

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

outgoing. Individuals with high creativity increase their dopamine secretion and decrease their serotonin levels, leading to a decrease in their literary psychology; (2) The literary psychology hypothesis holds that high creative individuals have a higher level of literary psychology and can effectively suppress competitive interference information. For example, some studies have found that individuals with strong literary psychology ability score higher on novelty and fluency; (3) the adaptive literary psychology hypothesis, which integrates the viewpoints of the previous two hypotheses, and considers high Individuals with creative power have more flexible literary and artistic psychology capabilities, and can continuously adjust the attention mode according to the nature or progress of the task, so as to realize the flexible allocation of attention resources. In the early stage when creative questions are raised, cognitive disinhibition helps original thinking, but in the later stage, a high level of literary psychology helps the fluency and flexibility of thinking. Research has found that individuals with high creative power have higher literary and psychological skills than individuals with low creative power, and can effectively suppress superior but irrelevant reaction tendencies.

This research explores the influence of literary psychology on the scientific and artistic creativity in sculpture creation, provides empirical support for the hypothesis of perfecting the relationship between literary psychology and creativity, and understands what inhibition conditions are conducive to the exertion of scientific and artistic creativity to provide guidance for the establishment of school science and art education courses.

Subjects and methods: In this experiment, by arranging Simon tasks of different difficulty to consume the cognitive resources of the subjects, and examining the effects of experimental manipulation through lateral inhibition tasks, this experiment explores the influence of literary psychology on scientific creativity. Randomly recruited 77 full-time college students, including 41 boys and 36 girls, with an average age of 20.76 ± 1.48 years old. All subjects were right-handed, with normal or corrected vision, and had never participated in similar experiments before. Give a generous gift after the experiment to express gratitude.

Study design: The experimental design is a single-factor inter-subject design, and the independent variable is the literary psychology level group, which is divided into a high-inhibition level group and a low-inhibition level group. The inconsistent trials in the Simon task completed by the participants in the high-inhibition group accounted for 10% of the total, while the inconsistent trials in the Simon task completed by the participants in the low-inhibition group accounted for 70% of the total. The dependent variable indicators are the total score of the scientific creativity test and the scores of the three sub-dimensions of fluency, flexibility, and originality. After the Simon task was completed, the subjects were asked to immediately evaluate their own fatigue level, which increased from 0 to 100, and then the subjects completed the lateral inhibition task again after resting for 1 minute. Finally, the two groups of subjects completed the scientific creativity test.

Methods of statistical analysis: Use SPSS 17.0 for statistical analysis. Delete data other than the error response, and delete data accounted for 2.21% of the total data.

Results: The evaluation results of the fatigue degree of the subjects in the high and low inhibition level groups. The independent sample t test was carried out on the subjective evaluation scores of the subjects in the high and low inhibition level groups. The results showed high inhibition ($M = 63.68, SD = 20.72$) and low inhibition There was no significant difference in the degree of fatigue of subjects in the horizontal group ($M = 63.59, SD = 24.33$) after completing the Simon task, indicating that there was no significant difference in the degree of fatigue of the two groups of subjects.

When responding to the subjects in the high and low inhibition level groups, 2 (time: pre-test, post-test) χ^2 (consistency: consistent, inconsistent) χ^2 (inhibition level group: high inhibition level group, low inhibition level group) Repeated measures analysis of variance was performed to analyze the changes before and after the suppression after the Simon task with different conflicting conditions was performed. Since the accuracy rate under each condition exceeds 98.00%, the accuracy rate is no longer analyzed. The statistical results are shown in Table 1.

Table 1. Mean and standard deviation of subject-lateral inhibition task responses in the subjects with high and low inhibition levels.

