

frustration psychological ability in different majors. The results show that students of different majors have significant differences in their interpersonal skills. A further multiple test analysis shows that contemporary women in liberal arts are the interpersonal skills of contemporary women are higher than those of science and technical subjects; it shows that contemporary women of liberal arts have better interpersonal skills.

**Conclusions:** In order to explore the relationship between contemporary women's anti-frustration ability, coping styles and self-strengthening consciousness; a sample survey of 1,263 contemporary women in 9 local colleges and universities in a province, using the anti-frustration questionnaire, coping style questionnaire, and self-strengthening consciousness scale. And use SPSS 21.0 for data analysis. Contemporary women's ability to resist frustration is good; frustration tolerance is significantly different in gender ( $P < 0.001$ ) and whether it is an only child ( $P < 0.05$ ), and interpersonal ability is significantly different in gender ( $P < 0.001$ ), There is a significant difference in attribution ability in grades ( $F = 3.4, P < 0.05$ ). There is a significant difference in interpersonal communication ability ( $F = 6.49, P < 0.05$ ); contemporary women's anti-frustration ability corresponds to the way and self-improvement consciousness is significant Correlation ( $r = 0.373, 0.331; P < 0.01$ ); the ability to resist frustration can significantly predict coping styles and self-strengthening consciousness ( $R^2 = 0.54, 0.320; P < 0.001$ ). Improving contemporary women's ability to resist frustration contributes to cultivating contemporary women's mature coping styles It has a positive effect. Improving contemporary women's ability to resist frustration has a positive effect on enhancing contemporary women's awareness of self-improvement.

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## THE MEANING OF COLOR EXPRESSION IN PORTRAIT PHOTOGRAPHY FROM THE PERSPECTIVE OF VISUAL PSYCHOLOGY

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**Background:** There are a large number of color stimuli acting on the human sensory system at all times in daily life, but the limited information processing system of humans usually only allows a small amount of color stimuli to be further processed, which requires an effective channel control mechanism to Quickly search for color stimuli in a complex visual environment to optimize the expression of target color stimuli. This mechanism is considered to be the expression mechanism of color attention. According to the biased competition model of color attention, the color stimuli presented in the field of vision compete in a mutually inhibiting manner. Affected by different factors, the competition will eventually be biased towards some color stimuli, and the "winner" will receive color attention for further development. Processing and reaction.

Color expression is the main source of human perception, and it is also the most basic medium of human thinking. According to scientific experiment technology, in the amount of information that modern people obtain from the outside world, the color expression component accounts for about 74%-80% of the total. The visual perception role in artistic aesthetic activities is particularly important. The representative figure of "Gestalt" psychology and aesthetics When interpreting the essence of art, Enheim even believed that "the entity of an artwork is its appearance of color expression." Compared with literal and conceptual works, the perception of color expression is undoubtedly more common and more common. Direct, more vivid, and more holistic. But after all, aesthetic feeling is different from the general physical feeling. For the color expression perception to be elevated to aesthetic experience, it must also depend on the fusion and mutual penetration of it with mental functions such as imagination, understanding, and emotion. This is the basic structure of human aesthetic psychology.

This research adopts the tracking technology of portrait photography works, selects color and orientation, two attributes that are considered to be absolutely effective in guiding color attention as the stimulus characteristic attributes of visual psychology, and the design places the two stimulus attributes in the same visual search sequence to directly compete Color focus on color capture to achieve a direct comparison of the relative color focus on the aesthetic matching between the two stimulus attributes, and to further systematically explore the color expression of visual psychology in the color capture process of portrait photography. If the color attribute of visual psychology has an aesthetic matching degree to the guidance of

color attention, then the effect of color attribute on the color capture of portrait photography should be greater than the effect of orientation attribute on the color capture of portrait photography.

