

better. The statistical results of students' comments feedback table and teaching observation table are satisfactory. While the control group, the teacher self-evaluation table clearly as you can see, this group of teachers' teaching process is not well, the teacher selects "general" option is more, also, the student feedback forms, more than 76% of the students' feedback on teaching content boring, whole course cost too much energy, is too much for physical fitness, and teaching observation table shows the results are consistent. In fact, students in the experimental group needed more physical energy, but because they were interested in the class, they did not feel tired, and even hoped that the class could be extended longer. The overall evaluation of the feedback form of students from different groups is shown in Table 1.

Table 1. Feedback form of student comments.

	Satisfaction/%	General/%	Discontent/%
The experimental group	92	8	0
The control group	36	45	19

Therefore, the following results can be summarized: The teaching form of designing situation in physical education teaching has many merits. It not only accords with the characteristics of students, but also accords with the requirements of quality teaching of students. The creation of situations can enable students to be cultivated in exciting "activities", which can better cultivate students' habits of independent activities, stimulate their interest in learning and inspire their imagination than passive mechanical exercises. Situational teaching should be targeted, which is beneficial to cultivate students' patience, restraint and willpower. The collectivism spirit can be cultivated in situational activities, which is conducive to the cultivation of cooperative spirit and the ideological quality of courage and hardship.

Physical education classroom scene teaching is to follow the people-oriented, focus on students' learning, focus on the cultivation of students' innovative spirit of thought, adhere to face to all students, respect students' own development characteristics and rules, so that students can lively, active development. The focus of teaching is transferred to guide students to take the initiative to guide students to want to learn, will learn, good at learning. Situation to optimize the teaching situation, for the space to create situations with the main line, according to the characteristics of the teaching material, teaching methods and students' specific learning situation, build a kind of rich situations in the classroom atmosphere, lets the student activities organically into learning knowledge learning activities, the situational teaching pay attention to emphasize student's enthusiasm, emphasize the cultivation of interest, to form the active development of motivation, advocate let the student through the observation, accumulate and rich perceptual knowledge, let students cognitive development, step by step in practice and creation, in order to improve students' physical quality.

Conclusions: In the physical education teaching, under the premise of considering the students' psychological needs, we should create a good physical education scene from the interest, from the students' liking and from the physical education teaching reality. Through the creation of sports scene, stimulate the students to participate in the passion of physical exercise.

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CONSTRUCTION OF COLLEGE STUDENTS' INNOVATION AND ENTREPRENEURSHIP EDUCATION SYSTEM FROM THE PERSPECTIVE OF POSITIVE PSYCHOLOGY

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Background: For a long time, the traditional education model has suppressed students' innovative spirit and creativity. In today's fierce talent competition environment, how to alleviate the employment pressure of college students, inspire their passion and entrepreneurial drive, for local colleges still like blind men, if the deviation in the right direction, is likely to further stimulate the blundering psychology and biased view of wealth, cultivate a group of high ability egocentric or cannot face the startup failure collapse, the result is not only conducive to the harmonious development of society, it will accelerate the instability of the society. Thus, we can draw lessons from the ideas and methods of positive psychology, which can cultivate positive personality quality and stimulate the inner positive power of people, to carry out innovation and entrepreneurship education. Positive psychological quality is a relatively lasting and positive emotion and emotional experience formed during the growth and interaction with the environment, as well as an

optimistic attitude towards the future. It is very important for college students who carry out innovation and entrepreneurship practice. Some positive psychological qualities, such as self-determination, play an important role in stimulating the internal motivation of individuals and the development of society.

Object: In order to help college students form positive entrepreneurial psychological quality and enhance the cultivation effect of entrepreneurial psychological quality of college students, this paper analyzes and summarizes the existing problems in the cultivation of entrepreneurial psychological quality of college students on the basis of the questionnaire survey on the status quo of entrepreneurial psychological quality of college students, and carries on a profound analysis of the problems. From the perspective of positive psychology, this paper gives full play to the positive forces of school, society, family and individual, and puts forward corresponding countermeasures to help college students form positive entrepreneurial psychological qualities and realize their entrepreneurial dream and life value.

