

(3.6 ± 1.7)], which is also lower than the baseline score of this group [(82.4 ± 1.7), (3.9 ± 1.6)], and the passing rate of final credits (0.8 ± 0.1) is higher than that of the control group (0.4 ± 0.2) and the baseline level of this group (0.3 ± 0.1) (all $P < 0.01$); only the passing rate of the final credits in the control group was higher than its baseline (0.3 ± 0.1 , $P < 0.05$), and there was no statistical difference between the two evaluations of other indicators Learn meaning. Network governance theory can improve the symptoms of internet addiction among college students and promote their independent learning.

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A NET-LIKE META-ANALYSIS OF THE PSYCHOLOGICAL STATE OF DRUG ADDICTS WITH EXERCISE INTERVENTION BASED ON THE OBSERVATION OF ANXIETY AND DEPRESSION

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Background: Exercise intervention mainly includes aerobic exercise and anaerobic exercise. It is an important means to interfere with depression and anxiety syndrome groups. It is widely used in clinical practice. Traditional intervention evidence lacks a unified evaluation standard. The information obtained by drug addicts is relatively single. It is easy to forget; written intervention is affected by the education level and understanding of drug addicts, and there are certain defects. Sports education will be carried out through video or animation, using sports equipment as the carrier. Its content and form are lively, vivid and intuitive, which will help drug addicts understand complex and abstract information, but does exercise help reduce drugs? There are still differences in the results of various studies on the psychological state of addicts. Therefore, this study adopts the method of meta-analysis to systematically evaluate the effect of exercise on the psychological state of drug addicts.

Subjects and methods: Include randomized controlled trials (RCTs) using exercise as an application in digestive endoscopy. Research object: age M18; drug addicts who need to be tested and have no contraindications. Intervention measures: the intervention group drug addicts used exercises such as video and the Internet before the examination, and the control group drug addicts used oral or written forms. Outcome indicators: preoperative anxiety of drug addicts. Exclusion criteria: documents with duplicate data or incomplete data.

Two researchers independently screened the literature according to the above inclusion and exclusion criteria, and extracted literature information: basic information (author, year), inspection type, sample size, intervention measures, intervention time point, video duration, and outcome indicators, etc. When the two researchers disagree, the third researcher is invited to participate in the discussion and reach a consensus.

Study design: Two researchers independently evaluated the quality of the included literature according to the Cochrane System Review Manual 5.1.0 updated in 2019. The manual evaluated the quality of the literature from seven aspects, namely: the generation of random sequences, Assignment concealment, blinding of research subjects and interveners, blinding of outcome measurers, completeness of outcome index data, possibility of selective reporting of research results, and other sources of bias, each of which corresponds to the "risk of bias" Three evaluation results, "low", "high risk of bias" and "unclear". If the research completely meets the above standards, the quality level is A; if part of the above standards is met, the quality level is B; if the above standards are completely not met, the quality level is C. This research will exclude such documents. When two researchers disagree, please discuss with a third person.

Methods of statistical analysis: The RevMan5.3 software provided by the Cochrane Collaboration was used for meta-analysis. Continuous variable data are analyzed and statistic using mean difference (MD). If the measurement tools of the outcome indicators are the same, use the weighted mean difference (WMD) as the effect analysis statistic; if the measurement tools of the outcome indicators are different, use the standardized mean. The difference (SMD) is the effect analysis statistic; the count data is analyzed by relative risk (RR), and the 95% confidence interval (95% CI) is taken. $P < 0.05$ indicates that the difference is statistically significant. Use P to test the heterogeneity between different studies. If $P < 50\%$, it means that the homogeneity between the studies is better, and the fixed effects model can be used. If $P > 50\%$, it means that the heterogeneity between the studies is greater. The random effects model is used. Perform subgroup analysis or sensitivity analysis for studies with obvious clinical heterogeneity, or only perform descriptive

analysis.

