33
Parents' annual income	Below 30 thousand	1642	28.07
	30-100thousand	2609	44.60
	100-200 thousand	1088	18.60
	200-500thousand	292	4.99
	500-1000thousand	76	1.30
	Over 1000thousand	62	1.06
	Missing	81	1.38

4. Empirical analysis

(1) Overall mentality analysis

First of all, we make an overall analysis and grasp of the mentality of college students. In this part of the analysis, we will convert negative question scores into opposite points, that is, if a question, the higher the selected score, the more obvious the negative emotion of the respondent, then we will use 8 points minus the actual score as The final score, after such data conversion, we can use a unified standard to evaluate and compare the scores of different students in each component of the social mentality.

Table 2: Descriptive statistics of each dimension

	Average score	standard deviation	Proportion greater than 4
Social Cognition	4.32	0.75	0.64
Social mood	4.50	0.67	0.73
Social values	5.14	0.93	0.90

It can be seen from the above table that the overall social cognition of college students is mainly positive, with an average score of 4.32, and 64% of students score 4 points higher than the intermediate level. Specifically, the sense of security, trust, and support that college students experience in society is relatively strong, but the sense of fairness is weak, and some college students can clearly feel the sense of weakness in their families; the emotional state is mainly positive. , The average score is 4.5, and 73% of students are emotionally 4 points higher than the average level. The emotional state of college students is generally contradictory. They have a high sense of hope and believe that as long as they work hard, things will get better and better; but at the same time they can experience frequent feelings of anxiety and uncertainty. More than 40% of students are frequently and severely nervous, anxious, or feel unpredictable because of worrying about academic and employment problems, lest they can't keep up with each step. Because they are in an immature growth stage, their growth will inevitably be A process full of various contradictions and problems, at the same time, the rapidly changing social environment and increasingly diverse value evaluation standards will inevitably bring shock and anxiety to contemporary college students.

However, despite the general contradictions among college students in terms of emotions, most of them have very positive values. We listed 15 positive values in the specific questionnaire, and asked respondents to rank the importance of these values in their minds from 1-7, where 1 represents extremely unimportant, 4 represents important, and 7 represents extremely important. The average score of the tested college students on these values is 5.14, and more than 90% of the students are 4 points higher than the average, reflecting the positive value orientation of today's youth groups. Among them, sincerity is the value most recognized by everyone, and lack of desire is relatively regarded as unimportant. The good traditional Chinese values of honesty, politeness, helpfulness, and dedication still have a high status in this generation.

(2) Model analysis

1) Reliability and validity test

We first adopt the internal consistency reliability coefficient (Cronbach's α value) and the internal consistency of the latent variables in the composite reliability measurement model. The reliability test results of the latent variables are shown in Table 3. It can be seen that the Cronbach's α coefficient of each latent variable is higher than 0.6, which shows that the internal consistency of the scale is good, and the reliability of the questionnaire used in this study is high.

Table 3: Reliability Checklist

Latent variable name	Cronbach's α	Latent variable name	Cronbach's α
Social perception	0.74	Low-key(values)	0.77
Personal perception	0.79	Positive (values)	0.77
Happy(mood)	0.83	Participation(behaviors)	0.77
Painful (mood)	0.82	Discrimination(behaviors)	0.82
Anxiety (mood)	0.64	Conflict(behaviors)	0.76
Friendly (values)	0.87		

Secondly, we evaluated the convergence validity of the questionnaire according to the criteria proposed by Fornell and Larcker (1981). Experience has shown that a reasonable structural equation model should ensure that the standardized load coefficients (λ) of parameter estimates are greater than 0.5, and the t value reaches a significant level. Observe the standardized factor loading of our latent variables. The minimum is 0.497, the maximum is 0.85, and the average is 0.68. All of them are highly significant, so they basically meet the requirements of the validity test.

2) Model fit test

The above test results show that the model is suitable for structural equation analysis. Fit the data according to our previous theoretical model. The fit test results of the estimated results are as follows: It can be seen from Table 4 that the RMSEA of the model is 0.042, which is less than the standard of 0.05, indicating that the model fits well with the sample data. At the same time, the GFI, CFI, IFI, TFI and other indicators of the model are all greater than the general standard of 0.9, indicating that the fitting effect is relatively ideal.

