

College Students' Participation in Network Cluster Behavior and Research on the Educational Guidance Strategies of the Mainstream Network Ideology(20BKS129).

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PSYCHOLOGY OF IDEOLOGICAL AND POLITICAL EDUCATION

Yuwen Gu

School of Business, Hunan Polytechnic of Environment and Biology, Hengyang 421005, China

Background: Whether any discipline can be established, the most fundamental condition is to see whether it has a special object of study. That is to say, a specific research object is an internal basis for the establishment of a discipline, is different from the essence of other disciplines. Therefore, whether the research object is scientific and accurate has become an important sign to measure the maturity of a discipline. Since the subject of psychology of ideological and political education was founded, its research object has become one of the basic theoretical problems that the relevant scholars focus on. At present, there are still many disputes, not yet formed a more unified understanding, which is bound to affect the ideological and political education of the development of psychology and research process. Psychology of ideological and political education is a new subject which is produced by the combination of ideological and political education and psychological practice. Only China is unique, it was formally born in the nineties of last century is based on the needs of socialist modernization and reform with Chinese characteristics. China's reform and opening up is a brand-new revolutionary undertaking, which calls for the concerted efforts of the people of all ethnic groups in the country, unity of thought and unity of purpose. In view of this, a large number of theorists, experts and scholars have established the scientific status of ideological and political education through in-depth theoretical discussion, practical experience and scientific summary.

The psychological activity of ideological and political education is a complete process with its own law of movement. Ideological and political education is the work of being a man. In Ideological and political education, the law of psychological activities exists objectively. Whether in the complicated interpersonal relations or in the activities of dredging, guiding and educating, there are psychological activities and their laws of people. In a sense, the process of ideological and political education is also the process of people's psychological activities. If we want to do it well, we must follow the law of people's cognition, emotion, will, belief and behavior. In the process of ideological and political education, the law of psychological activities of educators and objects of education exists objectively. Only by deeply studying and grasping it and consciously following it, can ideological and political education be vigorous and fruitful. Therefore, this research proposed the anchor type teaching pattern, aims at enhancing the ideological and political education psychology the study efficiency.

Subjects and methods: Anchored teaching mode refers to the teaching mode in which teachers create infectious real events or real problem situations for students to solve problems, and achieve the goal of learning knowledge and improving ability through the clever setting of problems and the interaction and exchange between students. It is a kind of teaching mode based on constructivism learning theory. In fact, anchored teaching is to use the knowledge to solve the problem in the real situation. Therefore, in the teaching process, students need to address a problem, independently complete the design planning and material collection, interactive exchange or practical operation, and finally form a result and solve the problem.

Study design: This research selects 100 students, carries on the anchor type ideological and political education curriculum study, tests before and after the study the result change situation.

Methods of statistical analysis: The basic procedure of the anchored teaching mode is to create the situation so that the students have the corresponding learning needs; Identify the problem to stimulate students to participate in interactive learning initiative; Autonomous learning makes students become the active receivers of knowledge information and constructors of knowledge structure. Exchange and cooperation to promote students' reflection and sublimation; Sum up and evaluate, form feedback to the students, make them clear their autonomous learning ability, contribution in the process of cooperation and whether to meet the requirements of meaning construction.

Results: Ideological and political education is the process of transforming the political concept, value viewpoint and moral norm required by the society into the inner quality of the educates. Psychology course of ideological and political education is one of the core courses for students majoring in ideological and political education. It belongs to both pedagogy and applied psychology. Statistical 100 students in the anchor ideological and political education before and after learning the changes in academic performance,

the statistical results as shown in Table 1.

Table 1. Statistics of student performance before and after the experiment.

Before and after the experiment	Equalization	Rate of excellence/%	Passing rate/%	Number of passes	Number of failures
Before experiment	88.63	42	80	80	20
After trial	75.6	25	56	56	44

From the statistical results of students' academic performance before and after the experiment, we can see that students' academic performance has been effectively improved by using the anchor ideological and political education.

Conclusions: The psychology of ideological and political education is a new subject, which is composed of psychology and ideological and political education. The intersection part is the special research field of the psychology of ideological and political education. The main task of psychology of ideological and political education is to reveal the special psychological contradictions of the educators and the objects of education, and to provide theoretical basis for improving the psychological quality of the educators and the objects of education.

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INFLUENCE OF DIFFERENCE BETWEEN RICH AND POOR ON COGNITIVE PSYCHOLOGY OF IDEOLOGICAL EDUCATION OF COLLEGE STUDENTS AND COUNTERMEASURES

Jing Lu

Mental Health Education Center, Jiangsu University, Zhenjiang 212000, China

Background: In fact, the difference between the rich and the poor has put students of the same age on different steps. It not only leads to different lifestyles and consumption levels among students, but also leads to different value orientations, ways of thinking and personality traits. To the student especially the impoverished student's influence is extremely profound. Some surveys show that the majority of poor students have difficulty in ensuring their livelihood and their living conditions are lower than the minimum living standard in the school area. Due to economic difficulties, poor students do not pay attention to life with nutrition, the diet is very monotonous, which leads to the lack of essential nutrients for physical growth, physical health impaired. The difference between the poor students and the non-poor students and their economic burdens bring the poor students a heavy psychological burden and great mental pressure, which makes the poor students easily have a sense of inferiority in communication. They are always afraid that others will look down on them, which causes the poor students to have a strong desire for self-esteem, a fragile and sensitive psychology, and easily lead to a series of problems such as the attitude to the society and the current reform, social adaptation, etc. Therefore, it is very necessary to pay attention to the change of the poor students' mental health and strengthen the value education and psychological counseling.

Objective: Facing the gap between the rich and the poor on campus, colleges and universities must attach importance to the education of values for college students. On the other hand, we should make students treat money correctly and not let money become the proud capital of some students. Through education, students will be made to understand that money is not the only sign of personal success. Poor college students should have a sense of self-esteem and self-improvement, help them build up confidence in growth, face life positively, turn adversity into wealth, and change their own destiny through struggle. Therefore, it is necessary to carry out psychological counseling and guidance according to the psychological characteristics of the poor students so as to eliminate their inferiority complex, optimize interpersonal relationships, adjust their mentality, broaden their horizons and shape their healthy personality. Based on the analysis of the impact of the difference between the rich and the poor on the cognitive psychology of ideological and political education of college students, this study puts forward some countermeasures to improve the poor students' psychological state.

Subjects and methods: The questionnaire has anonymous, 800 poor students of different grades and majors were selected, and 800 questionnaires were collected with 100% and 765 valid questionnaires and 95.6% effective recovery. The majors of the poor students include liberal arts, science, economics, management and so on. The questionnaire used the Feeling of Inadequacy Scale FIS, which consists of 36