

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

sample includes students of all grades, including 104 males and 96 females; 111 people majoring in physical education and 89 people majoring in non-physical education.

The educational model scale adopts the physical education scale to measure the physical education model. The scale has 70 items, including 8 subscales, which are behavioral habits, goal patterns, behavioral cognition, emotional experience, subjective standards, behavioral control, behavioral patterns, and behavioral intentions. The scale adopts five-level scoring, which has good reliability and validity. The Chinese Mental Health Scale uses the "Chinese Mental Health Scale" to measure college students' sensitivity in interpersonal relationships, mental endurance, adaptability, mental imbalance, emotional disorders, anxiety, depression, hostility, paranoia, and somatization. Mental health symptoms. The higher the score, the worse the mental health status, and the scale has good reliability and validity.

Study design: The procedure strictly follows the psychological measurement procedure to conduct a questionnaire survey, using a unified instruction language, randomly distributed in the self-study room, and retracted after completing the answer. At the same time as the test, obtain general demographic data of college students, including grade, gender, major, etc.

Methods of statistical analysis: The management and analysis of research data are completed by the statistical software package SPSS 13.0.

Results: The overall situation of college education model. The education model scale has 8 subscales. The higher the score of each subscale, the more active the education model. A test of professional differences on each subscale found that there is a significant difference in the scores of college students majoring in physical education and non-physical education ($P < 0.01$). The scores on the behavioral control scale were significantly higher than those of non-sports majors, while the scores on the subjective standard subscale were significantly lower than those of non-sports majors ($P < 0.01$). The pattern difference test showed that male scores were significantly higher than females on the four subscales of behavior pattern, behavior habits, and behavioral intention behavior control ($P < 0.05$). The overall situation of the mental health of college students. The pattern difference test of the mental health symptoms shows that the gender difference is not significant. However, the professional difference test shows that the scores of the total average mental health score and the subscales of sports majors are significantly lower than those of non-sports majors. There is a significant difference in the scores of college students majoring in education and non-sports majors ($P < 0.01$). The statistics are shown in Table 1.

Correlation analysis between college education model and mental health sports forged into a sense of control scale and total average mental health scores have a significant negative correlation, while the correlation analysis between the scores of each subscale and the total average mental health scores shows that behavior patterns, goals Patterns, behavioral cognition, behavioral habits, behavioral intentions, emotional experience, behavioral standards and total average mental health scores are significantly positively correlated.

Studies have shown that the scores of sports majors on the behavior model, goal mode, behavior cognition, behavior habits, behavior intention, emotional experience, behavior control and other subscales are significantly higher than those of non-sports majors, that is to say, sports majors. The evaluation of education is higher, the cognition of a certain result caused by education is more correct, and the degree of automation of education is higher, and students are more willing to conduct education than non-physical students. The subjective standard refers to the social pressure perceived by the individual to participate in education, and the degree of support for participation in education by people who have an important influence on the individual (parents, elders, close friends, classmates, idols, etc.). The higher the score, the greater the impact. It is because the physical education students have formed a kind of life habit due to the particularity of their profession, so they are influenced by others. Boys scored significantly higher than girls on the four subscales of behavior patterns, behavior habits, behavior intentions, and behavioral control, indicating that boys themselves have a higher evaluation of participating in physical education. Physical education has become a need and habit of them. Girls are more willing to participate in physical education and have a clearer understanding of the difficulty of engaging in educational behaviors.

Conclusions: Sports majors are better than non-sports majors in education mode and mental health. The physical education model affects the mental health of college students to a certain extent. The more active the education mode, the better the mental health.

It is suggested that with the continuous progress of college physical education reform, the mutual promotion relationship between college physical education and college students' mental health is gradually being recognized. The physical education model is an important factor that affects the behavior of physical education. Promoting the physical education model of college students will promote the healthy development of college students' psychology. Should focus on encouraging non-sports major college students to participate in physical education, through clubs, competitions, knowledge Olympics provides a wealth of experience and lessons for exploration. The author of this article attempts to explore and summarize the volunteer management experience from the perspective of Olympic volunteer motivation,

in order to provide reference for future volunteer recruitment and management.

