

ideological and political educators.

Objective: At present, the education of college students' life values is still in its infancy. We need to analyze the problems and challenges faced by the education of college students' life values from the perspective of positive psychology, and get the specific ways and countermeasures for the development of life values education of college students. Especially, we should try to find an effective way to adapt to the development of the theory and practice of life values education in our country from three aspects.

Subjects and methods: The survey randomly selected 300 undergraduates (all from full-time colleges and universities), aged 19-24, with an average age of 22.1 years. A total of 300 questionnaires were distributed and 279 were recovered with a recovery rate of 93%. The questionnaire was the Depression Self-Rating Scale (SDS), where the lower the score, the healthier the students were. The students were divided into two groups randomly. The experimental group received life values education and popularized positive psychology knowledge, while the observation group received no special education. After 60 days, students in both groups were graded for depression symptoms before and after education. Using SPSS17.0 and Excel at the same time, this paper analyzes and sorts out the survey data by means of comparison, induction and summary.

Results: Before life values education, there was no significant difference between the observation group and the control group ($P > 0.05$); After 60 days of life values education, the SDS scores of the experimental group were significantly lower than those of the observation group. The difference between the two groups was statistically significant ($P < 0.05$). The results were shown in Table 1.

Table 1. Statistical results of SDS scores of two groups of patients before and after the experiment.

Groups	Before experiment	After the experiment
Experimental group	48.67±5.1	12.11±1.7
Observation group	47.54±5.4	37.97±4.4
<i>t</i>	1.052	9.517
<i>P</i>	>0.05	<0.05

Conclusions: From the perspective of positive psychology, life values education for college students with different degrees of depression has a greater impact on college students with depression. The results showed that after life values education, the score of students' self-rating depression scale decreased significantly, and the difference was significant, indicating that the education was effective. School educators should guide and educate students to respect, love and fear life. Life values education should be organically combined with legal education, moral education and psychological education. Guide students to cherish their own lives, fear the lives of others. Through the education of diet, sleep, sports, safety and interpersonal relationship, the education of health and safety of body and mind can be infiltrated into various subjects and social practice. Instructors and psychological teachers should take on the important task of students' life and health education, pay special attention to students' physical and mental growth, pay attention to students' ideological changes, carry out regular communication and exchange with students, be students' mentors and helpful friends, timely dredge and resolve students' ideological puzzles and psychological problems, help students solve specific learning problems, help students correctly understand and deal with the relationship with their parents, and the relationship with students and teachers. Guide students to work hard, persevere in learning, with a positive attitude to embrace life.

Acknowledgement: The research is supported by: a part of Research on the Mechanism of Integrating Labor Education into Talent Training Mode in the New Era supported by the Shanghai Education Science Research Project (No. C2021171).

* * * * *

AN ANALYSIS OF THE EFFECT MECHANISM OF THE CULTIVATION EFFECT OF THE MANAGEMENT TALENTS OF INDUSTRIAL AND COMMERCIAL ENTERPRISES IN COLLEGES AND UNIVERSITIES BASED ON BEHAVIORAL PSYCHOLOGY

Yu Liu & Kui Yang

Branch of Economics and Management, Yunnan Technology and Business University, Kunming 651701, China

Background: The concept of behavioral psychology was proposed by Argyris, an organizational psychologist, in his book *Understanding Organizational Behavior* in 1960. It is used to describe the unwritten

psychological relationship between employees and employers in an enterprise in addition to the normal employment contract relationship, in which both sides have implicit expectations. In this paper, this concept is applied to the teaching research of business administration specialty in colleges and universities. There is also a behavioral psychological relationship between teachers and students, and there are psychological processes such as the perception of responsibilities and obligations of both parties and the fulfillment of responsibilities and obligations. This paper takes business administration as an example to study the mutual responsibilities, obligations, expectations and understandings between teachers and students in the process of talent training and teaching. When the mutual expectation of both parties is consistent with the performance of the other party, the behavioral psychological relationship is formed.

