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ANALYSIS ON THE INFLUENCE OF ENTREPRENEURIAL PSYCHOLOGICAL STRESS ON ART MAJORS UNDER THE NEW TECHNOLOGY REVOLUTION

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Background: The rapid development of society and fierce competition make people's life more and more pressure. The types of stress faced by contemporary people are becoming more and more complex, as well as on college campuses. At present, the types of stress college students are also different. In today's different employment environment, different professional college students must face different sources of stress. In the group of college students, because of the characteristics of their majors, art college students are facing more prominent difficulties in the process of employment. In order to solve the employment problem of art college graduates, colleges and universities have carried out employment - oriented education and teaching reform to strengthen employment guidance. But, looking at the present situation of employment education of art college students in our country, we can find that art college students are lack of psychological preparation because of the lack of entrepreneurship quality and skills. Therefore, the proportion of art college graduates who start their own business is very low. College students majoring in art who want to realize the transition from college students to social students also face great psychological pressure of employment and entrepreneurship. Psychological stress is a kind of continuous and tense psychological state, which is formed by individual's reaction to stressful events in daily life. Psychological pressure is a double-edged sword, the appropriate adjustment will be sublimated as a driving force to promote the role of improper adjustment will degenerate into a resistance to damage. It is of great practical significance and theoretical value to understand the psychological stress of contemporary college students' entrepreneurship and study educational strategies.

Objective: Colleges and universities attach great importance to the employment rate, but through the survey of relevant colleges and universities, we find that most colleges and universities do not pay enough attention to it. At present, the course of employment education in colleges and universities in China will be offered in all majors, but the effect of employment education is not satisfactory because of the lack of class hours and the lack of attention of schools and students. Even so, in the employment education, it is difficult to find the trace of entrepreneurship education. Compared with the traditional majors such as science, engineering, literature and management, most of the art majors in colleges and universities have almost no contents of entrepreneurship education in the four-year learning process, which also results in the lack of students' necessary psychological preparation and professional skills in the employment and entrepreneurship. In the investigation and analysis, the author investigates and interviews the entrepreneurial college students majoring in art, actively explores the types, sources and effects of the psychological stress on the students, and explores the coping strategies that are really suitable for the artistic college students, so as to better provide targeted mental health education services for the artistic college students majoring in entrepreneurship, provide new paradigms and mechanisms for the psychological work, and provide help for the students to improve their entrepreneurial confidence.

Subjects and methods: This study investigated 200 students from different majors and origins in an art college who had the intention to start a business. A self-designed questionnaire was used to investigate the stress level, stress sources, stress treatment methods, social support, etc. Using excel statistics results.

Results: What do you do when you're under pressure? The rate of this problem was 25.31%, 64.67%, 21.32%, 28.51%, 28.01%, and 28.01%. When asked, "Who do you think of when you are in trouble?" Among them, 74.45% chose friends, 73.27% chose family members, 54.84% chose their own solutions, 19.17% chose teachers, and 2.42% chose other ways. This shows that college students can reasonably seek help and deal with pressure, friends and family is the main object of help, psychological professional help has become increasingly concerned. But it should not be overlooked that there are still quite a few students who choose self-regulation. This shows that art students deal with pressure mainly in a positive way, but there is also self-restraint, self-solution, escape and other negative ways.

Among the students, 12.99 percent were angry and unable to control their feelings, 37.82 percent were angry but outwardly calm, 46.58 percent were calm and able to see gains and losses correctly, and 2.61 percent were indifferent. The results showed that most college students could control emotion and

reasonable cognition in the face of frustration events, but the proportion of students with poor emotion control could not be ignored.

Conclusions: Although the contemporary art college students' entrepreneurial psychological pressure overall more optimistic, but cannot stand still, after all, to continue to improve and cannot ignore the unoptimistic part of the students. Therefore, it is necessary to study educational strategies to improve college students' knowledge and skills of coping with psychological pressure, to enhance their psychological quality and cultivate their good personality. This study believes that the students themselves, schools, parents and other aspects of comprehensive approach to the study of educational countermeasures.

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INTERCULTURAL AWARENESS OF COLLEGE STUDENTS BASED ON HUMANISTIC PSYCHOLOGY

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Background: Humanistic psychology objects to the exclusion of human psychological phenomena from the mechanistic point of view and the study of human and animal behavior in isolation. Therefore, it is necessary to take the research of humanistic psychology as the language culture of human communication. Language and culture are inseparable. Language is a part of culture, and culture needs language to spread. Foreign language teaching is not only language teaching, but also cultural teaching. Language teaching cannot exist independently from culture teaching. Only through specific language practice can students improve their cross-cultural awareness and intercultural communicative competence. Cross-cultural awareness is the foundation of cross-cultural communicative competence and an important part of cross-cultural communicative competence. To improve students' intercultural communicative competence, we should first cultivate students' intercultural awareness. Cross-cultural awareness refers to the participants' sensitivity to cultural factors in cross-cultural communication. That is, the similarities and differences between different cultures and common culture sensitivity and in the use of foreign languages according to the target language culture to adjust their language understanding and language production consciousness. Cross-cultural awareness can be divided into four stages: In the first stage, learners only notice the superficial "cultural features" in the target language culture; In the second stage, learners can find the differences between the target culture and the native culture, and disagree with the target culture. The third stage, through learning and thinking, can understand and accept the target culture which is different from the mother tongue culture; The fourth stage is to reach the state of "cultural empathy". Learning can fully understand the target culture, and in the process of communication, can empathize, fully understand each other, to avoid cultural conflicts and embarrassing things.

Objective: Cross-cultural teaching is an important way for college English teaching to cultivate international talents. Cross-cultural teaching model can effectively improve students' cross-cultural competence, of which the most significant is cross-cultural awareness. Therefore, the cross-cultural awareness of college students based on humanistic psychology is proposed.

Subjects and methods: Selected 300 students from a school, distributed 300 questionnaires, recovered 286, the recovery rate was 95.3%, the effective questionnaire was 256, the effective rate was 89.5%. The questionnaires are all objective multiple-choice questions and are published online through the online questionnaire system. The contents of the questionnaire are summarized as follows: (1) Students' professional background; (2) Students' concept of professional vocabulary of "cross-cultural awareness"; (3) cross-cultural awareness self-test; (4) Failure experience in cross-cultural communication; (5) Increasing cross-cultural awareness and increasing the demand for cross-cultural communicative competence; (6) Views on whether the college English classroom can improve students' cross-cultural awareness; (7) Identification with classroom teaching methods; (8) The degree of demand for cross-cultural awareness.

Results: Statistical students' cross-cultural awareness of the status quo, the statistical results as shown in Table 1.

According to the survey of students' experience of intercultural communication failure and their need for intercultural awareness, nearly 75% of the students have experienced intercultural communication failure, while only 10% of the students will greet and chat when they see a foreign teacher, 43% of them will turn a blind eye to it, and 47% of them will choose to run away immediately. Fifty-seven percent said their failure was due to "a lack of cross-cultural awareness, but not knowing how to communicate properly, and another 30 percent blamed a lack of cross-cultural awareness." Nearly 48% of the students rated themselves