Table 4: Fit test

Statistical Test Index	Model Fit	Judgment Standard
GFI	0.927	>0.9
NFI	0.916	>0.9
IFI	0.923	>0.9
TLI	0.912	>0.9
CFI	0.923	>0.9
RMSEA	0.042	<0.08(reasonable)<0.05(good)

3) Model estimation results

Table 5 shows the results obtained by using the maximum likelihood estimation method to estimate the structural equation model (to save space, only significant coefficient estimators are shown here), from which we can see some enlightening results

Table 5: Schematic diagram of estimation results

Conduction path	Coefficient estimate
Happy(mood)→Conflict(behaviors)	0.17 ***
Happy(mood)→Participation(behaviors)	0.46 ***
Painful (mood)→Conflict(behaviors)	0.11 ***
Painful (mood)→Participation(behaviors)	0.06 ***
Painful (mood)→Discrimination(behaviors)	-0.06 *
Anxiety (mood)→Discrimination(behaviors)	0.62 ***
Anxiety (mood)→Participation(behaviors)	0.1 ***
Anxiety (mood)→Conflict(behaviors)	-0.06 *
Social perception→Anxiety (mood)	0.85 ***
Social perception→Discrimination(behaviors)	-0.66 ***
Social perception→Painful(mood)	0.22 **
Social perception→Conflict(behaviors)	0.23 **
Personal perception→Painful(mood)	-0.37 ***
Personal perception→Discrimination(behaviors)	0.72 ***
Personal perception→Happy(mood)	0.62 ***
Personal perception→Anxiety (mood)	-0.94 ***
Friendly(values)→Painful(mood)	0.2 ***
Friendly(values)→Discrimination(behaviors)	-0.72 ***
Friendly(values)→Happy(mood)	0.27 ***
Friendly(values)→Conflict(behaviors)	0.26 ***
Friendly(values)→Participation(behaviors)	0.16 ***
Friendly(values)→Anxiety (mood)	0.17 ***
Postive(values)→Painful(mood)	0.15 ***
Postive(values)→Discrimination(behaviors)	-0.54 ***
Postive(values)→Anxiety (mood)	0.33 ***
Postive(values)→Conflict(behaviors)	0.12 **
Postive(values)→Happy(mood)	0.05 *
Low key(values)→Discrimination(behaviors)	1.36 ***
Low key(values)→Anxiety (mood)	-0.7 ***
Low key(values)→Painful(mood)	-0.26 ***
Low key(values)→Conflict(behaviors)	-0.26 ***
Low key(values)→Participation(behaviors)	0.19 **

In the above table, * means significant at the level of 0.1; ** means significant at the level of 0.05,

*** means significant at the level of 0.01

(1) The influence of emotion on behavior

In terms of emotions, happy emotions can significantly affect students' enthusiasm for participating in social activities, with a positive effect of 0.46. At the same time, it will also promote a more rational solution to conflict when facing conflicts, and its positive effect is 0.17; while painful emotions will also have a positive impact on conflict behaviors and social participation behaviors, but the effect is not as great as happy emotions, but painful emotions will significantly reduce discriminatory behaviors. It can be seen that today's college students, although sometimes because of their academic studies Or social problems feel tense and painful, but they will not affect their attitudes towards disadvantaged groups in

the society, and there will be no particularly serious discriminatory psychology. This reflects the fraternity and sunshine of today's college students. However, impetuous emotions can have an adverse effect on the behavior of college students. The data results show that students who think that the more money they live, the happier they live, or the students who hope to get the chance of "overnight fame" or "overnight wealth" are obviously stronger. They will have more discriminatory behaviors against disadvantaged groups, with a positive impact of 0.62 and highly significant; they also tend to use more irrational methods when dealing with conflicts, and their impact on conflict behavior is -0.06, which is within the confidence of 0.1 Significantly below the level.

(2) The influence of cognition on emotion and behavior

In this part we examine the influence of cognition on emotions and behavior. Positive social cognition has little effect on participation behavior, but it has a greater impact on students' conflict behavior and discrimination behavior. Positive social cognition will enable college students to more rationally solve the contradictory problems in life, with a direct effect of 0.23. Social cognition will also indirectly adjust the way of coping with conflict behavior through pain and impetuous emotions. The mediating effect of is -0.03, which is opposite to the direct effect, indicating that through the adjustment of impetuous emotions, the positive effect of social cognition on conflict processing has been weakened, but the positive direct effect is still dominated, with a total effect of 0.20 ; On the path of social cognition to discriminatory behavior, the reverse regulation of impetuous emotions is even more obvious. Positive social cognition can significantly reduce the occurrence of discriminatory behavior, and its direct effect is -0.66. However, because positive social cognition can easily induce impetuous emotions, under the mediating effect of this emotion, cognition has an indirect effect on discrimination behavior The positive promotion effect, this indirect effect is also very strong, as high as 0.53, plus the mediating effect of painful emotions-0.02, and finally combined, the total effect of positive social cognition on discriminatory behavior is -0.15.

