

ANALYSIS ON INFLUENCING FACTORS OF COLLEGE STUDENTS' EMPLOYMENT INTENTION CONSIDERING BEHAVIORAL PSYCHOLOGY

Longhao Song

School of Economics and Management, Beijing Jiaotong University, Beijing 100004, China

SUMMARY

Background: Considering the influencing factors of college students' employment intention from the perspective of behavioral psychology, the effective job-hunting behavior of college students is regarded as the premise of successful employment. Job-hunting behavior is a complex dynamic process. In this project, the psychological factors affecting the success of students' employment are analyzed. The employment of college students has always been the focus of society. Therefore, from the perspective of sexual behavior psychology, this paper analyzes the influencing factors of college students' employment intention, so as to provide some help for college students' employment choice.

Subjects and methods: In this study, the influencing factors of college students' employment intention are analyzed by setting questionnaire questions and selecting respondents. Firstly, the rationality of the questionnaire question setting is verified, and then the reasonable questions are distributed and effectively recovered. Finally, through the recovered questionnaire questions, listening to the extraction factors and SPSS software, the obtained data are analyzed to determine that personal factors, family factors and social factors are the key factors affecting college students' employment intention.

Results: After feature extraction and exploratory factor analysis, four common factors were extracted. The total variance interpretation rate of the four common factors is 69.33%, indicating that the four factors can explain 64.10% of the information of the whole questionnaire, and the variance interpretation rate of each factor after rotation is more than 10%. On the whole, the results of exploratory factor analysis are good, and the key degree of influencing factors determined is more effective.

Conclusions: In this study, by setting up a questionnaire and inviting 1000 qualified college students to choose and answer the questionnaire questions. Through the research, it is found that the key factors affecting the employment of college students mainly include three aspects. As can be seen from the analysis of the identified key influencing factors, personal factors are the key, followed by the influence of family and society. Therefore, after determining the important influence degree of the influencing factors of these key factors, we should effectively dredge and guide the students' employment view according to different influencing factors, establish the information of self-improvement and self-reliance for students in the family, and relax the conditions for students in the social and economic development to improve the employment of college students.

Key words: behavioral psychology - college students - employment intention - influencing factors

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INTRODUCTION

In recent years, with the slowdown of economic development and the transformation of economic structure, the employment situation of college students has become more severe. Therefore, as an important part of educational economic management, employment guidance in colleges and universities has attracted more and more attention from the state, society and colleges and universities themselves. There are a lot of guidance and requirements for the employment of some college graduates. It also requires colleges and universities to provide employment guidance to college students, and the employment guidance and services should meet the requirements of "whole process, full staff, specialization and informatization" (Cheng 2019). However, in the process of transforming from the traditional employment guidance mode to the "four modernizations" employment guidance mode, there is still a lack of understanding of students' employment intention, employment values, career maturity, entrepreneurship and grass-roots employment intention and employment guidance, resulting in college

employment guidance divorced from students' needs, unclear direction and pertinence. Under the continuous guidance of this policy, the employment problem of college students has been improved to a certain extent, but college students' employment intention is affected by their own behavioral and psychological factors, and this factor has become the leading factor (Wang 2021). According to relevant information released by the Ministry of education, the number of employed college students reached a new high in 2019, 7.95 million in 2017, 8.2 million in 2018 and 8.34 million in 2019. According to the deployment of the government work report, 1352 new urban jobs will be created in 2019, and there will be 8.34 million college graduates in 2019, accounting for nearly 62% of the new employment population. It can be seen that the employment of college students plays an important role.