Table 1. Statistics of pattern divergence.

Gender and professional	Behavior pattern	Target mode	Behavioral cognition	Behavior	Behavioral intention	Emotional experience	Behavior control	Subjective criteria
Gender male	27.06±4.81	45.30±7.39	26.21±4.79	33.80±6.97	24.79±4.73	34.19±6.97	23.82±5.19	19.74±3.37
Female	25.03±5.79	44.73±7.12	27.42±4.35	31.26±7.82	23.41±4.82	33.41±6.76	21.77±6.11	19.37±4.46
<i>t</i>	2.67**	0.54	-1.85	2.41*	2.02*	0.79	2.55*	0.66
Professional sports	28.37±3.82	48.07±7.35	27.73±4.61	36.93±5.59	26.82±4.14	37.32±5.99	25.71±4.82	18.83±4.43
Non-sports	23.3±5.71	41.30±5.08	25.62±4.37	27.15±5.78	20.83±3.30	29.33±5.08	19.29±4.67	20.47±3.13
<i>t</i>	7.43**	7.35**	3.29**	12.12**	11.05**	9.88**	9.45**	-2.99

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FOUR PSYCHOLOGICAL GUIDANCE DIMENSIONS OF ISSUE SETTING IN IDEOLOGICAL AND POLITICAL EDUCATION IN COLLEGES AND UNIVERSITIES

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Background: Ideological and political education is a new paradigm of ideological and political education in colleges and universities that has emerged in recent years. It is advocated to use non-ideological and political courses (general courses, public basic courses, professional courses) as the carrier, and integrate the content of college ideological and political education into non-ideological and political education. Curriculum, in the teaching of non-ideological and political courses, conduct ideological and political education in colleges and universities to help college students further improve their ideological and political literacy, realize morality, cultivate people, and cultivate people. General Secretary Xi Jinping pointed out at the National University Ideological and Political Work Conference: “All other courses must maintain a certain channel and plant a good field of responsibility, so that various courses and ideological and political theory courses can go in the same direction and form a synergistic effect.” The development of ideological and political education in colleges pointed out the direction. As a new educational paradigm, the need to set up the ideological and political issues of college courses starts from the four dimensions of educational philosophy, curriculum relationship, teaching implementation and teacher promotion.

(1) The dimension of curriculum motivation in the setting of ideological and political education issues in colleges and universities. Lide tree talent is the fundamental task of colleges and universities, and college ideological and political courses are the main channel for Lide tree talents work. However, only relying on the work of Lide tree talents set by the ideological and political courses of colleges and universities can easily form an “island effect”. With the support of other courses, ideological and political courses are easily isolated and the educational effect will be weakened.

(2) The dimension of the teaching mode of ideological and political education in colleges and universities. As a new educational paradigm, ideological and political education in colleges and universities needs to deal with the relationship with the original curriculum in order to play a better role.

(3) The dimension of teachers’ strength in the setting of ideological and political education issues in colleges and universities. Teachers are the key to the establishment of ideological and political education issues in colleges and universities, and they are responsible for planning, organization and implementation.

(4) The dimension of the implementation plan for the establishment of ideological and political education issues in colleges and universities. The implementation of the topic setting of ideological and political education in colleges and universities specifically includes two important links: the mining of ideological and political elements in non-ideological and political courses and the integration of teaching content.

Subjects and methods: This study uses a cluster sampling method to conduct a questionnaire survey of 300 first-year and second-year students in a university, and 579 valid questionnaires (96.5%) are collected. The teacher-student relationship questionnaire for college students adopts the Li Xiyong and Huang Rong revision of the foreign Schaufeei teacher-student relationship scale. The use of this scale has been proved to be highly reliable and valid. The author revised the instruction before the actual investigation, explaining that it was an investigation for the teacher-student relationship of ideological and political courses. The revised questionnaire includes a total of 17 items, with a score of 1 to 7 (representing “never, almost no,