In the teaching process of colleges and universities, the formation of behavioral psychology between teachers and students can promote the teaching effect. Talent cultivation involves the interaction between teacher "teaching" and student "learning", both sides establish a good behavioral psychology relationship and get the positive feedback of "teaching" and learning, which can not only make teachers actively involved in teaching, but also improve the subjective initiative and enthusiasm of students. The behavioral psychological relationship between teachers and students is not invariable. Improper maintenance will cause psychological violation of one or both sides, and the relationship between the two sides will gradually deteriorate. Teachers slack off in their work, and students appear the state of learning "leaving". The training of students majoring in business administration is not only the training of professional quality, but also the education of expanding skills and interpersonal communication. Therefore, "teaching" and "learning" in colleges and universities are not independent, but linked with each other, schools need to establish a good relationship of behavioral psychology to train students.

Based on the theory of social information processing, this study attempts to reveal the influence of behavioral psychology on the training effect of college and university business management talents from two aspects of behavioral psychology cognition and emotion, that is, the positive path of stimulating college business management talents and the negative path of negative emotion.

Subjects and Methods: In order to better test the research model, the research objects were limited to the business management group in the university, and grass-roots staff did not participate in the survey. As the business management team is jointly responsible for the business work within the jurisdiction, the regional manager is regarded as the group leader in this study, and the business supervisor is regarded as the group member. With the consent of the university's human resources department, the researchers obtained a list of volunteers to participate in the questionnaire. Based on the list, researchers sent e-mails to the leaders and team members explaining the survey procedures and procedures, and stating that the results of the research will not be reported to the university in real-name form. In order to avoid the bias of homology method, this study adopted a multi-point and multi-source design. The survey was conducted at three time points with an interval of one month for each survey.

Study Design: 152 group leaders and 839 group members from 152 business management groups were invited to participate in a questionnaire survey. Group leaders evaluate their own tendencies, and group members evaluate the importance of group work. A total of 152 questionnaires for group leaders were distributed in this round, and 126 were recovered, with a recovery rate of 82.9%. 839 questionnaires were sent out and 677 were recovered with a recovery rate of 80.7%.

Methods of Statistical Analysis: (1) This study uses the scale developed by Schaufeli et al. (2009) to measure leaders. The scale consists of 10 items and is self-rated by the group leaders. An example of a measurement item would be: "Whenever I'm not working, I feel guilty." The Cronbach's A value of this scale is 0.95.

(2) Involvement in group work. This study adapted the scale developed by Kanungo (1982) to measure involvement in group work. The scale consisted of 10 items and was self-rated by group members. The group summing average is calculated as group work involvement. An example of a measurement item would be: "Our team focuses on work most of the time." Cronbach's A value of the scale was 0.91. The Rwg of this variable was 0.83, ICC (1) was 0.38 ($P < 0.001$), and ICC (2) was 0.75. Together, these results suggest that this variable has high intra-group consistency and significant inter-group differences, so it is reasonable to aggregate group member scores to the group level.

(3) Group negative emotions. Following previous studies, this study regarded Group negative emotions as the common emotional experience of Group members, and applied the "summation aggregation model" to take the Group mean of Group members' evaluation as Group negative emotions. This study adapted a scale developed by Watson et al. (2019) to measure negative emotions of group members. There were 5 items in the scale, and members made self-evaluation. An example entry is: "WORKING in a group, I feel resistant and bored." Cronbach's A value of the scale was 0.96. The Rwg of this variable was 0.73, ICC (1) was 0.43 ($P < 0.001$), and ICC (2) was 0.79. Therefore, this variable has high intra-group consistency and obvious inter-group difference, and it is reasonable to aggregate it to the group level.