Subjects and methods: This survey selected college students (all from full-time undergraduate universities). I distributed the "Questionnaire on the Status Quo of College Students' Entrepreneurship Psychological Quality" to 500 undergraduate students in grades 1-4 of 4 universities, and effectively recovered 479 copies, with a recovery rate of 95.8%.

Study design: The design of the questionnaire is as follows: there are two parts and a total of 23 questions, which are related to school, society, family environment and college students themselves. The first part is the background information of the respondents, which consists of seven questions. The second part is a survey on the status quo of entrepreneurial psychological quality of college students, including 16 topics.

Methods of analysis: At the same time, methods such as comparison, induction and summary are used to comprehensively analyze and sort out the survey data, and illustrated with diagrams. Finally, the advantages and disadvantages of the entrepreneurial psychological quality of college students are summarized, and the problems existing in the cultivation of the entrepreneurial psychological quality of college students are analyzed from four aspects, namely school, society, family and college students. At the same time, the reasons for the problems are analyzed.

Results: The specific research results are shown in Figure 1. The specific analysis results are as follows:

(1) Most college students are interested in starting a business. When asked "I am very interested in starting a business", 31.21% of students choose "strongly agree", 44.71% of students choose "agree", and 23.66% of students are not sure about "disagree", "strongly disagree" and "not sure". It shows that most college students are interested in entrepreneurship and have a certain sense of entrepreneurship.

(2) Most college students have confidence in starting a business. When asked "I have the courage to overcome difficulties in starting a business", 17.93% of them choose "strongly agree" and 57.09% agree, while 24.56% choose "disagree" and "strongly disagree". It shows that most students have the determination to overcome difficulties. When asked "I can face setbacks in entrepreneurship with a positive attitude", 80.63% of students choose "strongly agree" and "agree", while 19.37% choose "disagree", "strongly disagree" and are not sure. It shows that most college students are still optimistic about starting a business.

(3) Most of the college students with the sense of responsibility when asked "I think the business should not only to family and personal responsibility, should undertake the social responsibility", select "strongly agree" with 12.1% and "agree" (34.88%), and select "not agree" and "strongly disagree" and "not sure" accounted for 53.02%. It can be seen that most students can realize that they should be responsible for themselves and their families, but there is still a lack of awareness of social responsibility. When asked "I can bravely bear the consequences of my actions", 22.28% of students choose "strongly agree" and 52.41% of students choose "agree", while 25.31% choose "strongly disagree", "disagree" and "not sure". It shows that most college students can take the initiative to bear the possible consequences of their behavior, which is a manifestation of responsibility for themselves.

Based on the above results, the innovation and entrepreneurship education system for college students from the perspective of positive psychology is constructed, which mainly includes:

(1) Colleges and universities should play a major role in cultivating college students' positive entrepreneurial psychology, such as setting up positive entrepreneurial education concepts, perfecting methods and modes of cultivating entrepreneurial psychological quality and improving supporting facilities of entrepreneurial psychological quality, etc.

(2) The society should build a positive organizational system, such as improving entrepreneurial policies, enhancing entrepreneurial confidence, and encouraging college students to start their own businesses.

(3) Family plays a fundamental role in the cultivation of college students' entrepreneurial psychological quality, such as changing employment concept, cultivating positive entrepreneurial psychological quality and improving entrepreneurial confidence, and cultivating children's positive and optimistic attitude towards life.