However, on the other hand, positive self-awareness has a significant positive effect on discriminatory behavior, with a direct impact as high as 0.72, that is, the more you feel good about yourself, the easier it is to feel alienated from the disadvantaged groups around you. It seems to be contrary to our common sense. Observing the original data, we can find that they have a stronger sense of discrimination against migrant workers. At the same time, their positive self-awareness will indirectly affect discriminatory behavior through painful emotions and impetuous emotions. The indirect effect of the two emotions is -0.55. , The combined direct effect, the total effect of self-awareness on discriminatory behavior is 0.17. In addition, students' positive self-awareness has little direct influence on their participating behaviors, but emotions, especially happiness, have a great regulatory effect on this, reaching 0.17, accounting for 71% of the total effect. Self-cognition has little effect on conflict behavior, with a direct effect of -0.15, but through the adjustment of emotions such as happiness, the total effect is only -0.03. It is worth noting that self-cognition has a significant inhibitory effect on impetuous

emotions, with an impact coefficient of -0.94, which is highly significant. It can be seen that students who can find solid effort and a sense of accomplishment in their study life will feel more happy. Less hope to become famous overnight to improve your life.

(3) The influence of values on emotions and behavior

As mentioned earlier, in terms of values, we examine three levels: friendly values, positive values, and low-key values. Friendly values mainly measure whether the student agrees with some values that are kind to others, such as politeness, loyalty, and helpfulness. The results show that the discriminatory behavior tendency of students who advocate friendly values is significantly lower, and its direct effect is -0.72. Anxiety will act as an important intermediary factor to increase the tendency to discriminate, so the total impact effect is -0.63; at the same time, these students also resolve conflicts more rationally, the total impact effect of each factor is 0.32; the enthusiasm for participating in social activities is also higher. The total effect of each factor is 0.31.

Positive values measure whether the student is adventurous, dare to accept challenges, and value competition. The analysis results show that students with strong performance of this trait may not be particularly active in participating in school activities, but they can also handle conflicts rationally and treat disadvantaged groups amicably. The direct effect on conflict behavior is 0.12, plus the weak mediating effect of emotion, the total effect is 0.13; the direct effect on discriminatory behavior is -0.54, but because it can cause an increase in anxiety, it is in the main. After the intermediary effect, the total effect of positive values on discriminatory behavior is -0.35. It can be seen that although these students are full of enthusiasm and courageously face various challenges in life, they are relatively more concerned about the disadvantaged groups and the way they handle conflicts. More mature and rational. It is also worth noting that positive values will also have a significant effect on painful emotions. The positive effect is 0.15, and it will also promote the flooding of impetuous emotions. The positive effect is 0.33. It can be seen that being active and enterprising in our youth is more likely to do us. It brings the painful feeling of growing up and the impetuous feeling of being easily lost, which requires the correct guidance of the school and society.

Finally, the emotions and behaviors of college students who hold low-key values will also be affected. The low-key values measure the student's identification with concepts such as "little desire" and "indifferent to fame and wealth". In terms of direct effects, the greatest degree is the impact of low-key values on discriminatory behavior. The positive effect is as high as 1.36, indicating that students who respect these values are more likely to show a tendency to discriminate against disadvantaged groups, and this degree is the strongest among all values. This shows that it may not be a completely positive thing for young people who should be vigorous and enterprising to be indifferent to various things too early. This is due to their negative attitude towards conflict behavior. The effect can also be seen. The effect value is -0.26. It can be seen that students with low-key values will be more inclined to use silence or cold war, demonstrations and other methods to deal with

conflicts. This is a relatively unhealthy way to deal with problems. , Everything held in the heart may cause the accumulation or even intensification of contradictions, and do not use contradictions to resolve. At the same time, the impact of low-key emotions is also in line with expectations. People with low desires feel less painful in pursuing the unattainable, and of course they will also have less impetuous feelings of pursuing overnight prosperity or fame. Both emotions are It is a negative inhibitory effect and has no significant impact on happiness. Combining the above-mentioned emotional adjustment effects, the final low-key values have a total effect of 0.07 on participation behavior, a total effect on discrimination behavior of 0.94, and a total effect on conflict behavior of -0.26.