Results: Although this study adopts multi-point and multi-source questionnaire design, it still belongs to

cross-sectional data in nature, and there may be potential common method deviation. Therefore, “Harman (1976) single-factor method” and “Control unmeasured single method latent factor Method” were adopted in this study to test the common method deviation. The analysis results of “Harman (1976) single-factor method” showed that after unrotated exploratory factor analysis of all variables, the total variation explanation number of factors with feature roots greater than 1 was 72.91%, among which the variation explanation amount of the first principal component was 21.87%, less than 50% and less than half of the total variation explanation amount. At the same time, the “latent factor method of controlling unmeasured single method” analysis results show that the five-factor model ($\chi^2 = 715.84$; $df = 225$; $\chi^2 / df = 3.18$; CFI = 0.92; TLI = 0.91; RMSEA = 0.07; Between groups SRMR = 0.06; Intra-group SRMR = 0.05) and the potential factor model ($\chi^2 = 751.88$; $df = 199$; $\chi^2 / df = 3.78$; CFI = 0.91; TLI = 0.88; RMSEA = 0.08; Between groups SRMR = 0.07; Intra-group SRMR = 0.06) showed no significant difference in fitting index ($\chi^2 = 36.04$, $df = 26$, $P = 0.091$). Therefore, the problem of common methodological bias in this study is not serious.

Table 1. Descriptive statistics and the correlation coefficient matrix.

Variable name	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1 Leadership	0.62	0.49	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2 Leadership age	38.52	9.03	0.11	-	-	-	-	-	-	-	-	-	-	-	-	-
3 The level of	2.32	0.67	0.04	0.26**	-	-	-	-	-	-	-	-	-	-	-	-
4 Group size	4.88	1.16	0.06	-	0.11	-	-	-	-	-	-	-	-	-	-	-
5 Number of years	5.03	1.94	0.03	0.07	0.04	0.07	-	-	-	-	-	-	-	-	-	-
6 The organization	0.41	0.49	0.01	-	0.12	0.03	0.03	-	-	-	-	-	-	-	-	-
7 The institutional	0.54	0.51	0.04	0.04	0.13	0.02	0.04	0.68***	-	-	-	-	-	-	-	-
8 The institutional	0.38	0.49	0.05	-	0.09	0.09	0.09	0.14	0.05	-	-	-	-	-	-	-
9 Institutional grade	0.48	0.52	0.07	0.07	0.03	0.01	0.08	0.14	0.04	0.48**	-	-	-	-	-	-
10 Leadership	4.5	0.98	0.01	0.21	0.05	0.03	0.12	0.02	0.09	0.03	0.02	0.79	-	-	-	-
11 Group work was	4.38	0.55	0.11	-	0.06	0.09	0.03	0.19	-	0.25	0.19	0.35	0.75	-	-	-
12 Group negative	3.65	0.97	0.03	0.06	0.1	0.17	0.02	0.01	0.03	0.01	0.06	0.43	0.06	0.09	-	-
13 Importance of	3.72	1.06	0.14	0.19	0.05	0.02	0.08	0.08	0.04	0	0.04	0.06	0.14	0.03	0.86	-
14 Group	4.84	0.76	0.08	0.15	0.16	0.08	0.05	0.12	0.11	0.03	0.08	0.18	0.38***	0.19	0.11	0.79

Table 1 shows the descriptive statistics of the study variables and the correlation coefficient matrix. According to Table 1, leadership was significantly positively correlated with group work involvement and group negative emotions ($r = 0.35$, $P < 0.001$; $r = 0.43$, $P < 0.001$); Group work involvement was positively correlated with group performance ($r = 0.38$, $P < 0.001$). Group negative emotions were significantly negatively correlated with group performance ($r = -0.19$, $P = 0.042$). The above correlation statistics provide a preliminary basis for the subsequent hypothesis testing.

Conclusions: In higher vocational education, the behavioral psychology of teachers and students refers to the mutual responsibilities and obligations, understanding and expectations in the teaching process. Taking the major of business administration as an example, this paper analyzes the dimensions and contents of behavioral psychology of both sides in the teaching process, as well as the influence mechanism of these dimensions on the training effect, and finally puts forward measures to improve the teaching effect of business administration based on behavioral psychology.