Results: 351 related documents were first detected, including 199 in English and 152 in Chinese. After using Note express to eliminate duplicate entries, 254 articles remain, and 25 articles remain after excluding documents that are inconsistent with themes, reviews, and *non*-RCT based on the title and abstract of the document; after further reading the full text, 4 articles that cannot be obtained with data, 2 articles that are not RCTs, and outcome indicators are eliminated 2 non-conforming articles, 3 non-conforming intervention methods, 3 full-text articles unable to obtain, 1 article with repeated data publication, 10 articles remaining, and an expanded search of the references of 10 articles to obtain readings of 5 articles related to this study After the full text, 3 articles were eliminated and 12 articles were finally included. There were 1801 subjects in the study, including 894 drug addicts in the experimental group and 907 drug addicts in the control group.

Among the 12 included studies, 11 outcome indicators were expressed as continuous variables, and the outcome indicators of the other 1 study were expressed as dichotomous variables. Therefore, the study was excluded when merging and a descriptive analysis was performed. The other 11 studies were combined and found that there was a large heterogeneity between the studies (12 = 91%), so the random effects model was adopted. Since the tools used to measure “anxiety” in each study were different, the standardized mean difference (SMD) was adopted. Perform the analysis, and the results of the Meta analysis are shown in Table 1.

Intrusive examinations Drug addicts have a high degree of health intervention needs before the examination. When the needs of drug addicts are not met, it will lead to anxiety. Sports intervention can show the real process of medical staff to drug addicts in the form of live-action videos or cartoon animations of medical staff, and cooperate with relevant subtitles and explanations to meet the needs of patients for relevant examination information. The results of this study show that exercise intervention can alleviate the psychological state of drug addicts.

Table 1. Effect of motor interventions on the psychological state of drug addicts.

The study was included	Random sequences were generated	Assign hidden	To the outcome assessor	Integrity data results	Selective reporting of the study results	Other bias	Quality grade
Shamekhi	It is not clear	The risk of bias is	The risk of bias is	The risk of bias is low	The risk of bias is	It is not clear	B
Li Hongping	The risk of bias is	The risk of bias is	It is not clear	The risk of bias is low	The risk of bias is	It is not clear	B
Ravindran	It is not clear	It is not clear	It is not clear	The risk of bias is low	The risk of bias is	It is not clear	B
Hsueh	The risk of bias is	The risk of bias is	It is not clear	The risk of bias is low	The risk of bias is	It is not clear	B
Kamyabi	The risk of bias is	The risk of bias is	It is not clear	The risk of bias is low	The risk of bias is	It is not clear	B
Liu Cuiping	The risk of bias is	The risk of bias is	The risk of bias is	The risk of bias is low	The risk of bias is	It is not clear	B
Goryeo shadow	It is not clear	It is not clear	It is not clear	The risk of bias is low	The risk of bias is	It is not clear	B
Arabul	It is not clear	It is not clear	It is not clear	The risk of bias is low	The risk of bias is	It is not clear	B
Bytzer	It is not clear	The risk of bias is	The risk of bias is	The risk of bias is low	The risk of bias is	It is not clear	B
Shaw	The risk of bias is	The risk of bias is	The risk of bias is	The risk of bias is low	The risk of bias is	It is not clear	B
Callaghan	It is not clear	It is not clear	It is not clear	The risk of bias is low	The risk of bias is	It is not clear	B

Conclusions: To evaluate the effect of exercise on the psychological state of drug addicts. Computer search of the Cochrane Library, PubMed, Web of Science, EBSCO, CNKI, Wanfang, Weipu and other databases to find the control group to give routine, the test group to conduct exercise research, after strict quality evaluation, use RevMan 5.3 software to conduct analyze. Finally, 12 studies were included, with a total of 1801 subjects, and 11 studies with continuous variables as outcome indicators were merged. The meta-analysis results showed that exercise can alleviate the mental state of drug addicts. SMD = -0.85,95% CI (-1.22, -0.48), $P < 0.05$]. The outcome indicators were expressed by binary variables. One study that could not be combined used descriptive analysis, and concluded that exercise education is effective in reducing the mental state of drug addicts ($M = 17.67$, $P < 0.01$). Exercise education can effectively alleviate the

psychological state of drug addicts and is worthy of promotion and application in clinical practice.

