

higher the score, the higher the enthusiasm of students in the teaching mode. In addition, students use 0 - 9 subscales to evaluate the content of college English flipped classroom. The higher the score, the more satisfied the students are with the teaching scheme.

**Results:** The positive psychological evaluation results of students of different grades and genders in college English flipping classroom are analyzed, as shown in Table 1. Table 1 shows that the performance of students of different grades in student introspection, teacher-student relationship, learning pressure, teaching adaptability and emotional change has been improved to a certain extent compared with ordinary teaching. Students of different genders also got a certain degree of score improvement, but it was not seen that the improvement of women’s enthusiasm was significantly higher than that of men ( $P < 0.05$ ).

**Table 1.** Students’ positive psychological evaluation results

|        |           | Introspection | Teacher student relationship | Pressure | Adaptability | Emotional change |
|--------|-----------|---------------|------------------------------|----------|--------------|------------------|
| Grade  | Freshman  | 2.9           | 2.4                          | 2.6      | 2.6          | 2.7              |
|        | Sophomore | 4.2           | 3.6                          | 3.9      | 4.5          | 4.1              |
|        | Junior    | 5.4           | 5.5                          | 6.0      | 5.7          | 5.1              |
|        | Senior    | 6.3           | 6.2                          | 6.4      | 6.8          | 6.2              |
| Gender | Female    | 6.4           | 6.6                          | 5.7      | 6.6          | 5.9              |
|        | Male      | 5.9           | 6.3                          | 5.8      | 6.3          | 5.2              |

**Conclusions:** The introduction of educational psychology into the teaching model of college English flipped classroom makes effective use of students’ positive psychological changes in English learning. At the same time, it studies and discusses the formulation of college English flipped classroom content under the influence of educational psychology. In the application of reforming teaching methods, it can be found that students’ learning enthusiasm has been significantly improved, and girls are more positively affected.

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## RESEARCH ON THE INFLUENCE OF MAKER EDUCATION IN COLLEGES AND UNIVERSITIES ON ALLEVIATING STUDENTS’ EMPLOYMENT ANXIETY

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**Background:** The arrival of the information era has promoted the development of scientific and technological innovation, and has also driven a large number of college students to participate in innovation and entrepreneurship. With the change of concept, the user concept of entrepreneurship is also being further highlighted. In this background, domestic universities have become the main position of maker education. In a sense, maker education is an extension of higher education, the entrepreneurial guidance of college students under the instructions of the ministry of education, and also the guidance of universities for the future development of college students. In the university education, it focuses on the future development of college students, that is, in the curriculum setting, not only to cultivate the relevant academic talents in the university education, but also to cultivate the college students’ social adaptability after graduation, to ensure that students should also retain the corresponding social survival skills in addition to the academic knowledge in the books. However, in the upcoming stage of society, in the face of the increasingly difficult employment environment, college students will inevitably have the corresponding employment anxiety. At the same time, in the unpredictable information age, college students’ employment anxiety among students will deteriorate further, so that students have anxiety, fear and other negative emotions in life. In terms of alleviating the employment anxiety among college students, most colleges and universities have introduced maker education, but the specific impact and effect of maker education in alleviating their employment anxiety are still unclear. Therefore, this study will analyze maker teaching, the influence of education on employment anxiety and corresponding strategies to alleviate employment anxiety.

**Objective:** In recent years, the anxiety of college students is becoming more and more serious, among which employment anxiety accounts for a large proportion. In order to alleviate the employment anxiety of

college students, colleges and universities introduce maker education. Therefore, the research determines its impact on alleviating college students' employment anxiety by analyzing the relevant characteristics of maker education.

**Research objects and methods:** The impact of maker education in colleges and universities is analyzed from four aspects: the professionalism of educational teachers, curriculum system, maker education funds and educational environment. Taking junior and senior college students and graduate students as the research object, 800 questionnaires were distributed to them, and 794 questionnaires were recovered. At the same time, the anxiety rating scale was used to evaluate the psychological anxiety of college students, and excel was used to count the anxiety of students and the current situation of college education.

**Research design:** In order to eliminate the external interference of college students in the evaluation of maker education, 100 students were randomly selected for interview. The interview content was whether there was a willingness to modify the questionnaire results, and the students were interviewed again to confirm the content of the anxiety scale.

**Results:** In the survey results, five levels of 1-5 were used to quantify the influence value of specific factors. 1 means irrelevant, 2 means slight impact, 3 means general impact, 4 means significant impact and 5 means full impact. In order to reduce the impact, individuals have made great mistakes subjectively. Take the evaluation value of 1000 students, take the average value, and round to determine the result. See Table 1 for specific statistics.

**Table 1.** Influence of maker education on college students' employment anxiety

| Factor           | Teacher professionalism | Curriculum system | Maker education funds | Educational environment |
|------------------|-------------------------|-------------------|-----------------------|-------------------------|
| Junior           | 5                       | 5                 | 4                     | 3                       |
| Senior           | 5                       | 5                 | 4                     | 4                       |
| Graduate student | 4                       | 5                 | 4                     | 4                       |

Table 1 shows that through the analysis of maker education, it can be seen that improving the professionalism of teachers and improving the maker education curriculum system can link students' employment anxiety to the greatest extent. In addition, the educational environment has a low impact on the alleviation of students' employment anxiety, but it still plays an important role in the alleviation of students' Employment anxiety.

**Conclusions:** Mental health is a prominent problem affecting the growth and development of college students and the harmony and stability of colleges and universities. For college students about to graduate, the psychological problems caused by employment pressure will seriously affect the follow-up development of college students. Among them, employment anxiety disorder will lead to mental fatigue and emotional irritability of students. In serious cases, it will also lead to depression, fear and other psychological imbalance problems of college students. Therefore, by analyzing the current situation of education in maker education in colleges and universities, and analyzing the impact of various factors on students' Employment anxiety, we can formulate corresponding mitigation methods, and gradually improve college students' employment enthusiasm and self-confidence through maker education in colleges and universities.

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## RESEARCH ON THE COOPERATIVE EDUCATION STRATEGY OF IDEOLOGICAL AND POLITICAL EDUCATION IN COLLEGES AND UNIVERSITIES AND ITS IMPACT ON COLLEGE STUDENTS' PSYCHOLOGICAL ANXIETY

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**Background:** With the continuous development of society and the continuous improvement of economic level, the demand for talents in society and market is also increasing. Talents are not only required to have rich theoretical knowledge and practical experience, but also required to have strong psychological quality and high stress level. University is an important stage for students. During this period, students' mentality