* * * * *

THE PROFESSIONAL DEVELOPMENT MODEL OF COLLEGE ENGLISH TEACHERS BASED ON EDUCATIONAL PSYCHOLOGY

Geni Yue

School of Foreign Languages, Xianyang Normal University, Xianyang 712000, China

Background: In recent years, researchers have discovered two general elements that can improve educational psychology and reduce academic gaps-English teaching mode and educational psychology. The English teaching model is the cognitive process of teachers deliberately controlling attention, thinking and behavior for the purpose of English teaching. It mainly includes the flexible conversion of attention and cognition, working memory and inhibitory control. It is known as the student's "brain" Traffic control system". A number of studies in Europe, America and my country have used the "head-foot-knee-shoulders" task to examine the teacher's English teaching model, and all found that education psychology and English teaching model can predict the future English learning achievements of high school students.

Although many countries have incorporated this into national-level student learning standards or curriculum guidelines, related research is lagging behind. At present, researchers have not yet reached a consensus on the psychological connotation of education, but they generally pay attention to elements such as curiosity and interest, initiative, persistence, concentration, and problem-solving ability. Research on educational psychology usually explores its impact on the development of English teaching models. The educational psychology shown by the research can not only predict the learning achievements of students during the academic period, but also predict the reading and reading achievement in adulthood and whether the university will graduate successfully. Some scholars have found that persistence has a significant effect on oral and reading prediction, while curiosity and interest can only predict language mastery. Generally speaking, educational psychology is related to the development of English teacher teaching mode, especially reading, but the relationship with language mastery is not clear.

A small number of studies have examined the mediating role of educational psychology in the relationship between the development of English teaching models and English teaching models. Two follow-up studies show that educational psychology plays a part of mediating role in the relationship between English teaching mode and the development of students' reading and language use. However, some studies have pointed out that educational psychology is not an intermediary variable in the relationship between English teaching mode and academic performance. English teaching mode may be an intermediary variable between educational psychology and the development of English teaching mode, or there is a two-way relationship with educational psychology, thereby promoting the development of English teaching mode.

Subjects and methods: Select 6 district-level model schools from a certain school, and randomly select high schools 1, 2 and 3, one class for each grade from each school, a total of 18 classes. In each class, 14-16 middle-performing students are selected by the teacher, a total of 269, of which 131 are female students, accounting for 49%. There was no significant difference in the number of male and female students in each class ($\chi^2=0.07-0.69$, $P>0.05$), with an average age of 58 months.

Use the HTKS task to examine the English teaching model. This task requires students to complete an opposite game, including two sets of rules-head and feet are opposite, knees and shoulders are opposite (Ponitz, McClelland, Matthews, & Morrison, 2009). When the researcher says "touch your head" or "touch your knee", students need to touch their feet or shoulders. This task consists of two parts, each part contains 10 items. The first part contains only one set of rules, "head-foot" (version A) or "knee-shoulder" (version B). The second part mixes two sets of rules, and students need to switch constantly. The researcher can choose the version by himself, and the A version is selected for this study.

Study design: The task is in a one-to-one format. The researcher speaks instructions and the students respond with actions or verbally plus actions. Each item is scored with 0, 1, and 2. In a certain item, if a student answers incorrectly, it will be scored as 0, and if there is self-correction, it will be scored as 1 point, and if it is completely correct, it will be scored as 2 points, for a total of 40 points. The internal consistency coefficient of this task is 0.90.

Methods of statistical analysis: The study uses the learning behavior and social skills part of the Student Behavior Rating Scale to evaluate educational psychology. The researcher and a graduate student majoring in preschool education translated and back-translated the scale. After that, 10 college teachers were invited to give feedback. On this basis, the researcher deleted two questions and made amendments to the other two questions, and invited 5 preschool education experts from colleges and universities to review the expression and conformity of the content, forming a 13-question scale (see Table 1). The scale is used by