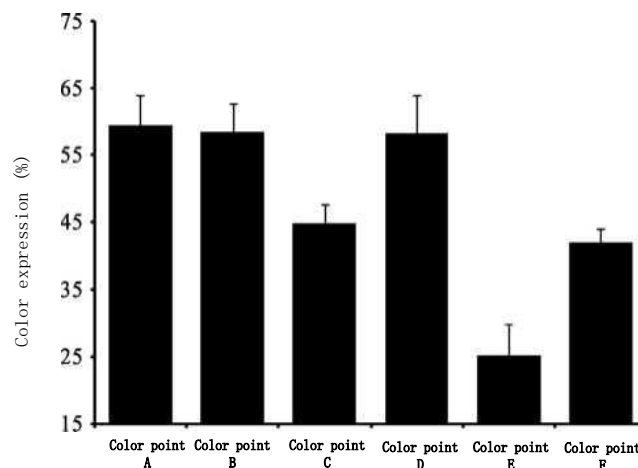
**Subjects and methods:** 12 subjects who have not participated in similar experiments participated in this experiment, aged 19-24 years old, average age 21.67 years old, no color blindness, color weakness, and normal vision or corrected vision. Remuneration will be given after the experiment. The experiment was carried out in a dimly spaced sound laboratory. The color stimulus was presented on a 17-inch CRT monitor (resolution of 1024x768, refresh rate of 85 Hz), and the screen background was gray. The program uses E-Prime 1.1 to program and run. Eyelink 1000 (SR Research, Ontario, Canada) portrait camera was used to collect portrait data, and the sampling frequency was 500 Hz.

**Study design:** At the beginning of each test, a white gaze point will appear. After the gaze point disappears, a colored bar will appear in the center of the screen for 1000 ms, requiring the subjects to remember its color and orientation. After the color stimulus disappears, the fixation point appears for 500 ms. Next is the visual search task. In the visual search task, a color bar is presented at the 6° viewing angle on the left and right of the screen (the two colors and orientations are different from each other), and each of the color bars has a black character “#” or “\$” (height 0.5° viewing angle, wide 0.35° viewing angle), the subjects are required to quickly determine whether the character “#” appears on the left side of the screen (press the left button of the mouse) or the right side (press the right button of the mouse). In order to prevent the subjects from adopting the following strategy: “Look at only one side of the screen. If there is no color stimulation of the target, guess that the target is on the other side.” In the experiment, there are 20% of the Catch tests, that is, no “#” appears. Participants do not need to press keys, otherwise it is regarded as an error. In the remaining 80% of the tests, the target color stimuli appeared randomly on the left and right sides of the screen with the same probability. The search color stimulus disappears immediately after the button response, and a detection color stimulus appears after an interval of 500 ms. The subject is required to press the mouse button to determine whether the detection color stimulus is the same as the color stimulus. In the 50% test, the two are exactly the same, press the left button to respond, while in the other 50% of the test, the two are different in color or/and orientation, press the right button to respond.

**Methods of statistical analysis:** A portrait photography instrument was used to synchronously record the trajectory of the subjects’ right eye portrait photography. A 9-point matrix was used for correction before the start of the experiment or after the subjects took a break. Perform drift correction at the gaze point at the beginning of each test, and ask the subjects to keep their eyes at the gaze point before starting the visual search task (the gaze point is the center of the 1.5-degree viewing angle range, which can be accepted).

**Results:** In the statistical process, the matching conditions include a total of 6 matching types, and the first attention color point expression rate of each type falling in the interest area is shown in Figure 1.

The target character appears randomly in the color bar of visual search, and there is no specific correlation between the search color stimulus matched with the color stimulus, so it is speculated that it may be difficult to capture the attention of the color in the early stage of visual search. In order to verify this conjecture, Experiment 1 compared the percentage of the first color capture point of the color stimulus where the target character is located and the color stimulus where the interference character is located under the control conditions. It was found that the amount of color capture of the attention of the two is very close, and the difference is not significant. (41.14% vs. 41.96%),  $t(10) = 0.39, P > 0.7$ . This result shows that the target character does not affect the color capture of the early stage of visual search, so the position of the target character is no longer considered in the subsequent statistical analysis.