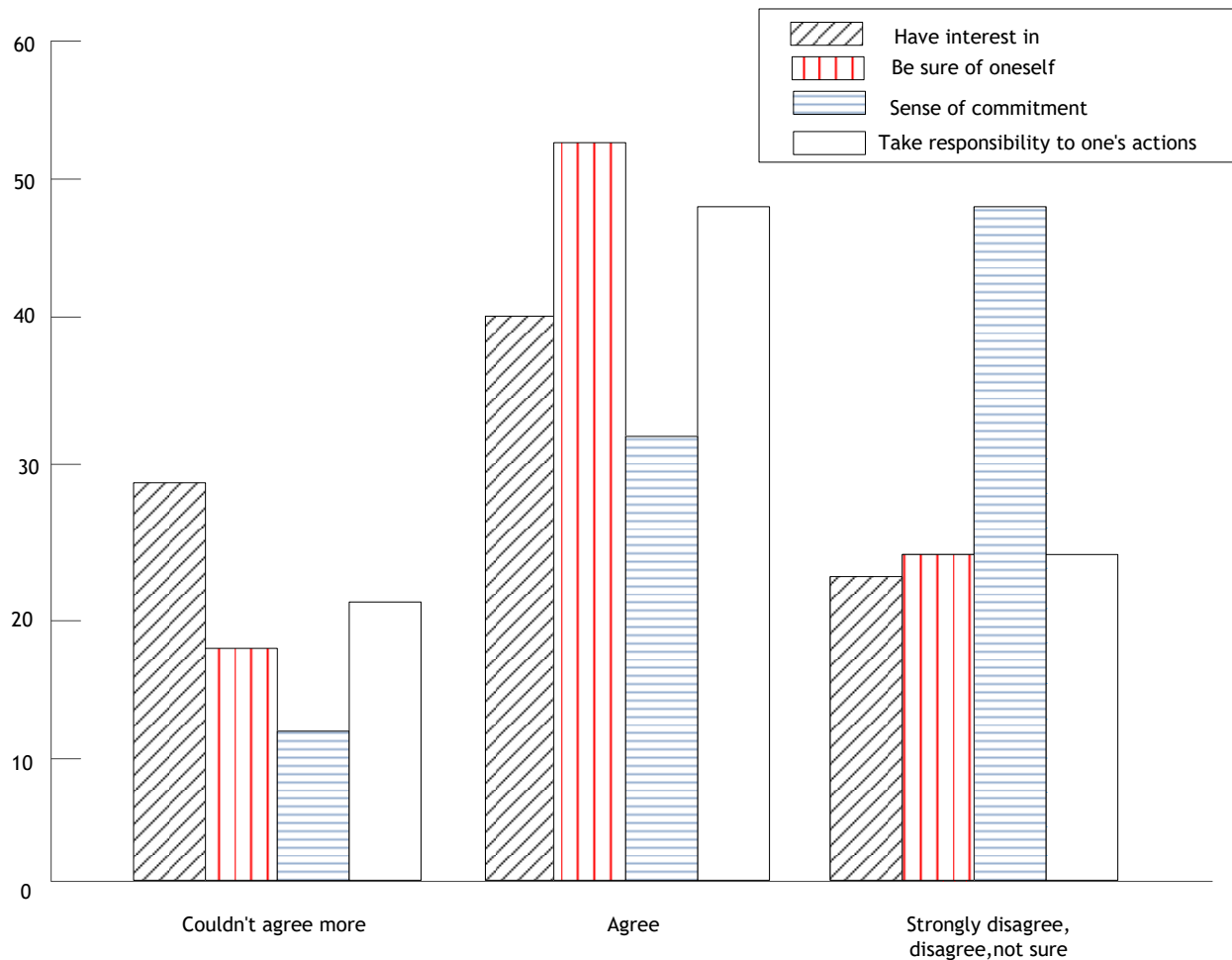


Figure 1. Questionnaire on the Status Quo of Entrepreneurial Psychological Quality of College Students.

Conclusions: Positive psychology believes that the formation of an individual's positive experience and positive personality is not only determined by genes, but also largely affected by the external environment in which the individual lives. So to cultivate college students' positive psychological quality in business, you should constantly optimize the environment of colleges and universities, the social environment for college students venture to build a positive, optimistic upward of entrepreneurial environment, family can also change concept, build a good education system, promote the formation of the college students' entrepreneurship psychological quality.

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PERSONALIZED MARKETING MODE OF E-COMMERCE UNDER THE CONCEPT OF CONSUMER PSYCHOLOGY

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Background: With the rapid development of Internet technology, e-commerce gradually occupies an important position in the market driven by Internet technology. The advantage of e-commerce is that it is based on the Internet, breaks through the traditional concept of time and space, reduces the distance between production, circulation, distribution and consumption, and greatly improves the effective transmission and processing of logistics, capital flow and information flow. Today, with the development of e-commerce, online consumption psychology presents new features and trends. The rapid rise of