Time	Inhibition of level groups	Unanimous	Atypism
Pre-test	High inhibitory level groups($n=39$)	384.99(54.05)	398.08(53.48)
	Low inhibitory level groups($n=38$)	368.63(41.50)	376.01(44.17)
Post test	High inhibitory level groups($n=39$)	390.14(43.07)	398.05(48.85)
	Low inhibitory level groups($n=38$)	388.48(58.00)	406.34(46.81)

The results showed that the main effect of consistency was significant, $F(1,75) = 14.02 < 0.001$, and the

response time of consistent trials was significantly less than that of inconsistent trials, indicating that the subjects had obvious side inhibition interference effects; time The main effect of is significant, $F(1,75) = 12.45$, $P < 0.01$, $n^2 = 0.14$, the response time of the post-test is significantly greater than that of the pre-test; the main effect of the inhibition level group is not significant, $F(1,75) = 0.22$, $P > 0.05$; the interaction between time and inhibition level group is significant, $F(1,75) = 8.26 < 0.01 = 0.10$, simple effect analysis found that there is no difference in response time before and after the test in the high inhibition level group Significant, >0.05 ; the post-test response time of the subjects in the low-inhibition level group was significantly greater than that in the pre-test, indicating that the decrease in the level of literary psychology caused the subjects' response to slow; the interaction between the consistency and the inhibition level groups was not Significant, $F(1,75) = 0.12 > 0.05$; The interaction between time and consistency is not significant, $F(1,75) = 0.19$, $P > 0.05$; The interaction of the three groups of time, consistency and inhibition level The effect is not significant, $F(1,75) = 1.61$, $P > 0.05$.

Conclusions: Research through 2 experiments to investigate the influence of different levels of inhibition on the scientific and artistic creativity in sculpture creation. By arranging Simon tasks of different difficulty (inconsistent trials accounted for 7 or 10%) to consume the cognitive resources of the subjects, to achieve the level of inhibition of manipulating the subjects, and to evaluate the level of inhibition of the subjects with the pre- and post-test of the side inhibition tasks In the case of changes, experiment 1 and experiment 2 used the scientific creativity test and the paste painting task to measure the scientific creativity and artistic creativity of the subjects in the sculpture creation. The results found that in the scientific creativity test, the fluency and flexibility scores of the subjects in the high-inhibition group were significantly higher than those in the low-inhibition group; in the pasting task, the subjects in the low-inhibition group had higher levels of creativity, cuteness, and likability. The overall impression score and total score were significantly higher than the high inhibition group. It shows that a high level of literary psychology is conducive to scientific creativity, and a low level of literary psychology is conducive to artistic creativity. The influence of literary psychology on scientific creativity and artistic creativity in sculpture creation has a separation effect.

* * * * *

CULTURAL AND CREATIVE PRODUCT DESIGN OF REGIONAL CULTURAL ELEMENTS BASED ON CONSUMER PSYCHOLOGY

Jianqiang Bai¹, Zhenzhi Wu² & Hong Chang¹

¹College of Design Art, Beihai University of Art and Design, Beihai 53600, China

²School of Environmental Art, Shanghai Arts & Design Academy, Shanghai 201800, China

Background: The in-depth mechanism of the frame effect of different regional cultural elements and the possible boundary conditions have not been discussed in depth. It is not clear under what circumstances the effect will increase or decrease, and this research aims to solve these problems. Existing studies have pointed out that it is human instinct to protect the purity of regional cultural elements. When the symbols of the regional cultural elements of the home country and the symbols of the foreign regional cultural elements are significantly different, if the foreign regional cultural elements are perceived, it may pollute or change the regional cultural elements of the home country, Threatening the integrity and vitality of the regional cultural elements of the home country will trigger the perception of intrusion of regional cultural elements. This means that the existence of the frame effect of different regional cultural elements must meet two conditions at the same time. One is that there are obvious differences between the perceived mother country's regional cultural element symbols and the foreign regional cultural element symbols; the second is the perception that foreign regional cultural elements may be polluted. Or change the regional cultural elements of the home country. Based on this, we propose two moderating variables for the frame effect of different regional cultural elements. One is the focus of consumer comparison, that is, whether the consumer's attention is focused on the difference or similarity between the symbols of different regional cultural elements. This will affect the perceived difference between the regional cultural element symbols of the home country and the foreign regional cultural element symbols; the second is the different interpretation strategies of the company, that is, whether the company uses relationship interpretation or attribute interpretation for different regional cultural element frameworks, which will Affect the degree to which consumers' perception of foreign regional cultural elements change the regional cultural elements of the home country. To sum up, this research will be based on the perspective of corporate marketing communication, adopting framework theory, in-depth exploration of the influence of different cultural