**Figure 1.** Color-point expression rate.

The analysis of variance by repeated measurement of the percentage of the first spotting points in the interest area under each matching condition found that the main effect of the matching condition was significant,  $F(5,50) = 15.25, P < 0.05$ . According to the further comparison of the experimental purpose, it is found that the percentage of the first color injection point under the complete matching condition (59.42%) and the color matching condition (58.44%) are significantly greater than the control condition (41.88%,  $P < 0.005$ ), and significant colors appear. The capture effect, the percentage of the first color injection point under the complete matching condition and the color matching condition is not significantly different,  $t(10) = 0.52, P > 0.6$ , and the magnitude is very close, indicating the aesthetic matching of color to the color capture of portrait photography. The percentage of the first color injection point under the separate matching-heading condition is significantly lower than the heading matching condition (25.09% vs. 44.80%,  $t(10) = 3.99, P < 0.005$ ) and the control condition (25.09% vs. 41.88%),  $t(10) = 4.14, P < 0.005$ , which indicates that the expressiveness of color also leads to a significant reduction in the first color point of the direct-competitive color capture toward the attribute.

**Conclusions:** The color stimulus properties of internal visual psychology do not have the same “absolute” guiding effect as the color stimulus properties of external perceptual visual psychology, which further indicates that the color stimulus properties of internal visual psychology and external perceptual visual psychology are guiding. The difference in attention time, the effectiveness of the color stimulus attributes of the internal visual psychology on attention guidance and the aesthetic matching between the various color stimulus attributes may not completely correspond to the color stimulus attributes of the external visual psychology, which may reflect two differences. The former involves top-down adjustment, while the latter more reflects the bottom-up color stimulus-driven processing process.

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## THE MODEL OF PHYSICAL EDUCATION IN COLLEGES AND UNIVERSITIES UNDER THE GUIDANCE OF EDUCATIONAL PSYCHOLOGY

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**Background:** Under the guidance of educational psychology in the new era, strengthening the innovation of the school physical education model builds an important platform and important channel for the majority of school students to express themselves. From the perspective of educational psychology research, students need to correctly understand and treat themselves in a certain way in their daily study and social life. At the same time, this understanding will be adjusted with the development and changes of the situation. This phenomenon is called “self-expression” from the perspective of educational psychology.

At the same time, students often encounter this situation in their daily life, that is, some students prefer to express themselves, and some students are not good at expressing themselves. This is the aspect of whether individuals are willing to show their advantages in front of their classmates. Some students are willing to arouse the attention of other students under any circumstances, and especially hope to leave a good impression on the students. Judging from the results of domestic theoretical research, some scholars and researchers believe that this kind of self-expression can be called “self-presentation” or “self-presentation”. This statement is similar to “self-expression” or “impression management” in English. Some scholars in the West regard self-expression as the act of fully exerting and expanding the image on the stage of self-expression. This kind of self-expression will take various reasons to promote self-expression actions, and further convey the actions that are closely related to their personal image. Connotation belongs to the category of individual internal psychology and the research focus of social education psychology.

It can be seen that both Western self-expression and Eastern self-expression can be effectively used in the innovation of the physical education model under the guidance of educational psychology, and both are specifically manifested as fully perceiving the impression of others and at the same time as the individual hope of the society. The process of getting other individuals to form a good impression of themselves. therefore. Based on the guidance of educational psychology, school physical education has a far-reaching impact on the physical and mental health of students and education, and it is also irreplaceable by other similar courses and disciplines.

**Subjects and methods:** The target is Ningxia University’s four-year undergraduate college students. A total of 230 questionnaires were randomly distributed and 200 valid questionnaires were collected. The