College students' employment mentality is a series of psychological attitudes formed by college students in the process of considering employment, preparing for employment and seeking employment. The employment of college students has always been a topic

of great concern in society. It is related to the development of a family and a country (Oruh et al. 2019). Many scholars analyze and study from different angles, including economics, sociology, management, social labor and career planning, to explore the problems and countermeasures in college students' employment, and pay attention to individual factors, family factors, school factors and social factors in college students' employment. It is found that many college students fall into the strange circle of "graduation = unemployment", and the graduation season, that is, the unemployment season, has become a very common phenomenon; college students' awareness of career planning is weak, and the curriculum of career planning guidance is not in place in colleges and universities; college students' career preparation strategies are insufficient. Among them, behavioral psychology is the key to affect college students' employment. Employment intention describes the assumption of college students before looking for a job. The matching degree between this assumption and reality will affect whether they can successfully achieve employment. College graduates' cognitive psychology of job selection refers to college students' understanding of themselves, their occupation and their social environment in the process of employment, and their reasoning and judgment of things in employment. In the previous discussion, it is pointed out that there are some cognitive psychological problems in the process of employment of contemporary college students. Therefore, researchers in related fields have done a lot of research on the factors affecting college students' employment.

Cheng Wendi (Hakemzadeh et al. 2021) analyzed the influencing factors affecting college students' employment intention (Cheng 2019). He put forward a method to analyze the employment psychological problems of college students from the perspective of positive psychology. In his analysis, he analyzed the problem of contemporary college students' employment and believed that it was a problem of higher education construction, in which the bad mentality and psychology of college students' employment became the main reason affecting college students' smooth employment. Society, family, colleges and universities and other aspects caused college students to have various emotions in the process of employment, positive psychology refers to advocating people to face all kinds of problems in life with a positive attitude and stimulate people's potential power to solve problems, so as to help college students alleviate the employment pressure with a good attitude and promote the all-round and healthy development of college students. Wang Wei (Lahlouh et al. 2019) proposed a method to cultivate college students' entrepreneurial psychological quality from the perspective of positive psychology, so as to improve the solution of college students' employment problems. He believes that the cultivation of entrepreneurial

psychological quality is an important content of entrepreneurial education. By reviewing the research progress of the cultivation of entrepreneurial psychological quality of college students, this paper points out the existing problems and deficiencies, this paper discusses the strategies of cultivating college students' entrepreneurial psychological quality from three aspects: the excavation and cultivation of positive personality traits and the establishment of college students' entrepreneurial support system. The proposal of this method will help college students improve their understanding of employment and alleviate the panic caused by employment.

Therefore, this paper analyzes the influencing factors of college students' employment intention from the perspective of behavioral psychology. This study comprehensively considers the influencing factors of college students' employment intention, collects data and data through questionnaire survey, literature research and other methods, and analyzes the correlation of the data to find out the impact of personal factors, family factors and school factors on college students' employment intention. it provides a reference for college students to look at employment more rationally, colleges and universities to cultivate talents more effectively, and the government to formulate more reasonable employment policies. The model of behavioral psychology is shown in Figure 1.

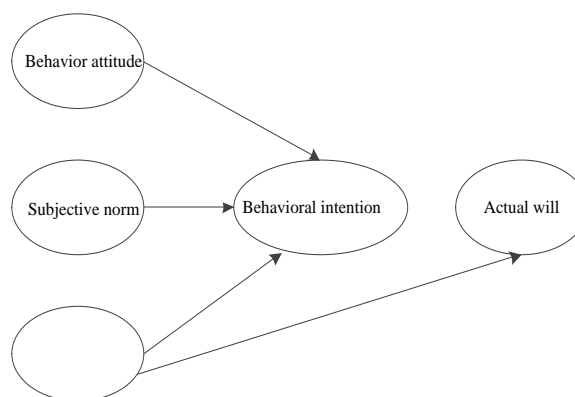


Figure 1. model of behavioral psychology

SUBJECTS AND METHODS

Study setting

In the research designed in this paper, firstly, taking the employment guidance of colleges and universities as the starting point, design a questionnaire and carry out a survey of college students and graduates to understand the actual situation of college students' employment intention and employment choice. Second, through the analysis of the actual situation of students' employment intention and employment choice, this paper discusses the problems existing in the employment of college graduates. Finally, through the comparative analysis and correlation analysis of the

data, the influencing factors of college graduates' employment intention reflected in the survey are analyzed.

