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

Table1. Statistics of pattern divergence.

Gender and professional	Behavior pattern	Target mode	Behavioral cognation	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
t	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
t	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 Xiying and Huang Rong revision of the foreign Schaufeii 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,

rarely, sometimes, often, very often, always"), and the content includes motivation, pattern, and teacher-student relationship, Implementation of 4 dimensions.

Study design: Academic Plan Implementation Questionnaire This scale is compiled by Liang Yusong and Zhou Zongkui of Central China Normal University with reference to the relevant dimensions in the academic plan implementation questionnaire compiled by Pintrich and De Gro-ot abroad. The scale is divided into two dimensions, the implementation of the agenda setting ability plan and the implementation of the agenda setting behavior plan. Each dimension has 11 questions, a total of 22 questions, and a score of 1 to 5 (representing "completely non-conforming, non-conforming," Sometimes it meets and sometimes does not meet, meets, fully meets"), the higher the score on a certain dimension, the more obvious the characteristics represented by this dimension. The scale has good reliability and validity, and is widely used in China. During the actual investigation, the guideline was revised, emphasizing that it was used for the investigation of the ideological and political course academic plan.

Self-made questionnaire (a survey of the effectiveness of the new media curriculum model and the topic setting of college students' ideological and political courses) from the initial test questionnaire's 22 questions after the use of screening and revision, to the formal use of 17 questions, summarized as the cognition of the new media curriculum model 4 dimensions, experience, regulation, and evaluation, using Likert 5-level scoring method (1-5 stands for "completely inconsistent, basic inconsistency, in line, relatively in line, and very in line"), the purpose is to explore the use of new media courses by college students (Hereinafter referred to as the "topic setting method") and the relationship between the implementation of the ideological and political course academic plan (hereinafter referred to as the "academic self-efficacy").

Methods of statistical analysis: Use SPSS statistical software for data statistics, complete the reliability test, difference test, correlation analysis, and linear regression analysis of the new media curriculum model, teacher-student relationship, and academic plan.

Results: Curriculum model, teacher-student relationship and the reliability and validity test of the implementation of the academic plan. In order to better explain the objectivity of this survey, especially to examine the reliability and validity of the self-made questionnaire results, the internal consistency and exploratory factor analysis of the full scale of the three questionnaires used in this survey is shown in the Table 1.

Table 1. Letter validity test of the full questionnaire scale (*M*=579).

Scale	Number	Alpha	KMO	*P*
Course mode	17	0.832	0.888	0.000
Teacher-student relationship	17	0.885	0.928	0.000
Implementation of academic plan	22	0.854	0.886	0.000

According to the basic principles of psychometrics on the reliability and validity coefficient 0-1, the coefficient is above 0.9, indicating that the reliability and validity of the scale is high; the coefficient is between 08~09, indicating that the reliability and validity of the scale is high. It can be adopted; the coefficient is between 0.7 and 0.8, indicating that the reliability and validity of the scale is general, and some items of the scale need to be revised; the coefficient is below 0.7, indicating that some items of the scale need to be discarded. From the results in Table 1, the internal consistency *r* = 0.832 of the self-made questionnaire's "topic setting method" indicates that the self-made questionnaire has high reliability and can be adopted, and the KM0 test coefficient *r* > 0.8 (*P* < 0.001), which is very significant. It shows that the validity of the self-made questionnaire is better. The correlation coefficients of the internal consistency test of the other two questionnaires "Teacher-student relationship" and "Study plan implementation" and KM0 and Bartlett test are *r* > 0.8 (*P* < 0.001). Overall, the four questionnaires have high confidence. Validity can be used as a tool for further research.