5. Conclusions and Enlightenment

(1) Main conclusion

This paper uses the national survey data of college students' mentality and uses the structural equation model combined with the mediation effect technology to analyze the cognition, values and their influence on emotions and behaviors of college students. The results show that: ① The value of friendship has the greatest effect on participating behavior. That is to say, believing in the concept of being kind to others will encourage students to participate in activities more actively; friendly values have the greatest positive impact on conflict behavior, and low-key values have the greatest negative impact. This shows that college students who fancy good qualities such as honesty, politeness, and helpfulness are more likely to adopt appropriate methods to resolve conflicts in life, such as seeking help from teachers and classmates or reporting to relevant departments. However, at this stage, they are The pursuit of concepts such as "indifferent to fame and wealth" may negatively affect their conflicting behaviors, that is, passive attitudes that are easier to adopt or ignore and avoid talking, or cold war demonstrations or even violent solutions. These are unhealthy ways to handle them. ; At the same time, those who have the greatest positive impact on discriminatory behavior, that is, the most prone to discriminate against disadvantaged groups, are also students with low-key values. The total positive effect is as high as 0.94. On the contrary, the negative impact on discrimination is still the least. It is friendly values. ② College students with positive social cognition tend to choose more active and rational ways to resolve conflicts, and they discriminate less against disadvantaged groups; while college students with high self-awareness have stronger confidence and sense of satisfaction, and they are less likely to have money worship. Impetuous emotions such as materialism, but at the same time, some of these students are only concerned about themselves, and do not care much about social problems and the disadvantaged groups in society, and they are prone to discriminatory behavior. ③ Values have a greater impact on behavior than cognition. Among them, students with friendly values have more participation behaviors, less discriminatory tendency, and more active conflict resolution methods; students who love competition, emphasize challenges, and hold positive values are more likely to have impetuous emotions, but are more vulnerable to disadvantaged groups. Groups also care more and have fewer

discriminatory behaviors; the most noteworthy is the students with low-key values, they are more likely to choose a negative way to deal with conflicts, and at the same time their attitudes towards vulnerable groups need to be improved.

(2) Policy implications

The cultivation of a good social mentality is a comprehensive project that requires efforts from all sides. It not only relies on the social environment created by the national government, but also requires the joint efforts of universities, families and students themselves.

First, the government must optimize the social environment and create soil for a positive attitude. On the one hand, the government must actively improve people's livelihood, so that the people can truly share the achievements and results of the reform, and let young people see the hope of struggle; on the other hand, it must improve the construction of the supervision system and strengthen the constraints on various explicit and implicit powers. Let power run under the sun and create a fair, just, and harmonious social environment. This will help future builders to see a trustworthy and belonging external environment, which will help them to interact with society and ultimately interact with each other. achievement.

Secondly, at the school level, the school should strengthen education and guidance, pay attention to the construction of a positive and healthy campus culture, strengthen the cultivation of core values, and guide students to use a rational and objective attitude to understand society. Attach importance to students' mentality construction and mental health education, and promote students to improve their psychological quality. In the process of guidance, it is especially necessary to be comprehensive and objective. For example, it can be fully reflected in not only encouraging college students to accept challenges, face up to competition, and strive to be elites in the society; but also to prevent too late and complete their goals at the cost of losing others. This also requires training them in other aspects such as integrity, friendliness, Excellent qualities such as enthusiasm and willingness to help others; objectivity refers to ensuring that students can correctly understand the meaning of values. For example, with regard to values such as lack of desire, indifferent to fame and fortune, the original intention is to encourage everyone not to chase fame and fortune too much, and to focus on self-cultivation, but this does not mean that they are indifferent, indifferent or even unintended. Students who hold this value from the data From the perspective of behavioral tendencies, it is possible that they have confused the original intentions of these several values. This requires the school to not stop at the surface propaganda in the process of training students, or even let them memorize core values. It should be based on the value recognition that is internalized in the heart, and through the promotion of activities, environmental edification, and role models, students should truly experience how to judge right from wrong, how to stick to the bottom line, and its benefits for personal growth.

At the same time, the school also attaches great importance to improving the systems and mechanisms for students to handle and resolve conflicts. Undergraduates are in their youthful and vigorous stage, and sometimes they are

unable to calmly and scientifically deal with the conflicts and contradictions encountered in their lives when they get along with others. If they cannot be guided and resolved in time, they are likely to cause adverse effects. The various campus tragedies that have repeatedly appeared in the newspapers in recent years are all the consequences of various extreme mentalities. Therefore, the school should strengthen the humanistic care between counselors and students, and between students and students, pay more attention to students' ideological trends, and improve the conflict resolution mechanism to provide students with effective complaint channels and smooth resolution channels to ensure that students' interests are effectively protected, and sufficient conditions are created to enable students to seek help, express opinions, and participate in communication in a timely manner when they encounter unfair treatment, unreasonable systems, and illegal infringements, so that their interests are effectively protected and their appeals are obtained. Responding effectively and reducing stress in a timely manner will help improve students' mood and behavior and prevent tragedies.

Finally, college students should strengthen their personal cultivation, establish positive values, improve their self-awareness and ability to regulate emotions, take a correct view of the problems that arise in life, and use rational, reasonable and legal means to solve them to achieve their goals and life. The dream lays a solid foundation.

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