The employment intention of college students is not determined by one factor, but influenced by a variety of factors. Therefore, the questionnaire questions designed in this paper are from the perspective of behavioral psychology, and truly consider the practical employment problems faced by college students. It also analyzes and investigates the different influencing factors of students with different personality characteristics. So as to divide the gap between the employment influencing factors of college students with different personalities (Ada et al. 2020).

Design

Research object design: the subjects of this survey

Table 1 Details of respondents

Gender	Male	Female
Number of people	530	470
Profession; major	Liberal arts	Science and engineering
Proportion (%)	53	47

Research method design: in this questionnaire survey, according to the results obtained from the previous interview, set the questionnaire questions, set the questionnaire questions as questions with different scores, print 500 copies of the questionnaire, and get the final questionnaire results by mail and on-site collection. The purpose is to fully understand the learning and living conditions of college students in school. The

are mainly college students. In terms of the selection of questionnaire survey objects, the survey objects are selected by stratified random sampling, that is, college students of different grades and types are selected as the objects of the questionnaire (Zhang et al. 2019). Then select some college students as the interview objects, mainly college students about to graduate, and interview students from different universities to further analyze the possible influencing factors of college students' employment intention. It also summarizes the results of the interview, determines the key influencing factors, and takes the key influencing factors as the object to carry out the setting of questionnaire questions, so as to facilitate the setting of relevant questions, so as to improve the effect and results of the research (Proudlove et al. 2020). The details of the respondents are shown in Table.

questionnaire is mainly divided into basic situation, psychological scale, career intention, concept and behavior after entering the university, and comprehensively collect and sort out the basic situation related to college students' employment (Hakemzadeh et al. 2021). The questionnaire questions are set as shown in Table 2.

Table 2. Details of questionnaire questions

Title number	Influence factor	Content
1	Personality factors	Question 1: are you a student who actively knows about employment information?
		Question 2: do you have a positive attitude towards employment?
		Question 3: are you willing to take the initiative to understand the company culture during your internship?
2	Employment intention	Question 1: do you want to work directly after graduation?
		Question 2: are you willing to choose a two-way employment enterprise?
3	Social pressure	Question 1: in the process of employment, do you feel the pressure from employment
		Question 2: do you think social employment pressure is a driving force?
		Question 1: will your family interfere with your employment problems after your graduation?
4	Family influencing factors	Question 2: does your family have an impact on your employment direction?
		Question 3: is family the key factor affecting employment?

Data analysis method. According to the above questionnaire survey questions, the pre survey stage is mainly carried out in a university. The samples are from freshmen to seniors of the University. A total of 500 questionnaires are distributed and recovered according to the distributed questionnaires. The effective rate of questionnaire recovery is about 99%, and the obtained

test papers can be used as research questionnaires.

The reliability of the questionnaire in this paper needs to be tested (Qu et al. 2021). Therefore, it is necessary to analyze the reliability of the design results of the scale, so as to eliminate the deviation caused by the question design. The reliability analysis of the scale mainly adopts Cronbach's alpha for reliability analysis.

Generally, as long as the coefficient value is higher than 0.7, the reliability of the scale is good (See-To & Ngai 2019). Therefore, this study conducted a pre survey before the formal survey questionnaire was issued, and tested the scientificity and applicability of the questionnaire and the reliability of the questionnaire through the survey results of small samples, so as to improve the questionnaire. After sorting and summarizing the collected data, the reliability of the data is tested with the help of SPSS software. The test result shows that the Cronbach's alpha coefficient is equal to 0.939, indicating that the reliability of the questionnaire is good and suitable for investigation and analysis.

This paper analyzes and processes the collected data with the help of SPSS software (Shotwell 2019). The specific empirical analysis process includes four aspects. The first step is the descriptive statistical analysis of the sample, including the basic personal information and employment intention of the survey sample.