Conclusions: Through the investigation and empirical analysis of the relationship between ideological and political education (hereinafter referred to as ideological and political education) learning methods, teacher-student relationship and academic plan implementation under the new media perspective, explore the psychology and effectiveness of topic setting in college students' ideological and political education. The self-made new media curriculum model and the questionnaire on the effectiveness of the topic setting of the ideological and political courses for college students, the teacher-student relationship scale for college students and the academic plan implementation questionnaire were used to conduct a questionnaire survey on 579 college students. The internal consistency of the self-made questionnaire

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THE APPLICATION OF HUMANISTIC PSYCHOLOGY IN THE ART DESIGN OF PUBLIC PLACES

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Background: With the development of my country's urbanization process, people are increasingly pursuing the experience and feeling of the comfort of the public environment. This requires the guidance and guidance of a human settlement environment subject that integrates technology, art and psychology. Therefore, humanistic psychology came into being.

Humanistic psychology is a discipline that studies the relationship between the environment and human behavior. It focuses on exploring the best combination of human and environment from the perspective of psychology and human behavior. It focuses on the research of what kind of environment best meets people's psychological expectations.

In order to understand and analyze the application of humanistic psychology in the construction of public environment, this article takes a comprehensive park in Taiyuan, Shanxi Province, China as an example for analysis and discussion. Its name is Yumen River Park.

The core research part of human psychology is divided into three categories, namely, the trajectory of human behavior in the humanistic place, the field of human psychology, and the privacy of human psychology. Taking these three categories as the starting point, through random questionnaire surveys of the floating population in Yumen River Park, data and mathematical statistics are collected, and then the results of the survey are analyzed to feedback the pros and cons of the park's human settlement environment art design.

Logically, thinking style is the preference, control and choice of individual thinking mode, while creative self-efficacy involves the support of creative beliefs and the control of target behaviors. Art design in public places is a long and arduous road. In this process, it is unimaginable without good self-efficacy. Can creative self-efficacy play an intermediary role between thinking style and art design creativity in public places? Based on this, this research intends to investigate whether the difference between designer's thinking style and creative self-efficacy has an impact on their artistic design creativity in public places, and discuss whether creative self-efficacy plays a mediating effect in the relationship between thinking style and artistic design creativity in public places.

Subjects and methods: 130 major designers in the art and design category of a university in a certain city, including 32 freshmen, 29 sophomores, 37 juniors, 32 seniors; 78 female subjects, there were 52 males, and the average age of the subjects was $M=20.65$ ($SD=1.48$).

The tool for measuring the creativity of art design in public places is the "digital design task". This task requires the designer to design a given image of things by using ten Arabic numerals "0-9". The idea of "chair design task" for this task. Both tasks require participants to use materials with a certain outline to design specific images (expressions, chairs), but these two tasks are for non-professional participants and are less difficult. The "digital design task" has increased in difficulty and technical requirements, and is more suitable for art design students in public places with certain technical skills. In order to improve the reliability of the measurement, this study asked the subjects to use 0-9" to design three images: cup, chair, hanger.

The 65-question version of the "Thinking Style Questionnaire" is used to measure the thinking style. The Chinese version of the scale has 13 dimensions, 5 items in each dimension, and each item has a score of 1-7. In this study, the Cronbach'a coefficients of 13 dimensions were between 0.512-0.796, and the overall reliability of the scale reached 0.832.

The "Creative Self-Efficacy Scale" is used to measure creative self-efficacy. The scale includes three dimensions of ability self-efficacy, cognitive self-efficacy, and task self-efficacy. There are 10 items in total, using a 5-point scoring. The scale is in Singapore. The reliability of the test is 0.82, and the overall reliability of the test in China is 0.78. The scale was originally aimed at high school students. Before the measurement, it is necessary to adjust the statement that does not meet the designer's identity in the scale. For example, "I have many good ideas" changed to "I have many good art design creations in public places". After adjustment, the Cronbach's a of the three dimensions of creative self-efficacy is 0.753, 0.667, and 0.734, respectively.

Study design: Four classes of art design majors in public spaces in a certain university in a city (one for freshman to senior) were selected for the test, and the subjects were given "digital design tasks" with the cooperation of the instructor in this class. Test materials and answer papers. The instruction is as follows: Please choose one or more Arabic numeral elements (0-9) to design three items: chair, hanger, cup, you can use your imagination to any configuration, but the digital element must be your design a part of. Please note: The creative process is completed independently, do not discuss; Please indicate the content of the