

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

* * * * *

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

Jianqiang Yan & Zhongyang Li

Institute of Vocational Education, Hunan Normal University, Changsha 410081, China

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

has proved that the active vocational education curriculum program can effectively improve the psychological quality of students, give full play to their potential, mobilize students' positive strength, tap the students' character advantages, cultivate students to treat others with a positive attitude, establish a positive creative spirit, and be positive Facing the society and one's life with full of vitality.

Table 1. Overall status of students in experimental class a, experimental class b, and control classes ($\bar{x}\pm s$).

Project	Experimental A Class (n = 68)	Experimental B Class (n = 65)	Control class (n = 60)
Satalization	1.33±0.58	1.43±0.58	1.58±0.58
Forced symptoms	1.64±0.46	1.81±0.46	2.12±0.58
Interpersonal	1.65±0.45	1.85±0.45	2.15±0.48
Depression	1.62±0.59	1.72±0.59	1.90±0.59
Anxiety	1.55±0.43	1.69±0.49	1.75±0.43
Horror	1.69±0.40	1.89±0.40	1.62±0.40
Paranoid	1.71±0.57	1.81±0.57	1.73±0.57
Psychiatry	1.80±0.42	1.82±0.42	1.69±0.42
Other	1.59±0.42	1.69±0.42	1.59±0.42

Conclusions: Compare the impact of the two curriculum programs on the psychological quality of students, and provide a scientific basis for the effective development of combined vocational education courses. 68 students who used the Symptom Self-Rating Scale (SCL-90) to conduct courses on the vocational education curriculum program from the perspective of applied educational psychology, 65 students who applied the traditional combined vocational education curriculum program for the courses, and 60 students who did not conduct the course study Comparison of assessments by students. It is concluded that students who have gone through vocational education courses from the perspective of educational psychology are significantly higher than those of traditional vocational education courses ($U = 342.2 P < 0.05$); the scores of each factor are significantly reduced ($U = 312.5 P < 0.05$); The condition of students who have gone through the course is significantly better than that of students who have not attended the course ($U = 332.2 P < 0.05$). The vocational education curriculum program from the perspective of educational psychology is more effective than the traditional combined vocational education curriculum program; educational psychology Vocational education should be the leading direction of school vocational education in the field of vision.

* * * * *

THE APPLICATION OF LITERARY PSYCHOLOGY IN SCULPTURE CREATION

Meng Yu

Academy of Fine Arts, Harbin Normal University, Harbin 150001, China

Background: Creativity refers to the ability to use all known information to produce novel and valuable products according to a certain purpose. At present, China is accelerating the construction of an innovative country and must greatly improve its scientific and technological innovation capabilities. Therefore, enhancing creativity is of great significance to individual development and even national rejuvenation.

The creativity of an individual is closely related to its executive function. Literary psychology is an important part of the executive function, which refers to the process or content of the individual in the process of information processing, which suppresses the conflict with the current processing, so as to ensure the smoothness of information processing. The relationship between literary psychology and creative power has always been one of the hotspots of creative power research, and many valuable research results have been obtained. In-depth research on this will help reveal the cognitive processing mechanism of creative power.

In the field of general creative power, researchers have conducted a lot of research on the relationship between literary psychology and creative power, and have achieved some results, but have not yet reached a consistent conclusion. There are currently three main viewpoints: (1) The hypothesis of cognitive disinhibition, which holds that individuals with high creative power have lower levels of literary psychology than individuals with low creative power, and are characterized by high impulsivity, more openness, and