The second step is to analyze the reliability and validity of the influencing factors of the sample college students' willingness to stay in China, so as to test the effectiveness and accuracy of the scale, and extract the influencing common factors by factor analysis.

The third step is to analyze the differences of employment intention, so as to study the different attitudes of different individual backgrounds to employment intention. The fourth step is to conduct binary logistic regression analysis on the influencing factors of employment intention (Kessels & Heyder 2020), so as to study the impact of the extracted common factors on college students' employment intention, and further analyze the regulatory effect of individual basic information on the extracted common factors and employment intention.

With the help of SPSS software, the obtained data are tested to judge whether it is suitable for exploratory factor analysis. The approximate chi-square value is 11145.21 and DF value is 220.5.

There are many methods to extract factors, such as principal component analysis, unweighted least square

method, maximum likelihood method, etc. (Skimina et al. 2019; Ferraro 2019; Kavanagh et al. 2020), but principal component analysis is the most commonly used method with the most stable results. Based on this, this study uses SPSS software for factor analysis, uses principal component analysis to extract common factors, and uses the maximum variance method to rotate factors to extract all common factors with eigenvalues greater than 1. After several exploratory factor analysis, four common factors were extracted. The total variance interpretation rate of these four common factors is 69.33%, indicating that these four factors can explain 64.10% of the information of the whole questionnaire, and the variance interpretation rate (Ferraro 2019) after the rotation of each factor per day is more than 10%, indicating that the results of exploratory factor analysis are good as a whole. The total variance of interpretation (Bhogal & Farrelly 2019) is shown in Table 3.

After completing the variance interpretation of exploratory factor analysis, finally, it is necessary to explain the corresponding relationship between the factor and the item, that is, analyze the matrix results after rotation, analyze the corresponding relationship between the factor and the item, and name the extracted factors. The matrix results after rotation obtained in this study are shown in Table 4.

According to the results of matrix (Li 2019) after the rotation of exploratory factor analysis, four common factors are extracted from the scale through factor analysis, and the factor load coefficient values are greater than 0.5, indicating that the validity of the scale is good. Next, the factors will be named according to the item contents contained in each factor. Factor 1 contains 9 items, covering three influencing factors: personal factors, family factors and social factors. These three influencing factors mainly involve their own attributes, so factor 1 can be named social attribute factor. Factor 2 contains six items, covering two factors of survival pressure, which are mainly related to the daily living environment of college students. Therefore, factor 2 can be named living environment factor; Factor 3 contains four items, covering two factors: the project to study in Han and local encouragement.

Table 3. Analysis of total variance of a questionnaire survey

Number	Initial eigenvalue	Extract sum of squares	Sum of squares of rotation
1	9.295	2.108	26.302
2	2.108	2.105	44.933
3	1.149	2.545	56.662
4	1.957	2.876	69.330
5	1.864	2.644	-
6	1.735	2.456	-
7	1.682	2.475	-
8	1.544	2.345	-
9	1.438	2.756	-
10	1.397	2.956	-

Table 4. Matrix results after rotation

Question number	Component			
	Factor 1	Factor 2	Factor 3	Factor 4
1	0.817	0.812	0.814	0.813
2	0.786	0.796	0.776	0.783
3	0.769	0.769	0.786	0.785
4	0.749	0.749	0.763	0.764
5	0.749	0.752	0.744	0.746
6	0.680	0.680	0.680	0.680
7	0.673	0.673	0.673	0.673
8	0.645	0.645	0.645	0.645
9	0.622	0.622	0.622	0.622
10	0.611	0.611	0.611	0.611

These two factors are mainly government policies, so factor 3 can be named policy factor. Factor 4 contains two items, covering two factors: family attitude and Alma Mater plot, mainly college students' own emotion, so factor 4 can be named emotion factor.

RESULTS

Among 1000 student workers who participated in the questionnaire survey, the valid questionnaires were effectively recovered, and the age and personality of the participants met the requirements of this analysis. The factors and other characteristics of the questionnaire results were extracted, and the results were analyzed effectively. Through the data, we can analyze the main influencing factors of college students' employment intention.