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RESEARCH ON THE CURRICULUM PLAN OF THE VOCATIONAL EDUCATION LEARNING FIELD FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: The psychological condition of students has always been valued by the vocational education department, but traditional psychology starts from the study of morbidity, and has always paid attention to people's psychological defects and incompetence. The focus is on diagnosing and relieving people's pain, based on traditional psychology. Educational psychology combined with vocational education is also concerned with problematic students and students' problems, and it often treats the symptoms rather than the root cause. In recent years, positive psychology has emerged in the United States, and under the perspective of educational psychology developed with positive psychology, vocational education starts from "active", giving full play to people's mental flexibility and maximizing their mental health. level. This research compares the two curriculum programs of vocational education and traditional vocational education under the perspective of educational psychology, and provides a scientific basis for the vocational education courses to be more effective.

Subjects and methods: The research object is a 2008 freshman in a higher vocational college. 193 questionnaires were sent out and 193 valid questionnaires were returned. Among them, 113 were males, accounting for 58.59%; 80 were females, accounting for 41.45%; the average age was 21.80 years old. ± 1.45 years old.

The research tool Symptom Self-Rating Scale, referred to as SCL-90, is compiled by Derogatis L.R. It includes 90 items, involving a wide range of psychiatric symptoms such as feelings, emotions, thinking, consciousness, behavior and even living habits. SCL-90 takes the total score (the sum of the scores of each item), the total average score, the number of positive items (the average score of the subjects' "asymptomatic" items) and 10 factor scores as evaluation indicators. Those who meet the SCL-90 total score ≥ 180 points and have a factor score ≥ 3 are classified as positive.

Study design: Data collection In September 2008, two classes were randomly selected from the classes that set up combined vocational education courses as experimental class A and experimental class B. Experimental class A adopts the vocational education curriculum method from the perspective of educational psychology, and experiment B The class adopts traditional vocational education methods for course learning. After the two experimental classes of AB have passed one semester of teaching, they will be tested again. When the AB experimental class has not yet started, one class will be randomly selected as the control class, and the test will be carried out at the same time as the A and B experimental classes. When the test is completed in the experimental class, the control class will be tested again at the same time. During the test, a professional teacher used a unified instruction, and the three classes were tested at the same time. During the test, each student is required to fill in truthfully according to the content in the questionnaire.

Methods of statistical analysis: The data collected by data processing is statistically analyzed using SPSS120 software package.

Results: The scores of somatizations, obsessive-compulsive symptoms, interpersonal sensitivity, depression, anxiety, hostility, paranoia, horror, and other 9 factors of the experiment A class decreased after being taught through active vocational education, and the difference was significant. The scores of the five factors of obsessive-compulsive symptoms, interpersonal sensitivity, depression, anxiety, and hostility in Class B of Experiment B decreased after being taught through traditional combined vocational education methods. Class A was different from Class B, and Class B was different from Control. Experiment A The difference between the class and the control class is extremely significant. The statistical results are shown in Table 1.

According to the research, focus on the effectiveness of combining educational psychology with vocational education. With the vigorous development of combined vocational education in colleges and universities across the country, various colleges and universities have opened optional courses or compulsory courses one after another. But after all, universities mainly focus on professional vocational education. The number of vocational education courses combined with educational psychology is small and the content to be taught is large. Therefore, it is necessary to change the vocational education and curriculum thinking in the curriculum, and establish a reasonable curriculum system that combines vocational education. Practice