

design in the creation process, and the flexible application of knowledge is to supplement the fashion design. Only through continuous hard practice and exploration can creators discover and create new fashion design forms, techniques and skills. Only by mobilizing their psychological functions such as imagination and emotion and integrating their thoughts into the creative theme can they find their own unique artistic expression and break the design thought limited to imitation and supplement Dimension limit, really innovate in art design, avoid being affected by the inertia of “imitation” and stop. The research results have a certain reference value for improving the protection of Intangible Cultural Heritage related to fashion design in China.

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CONSTRUCTION OF SHARED TEACHING RESOURCE PLATFORM JOINTLY BUILT BY SCHOOLS AND ENTERPRISES FROM THE PERSPECTIVE OF POSITIVE PSYCHOLOGY

Chengxia Zhang & Qun Xia

Department of Landscape and Horticulture, Jiangsu Agri-animal Husbandry Vocational College, Taizhou 225300, China

Background: With the development of modern society, enterprises have higher and higher requirements for the quality of talents. At present, education experts, university teachers and enterprise human resource managers have realized the importance of teaching resources in the process of talent training. Only the two cooperate with each other to create a high-quality shared resource platform, realize the sharing of high-quality teaching resources and serve teachers' teaching and students' learning, only in this way can we cultivate applied talents who can meet the needs of enterprise development.

Positive psychology is a discipline that studies the law of human psychological activities from a positive perspective. Because it is committed to using scientific methods to study happiness and human positive psychological quality, it can play a positive role in building a large and complex task of sharing teaching resources platform between schools and enterprises. Specifically, the construction of a school enterprise shared teaching resource platform integrating positive psychology theory and method has the following practical significance. Firstly, higher vocational colleges and enterprises can share educational resources through this platform. By jointly building a resource platform, enterprises can provide corresponding supporting equipment and technical support for higher vocational colleges, promote students' autonomous learning and training by using the platform, make up for the limitations of face-to-face education, make it more able to meet the needs of enterprises and improve the employment rate of students. Secondly, the platform can promote the sustainable development of the specialty. Through the combination of Higher Vocational Colleges and enterprises, the teaching team can grasp the industry dynamics in time, so as to strengthen the specialty construction, optimize the specialty structure and improve the specialty level, which is of great help to the talent training. Thirdly, the sharing teaching platform can improve the sharing efficiency of financial funds, and the active participation of government departments can improve the credibility of the government. The government can mobilize the enthusiasm of the school to build a platform by setting up special development funds and carrying out the selection of excellent teachers in higher vocational colleges.

Objective: To explore the impact of positive psychology on the construction of shared teaching resource platform jointly built by schools and enterprises by designing and carrying out questionnaire survey and comparative experiment. In order to improve the construction quality of the teaching resource platform jointly built by schools and enterprises and the use satisfaction of students.

Methods: 20 pairs of schools and enterprises were randomly selected from the combination of schools and enterprises that plan to jointly build a school enterprise teaching resource sharing platform, and divided into experimental group and control group, with 10 pairs of schools and enterprises in each group. The theoretical knowledge of positive psychology will be integrated into the construction of teaching resource platform in the experimental group. In the process of platform construction in the control group, no positive psychology related intervention was carried out. A set of questionnaires is designed to investigate students' satisfaction and suggestions on the shared teaching resource platform jointly built by schools and enterprises. After the construction of the school enterprise shared teaching resource platform was completed and put into use for 3 months, 100 students were randomly selected from each participating school to conduct a questionnaire survey on the satisfaction of the platform.

Results: After the questionnaire survey, all valid questionnaires were sorted out and table 1 was obtained. Note that all the statistical data in Table 1 are quantitative data, displayed in the form of mean \pm standard deviation, and t-test was conducted. The significance level was 0.05. The question options related to platform evaluation in the questionnaire were sorted in descending order according to the negative degree of their significance, and then according to the - 2-2 scoring system, Numerical processing.

Table 1. Survey results of students' satisfaction with teaching resource platform in two groups of schools

Statistical items	Experience group	Control group	t value	P value
Overall satisfaction	1.413 \pm 0.317	1.219 \pm 0.226	1.731	<0.05
Ease of use	1.335 \pm 0.259	1.341 \pm 0.216	0.816	0.804
Content learning difficulty	1.527 \pm 0.158	1.316 \pm 0.358	2.549	<0.05

As shown in Table 1, the P value obtained by the t-test of the data on overall satisfaction and content learning difficulty of the teaching resource platforms of the experimental group and the control group is less than the significance level of 0.05, which is considered to be statistically significant. However, the p value obtained by the t-test of the data on the use convenience of the teaching resource platforms built by the two groups is 0.804, which is greater than the significance level of 0.05, It is considered that the data difference is not statistically significant.

Conclusions: The results of the questionnaire survey show that the students in the experimental group who build the teaching resource platform by integrating the theory of positive psychology are more satisfied with the overall platform and think that the content learning of the platform is less difficult. There are three main ideas for the construction of shared teaching resource platform jointly built by schools and enterprises. First, the construction of a high-quality platform requires multi-party participation, which not only requires government departments to increase guidance and support, but also requires the active participation of experts and scholars, higher vocational colleges and enterprises to give full play to their different resource advantages, so as to cooperate to develop qualified and high-level educational resources. The second point is to pay attention to the construction of high-quality teacher team. The construction of teacher team plays an important role in the construction of shared teaching resource platform. In the experiment, schools that screen and employ teachers with rich practical experience and outstanding teaching ability as backbone teachers get significantly better student satisfaction evaluation. Because these teachers will play a good exemplary and leading role in the team, so as to improve the quality level of teaching resources on the platform as a whole, which is also the prerequisite and foundation for building a high-quality resource platform. The last point is to establish a platform for communication with enterprises and society, because if you want to make the teaching resource platform have good resource sharing, the school to which the platform belongs must have long-term social service experience. The experience of all levels and industries accumulated through extensive social services can provide more beneficial conditions for the construction of shared resource platform.

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CULTIVATION AND TRAINING OF PROFESSIONAL QUALITY OF STUDENTS WITH COMMUNICATION DISABILITIES

Yana Guo^{1,2}

¹*School of Navigation Technology, Jiangsu Maritime Institute, Nanjing 211170, China*

²*School of Education, Tianjin University, Tianjin 300072, China*

Background: During the internship stage or after graduation, a considerable number of college students will go to enterprises and institutions as internal affairs, administrative clerks, secretaries and administrative assistants. They are in the central position of connecting up and down and communicating inside and outside. Due to heavy work and complex interpersonal relationships, the interpersonal communication pressure of these students increases rapidly. Under this environment, Students' communication ability has become a necessary condition for their normal work. However, one of the most lacking abilities of today's college students is interpersonal communication ability, which is embodied in the