Demographic characteristics of the participants

The above students who participated in the questionnaire survey are facing the problem of employment choice, including 570 boys, accounting for 57% of the total number, and 430 girls, accounting for 43%. The age of these participants is similar, and there are some differences in their mental health, personality and values.

Characteristics of the participants

The participants in this questionnaire are more positive. After setting the questionnaire questions and reasonably recovering the questionnaire, the reliability of the validity of the questionnaire is tested, and then the influencing factors of the investigator's information and employment intention are counted with the help of SPSS software, and the factor is rotated by the maximum variance method by extracting the factors, Get the final key factors affecting willingness.

DISCUSSION

The description of employment intention is the assumption of college students before looking for a job. The matching degree between this assumption and reality will affect whether they can achieve employment smoothly. In order to understand the employment

intention of universities, a questionnaire was used to investigate and analyze the influencing factors. The influencing factors of employment of 1000 students were analyzed. Through the set questions, the key factors affecting college students' employment are determined. According to the data obtained, students' personal emotion, family influence and social pressure become the key to the influence.

Students have three major emotional psychology: pessimism, dissatisfaction and anxiety. Employment is the first step for students to step out of school and into society, and it is a major turning point in their life. Facing the increasingly severe employment situation, the increasingly fierce employment competition, and the career choice of the combination of multiple factors such as market needs, personal intentions and limited positions, how to make the right choice is the most difficult problem for students who are not deeply involved in the world and lack social experience.

Due to family factors or local requirements of the place of origin of students, the destination of employment is to return to the source of students

Local enterprises and institutions work, or their academic performance is significantly worse than other students, or have been punished in school, which makes students prone to pessimism.

Dissatisfaction psychology is different from the concerns and actual situation of specific individuals, such as dissatisfaction with family economic conditions, dissatisfaction with household registration restrictions, dissatisfaction with the environment of employment units, dissatisfaction with classmates and so on.

Many students are difficult to adapt in the face of choices and temptations, or have high career expectations, or are eager to implement the employment unit as soon as possible, or make efforts but fail to get a satisfactory job, which will lead to anxiety, irritability and even fear in the process of job hunting.

Among them, family factors (parents' expectations, parents' occupations and career models, parents' views on various occupations, parents' methods of educating their children, the influence of other members of the family, parents' social status and social ability, etc.), school factors (majors, training methods, the influence of classmates, etc.) and social factors (social

professional status, social traditional occupations, etc.)

Evaluation and the continuous improvement of job seekers' requirements have an important impact on students' psychology in employment.

With the media's hype of social elites, the extreme evaluation in the measurement of "personal value" is easy to lead higher vocational students to ignore their own individual characteristics and self-creativity, forming a personal oriented conformity psychology. In addition, due to the differences in everyone's living environment, family background, personal ability and opportunities, as well as the fact that students are in their youth, energetic, like to be competitive and have strong vanity, they are unable to analyze their own situation actively, objectively and correctly, and are prone to comparison psychology. In choosing a job, you don't start from reality and don't consider whether the selected unit is suitable for you. Instead, you blindly compare and always want to find a perfect job better than others, which eventually leads to failure.

Therefore, by considering the behavior psychology of college students, successfully determine the influencing factors affecting college students' employment intention, and provide them with certain convenient conditions from the perspective of college students themselves, family and society, so that college students can find a suitable job after graduation.

CONCLUSIONS

In this study, by setting up a questionnaire and inviting 1000 qualified college students to choose and answer the questionnaire questions. Through the research, it is found that the key factors affecting the employment of college students mainly include three aspects. As can be seen from the analysis of the identified key influencing factors, personal factors are the key, followed by the influence of family and society. Therefore, after determining the important influence degree of the influencing factors of these key factors, we should effectively dredge and guide the students' employment view according to different influencing factors, establish the information of self-improvement and self-reliance for students in the family, and relax the conditions for students in the social and economic development to improve the employment of college students.

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Correspondence:

*Longhao Song,
School of Economics and Management, Beijing Jiaotong University,
Beijing, 100004, China
E-mail: songlonghao1118@163.com*

A STUDY ON THE POSITIVE INFLUENCE OF BRITISH AND AMERICAN LITERATURE ON THINKING LOGIC OBSTACLES

Xin Chang* & Yajing Wang

College of Foreign Languages and Cultures, Sichuan University, Chengdu 610207, China

SUMMARY

Background: The study of British and American literature can imperceptibly improve students' basic skills in English language learning, stimulate college students' interest in learning English, and help students improve their logical obstacles in learning thinking. This paper analyzes the acceptance and contact mode of British and American literature among students. It is found that the analysis of British and American literary works has an important impact on students' thinking logic obstacles and helps to improve students' thinking ability.

Subjects and methods: This study focuses on the thinking logic barriers of students' learning. On this basis, it implements the promotion strategy of British and American literature. By combining the quantitative and qualitative research paradigm, it carries out data analysis on the data collected through classroom observation and after-school interview, so as to determine the positive impact of English and American literature learning on improving students' thinking logic barriers.

Results: The implementation of British and American literature learning strategies not only has a positive impact on students' English reading and writing ability, but also is of great benefit to students' literary work analysis ability, innovation ability, speculation ability and thinking logic. At the same time, it can significantly improve the thinking logic obstacles in learning.

Conclusions: This study focuses on the thinking logic barriers of students' learning, implements the promotion strategy of British and American literature, and analyzes the data collected through classroom observation and after-school interview by combining quantitative and qualitative research paradigms, so as to determine the positive impact of British and American literature learning on improving students' thinking logic barriers. The results show that the implementation of British and American literature curriculum construction can significantly improve students' thinking logic obstacles, optimize teaching evaluation and enrich teaching content. At the same time, the implementation of British and American literature learning strategies not only has a positive impact on students' English reading and writing ability, but also is of great benefit to students' literary work analysis ability, innovation ability, speculative ability and thinking logic. At the same time, it can significantly improve the thinking logic obstacles in learning. Therefore, it can be said that British and American literature has certain enlightenment significance to improve the quality of English teaching and students' logical thinking obstacles.

Key words: British and American literature - thinking logic - thinking obstacles - data collection - triangular argument - impact analysis

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INTRODUCTION

The newly issued literature teaching curriculum standard points out that students' appreciation and analysis of literary works are of great significance to enrich students' spiritual life and improve students' value judgment, and can significantly improve students' expression ability, feeling ability and thinking ability, and then overcome the thinking obstacles in students' learning process. Research shows that the curriculum construction of British and American literature is an important way to comprehensively improve students' quality and ability (Choi et al. 2020). Among them, for British and American literature, because it has profound cultural connotation, diversified value information and rich aesthetic significance, reading, learning and analyzing it can help students improve their thinking ability and promote their knowledge level (Zhang et al. 2021). Moreover, British and American literature has a huge humanistic value system. In the process of learning it, students can fully mobilize their learning interest and

thinking ability, and enrich reading knowledge, which is also very important for students to form their own value system and thinking mode. This undoubtedly shows the importance and necessity of British and American literature to students' thinking ability (Jagtap et al. 2019). From the perspective of rationality, the accumulation of reading knowledge is also the basic demand for individuals to form rational spirit. Only by firmly mastering the most basic amount of reading can we truly achieve a qualitative leap. As a specific literary phenomenon in a specific period, British and American literature is an important way to the ocean of knowledge and an important way to form personal thinking and judgment. (Jackson et al. 2019). Finally, students' mastery of British and American literature is directly related to their own humanistic feelings. Only then can they really have profound perception and insight, which can not only enrich their personal understanding of life, but also resolve their problems at the level of thinking logical obstacles. Finally, realize the same direction of humanistic sentiment and thinking ability (Chari et al. 2020). In