

Table 1. Psychological changes of patients with color vision impairment before and after the intervention of integrating traditional calligraphy and fashion design

Dimensions of psychological problems	Before intervention	After intervention	<i>P</i>
Loneliness	4.15±0.67	1.72±0.71	<0.05*
Inferiority	3.03±0.61	1.95±0.70	<0.05*
Lack of security	4.06±0.79	2.28±0.64	<0.05*
One sidedness	3.34±0.76	2.39±0.67	<0.05*
Doubt	4.65±0.81	1.97±0.64	<0.05*
Dependence	3.78±0.66	1.97±0.67	<0.05*
Willfulness	4.00±0.59	2.12±0.77	<0.05*

Note: * *P* < 0.05, comparison of psychological changes before and after the intervention.

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THE CULTIVATION OF COLLEGE STUDENTS’ INNOVATION AND ENTREPRENEURSHIP ABILITY BY IDEOLOGICAL AND POLITICAL EDUCATION FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: Educational psychology is a branch of psychology that studies the educational process. The emergence of educational psychology is a historical process in which psychology and education are combined and gradually form an independent branch. In short, educational psychology is a science that studies the laws of all aspects of the learning and teaching process. Specifically, it has the following aspects: first, the characteristics of educators. Educational psychology first needs to understand the characteristics of the executors of the educational process, that is, teachers, and the impact of these characteristics on the teaching process. Every educator has his own set of teaching ideas and methods, and the personality characteristics of educators will also affect the educational process. For example, strict educators prefer traditional teaching methods, and the response of educational objects is more constrained. In front of democratic and lively educators, educational objects can express themselves more freely. Second, the characteristics of educational objects. As educational objects, most of them have their own learning philosophy. In education, they advocate “teaching students according to their aptitude”, that is, according to the different characteristics of educational objects, giving different education, putting forward different requirements, and adopting different teaching methods and methods. Therefore, educators must understand the personality characteristics of the educational object and its learning motivation, learning ability and learning habits. Only in this way can education be targeted and education can give full play to its effectiveness. Therefore, educational psychology must also understand the other half of the participants in the educational process, that is, the educational object, and pay attention to teaching students according to their aptitude. Third, educational methods. The influence of different educational methods on different subjects and different teaching contents, and how educators cooperate with teaching methods to achieve good teaching results are also the research content of educational psychology.

Innovation and entrepreneurship are parallel. All successful entrepreneurs have experienced systematic innovation practice, so we can’t talk about innovation without entrepreneurship. Relevant studies have pointed out that there is a positive correlation between innovation and entrepreneurial sharing and economic growth. Promote the virtuous circle effect, better entrepreneurship and innovation will promote economic activities, and economic activities will also have a positive impact on innovation and entrepreneurship activities. Innovation and entrepreneurship education is a new concept education method that combines innovation education and entrepreneurship education. At the same time, give consideration to the cultivation of students’ thought and practice, pay attention to cultivating students’ innovative spirit, entrepreneurial consciousness, entrepreneurial thinking and practical ability, constantly tap students’

potential and realize students' innovative and entrepreneurial behavior. The speed of social development is gradually accelerating, and the speed of social multiculturalism entering the campus is beyond imagination. Under the background of the gradual deepening of domestic comprehensive education reform, mental health education has been highly valued by colleges and universities. In view of this, this study constructs a new ideological and political education model based on the perspective of educational psychology, so as to investigate the positive role of the ideological and political education model facing educational psychology in cultivating college students' innovation and entrepreneurship ability.

Objective: From the perspective of educational psychology, this paper comprehensively and systematically summarizes the psychological characteristics, existing problems and related influencing factors of university innovation and entrepreneurship ability, and constructs the ideological and political education model based on educational psychology, in order to point out the path for improving university innovation and entrepreneurship ability, in order to achieve the innovation and entrepreneurship behavior of college students.

Research objects and methods: 100 students were randomly divided into the control group and experimental group, with 50 students in each group. Among them, the control group adopted traditional ideological and political education, while the experimental group adopted ideological and political education based on educational psychology for one month. The innovation and entrepreneurship ability of students is measured in combination with the innovation and entrepreneurship ability scale of college students. The scale has 13 items and adopts the 5-level scoring method. The higher the score, the higher the innovation and entrepreneurship ability of students.

Methods: SPSS16.0 software was used for statistical processing.

Results: Table 1 shows the comparison of the scores of innovations and entrepreneurship ability between the two groups of college students. On the whole, compared with the traditional ideological and political education model, after the implementation of the ideological and political education intervention based on educational psychology for one month, the total score of students' entrepreneurial ability and the scores of all dimensions are improved, which shows that the ideological and political education model based on educational psychology can effectively improve students' innovative and entrepreneurial ability.

Table 1. Comparison of scores of innovations and entrepreneurship ability between the two groups of college students (*n*=100)

Project	Control group (<i>n</i> =50)	Experience group (<i>n</i> =50)	<i>P</i>
Achievement motivation	2.15	4.63	<0.05
Opportunity recognition ability	2.17	4.59	<0.05
Interpersonal skills	2.44	4.39	<0.05
Be quick-witted	2.26	4.15	<0.05
Professional knowledge	2.18	4.17	<0.05
Willpower	2.63	4.44	<0.05
Self-confidence	2.59	4.26	<0.05
Self-management ability	2.39	4.18	<0.05
Independence	2.15	4.78	<0.05
Organizational consciousness	2.17	4.43	<0.05
Adaptability	2.63	4.29	<0.05
Service consciousness	2.59	4.23	<0.05
Total score	39.46	55.46	<0.05

Conclusions: In the process of building a national innovation system and creating an innovation and entrepreneurship atmosphere, college students' innovation and entrepreneurship education is important work. Through innovation and entrepreneurship education, cultivate innovation and entrepreneurship talents, drive and promote the innovation and entrepreneurship activities of the whole society, and promote the development of the national economy. The ideological and political education model based on educational psychology can significantly improve the innovation and entrepreneurship ability of contemporary college students, which is worthy of popularization and application in college education.

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ON THE REFORM OF LOGISTICS MANAGEMENT IN COLLEGES AND UNIVERSITIES FROM THE PERSPECTIVE OF COMMUNICATION PSYCHOLOGY

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Background: As the name suggests, communication psychology is an interdisciplinary subject of communication and psychology. It is not only a branch of applied psychology, but also a branch of communication. It has the dual nature of natural science and social science. It relies more on the research methods of social science, but it also has humanism. Communication psychology is called interdisciplinary because its parent disciplines mass communication and psychology are interdisciplinary. As a branch of applied psychology, psychology has two modes of communication. First, from the perspective of general psychology, communication psychology is divided into a branch of psychology. Second, from the perspective of applied psychology, communication psychology is classified into the category of applied psychology. The so-called applied psychology refers to the general name of disciplines that apply the principles and rules of psychology to various practical fields. In short, communication psychology can be divided into a branch of psychology or applied psychology, whether in the field of large communication perspective or in the field of applied psychology. In short, communication is a subject that studies how human beings use symbols to transmit social information. Psychology generally believes that the definition of symbols is a science that studies the occurrence, development and change law of psychological phenomena. In the process of the formation of communication, psychology is used to study the law of psychological activities as psychology. It enriches and enriches the research content of communication by excavating the internal driving force and emotional factors of communication phenomena, so that communication-based on macro research and process research can learn from micro research and psychological research. As one of the most humanized and humanized social activities, communication also adds new research content and discourse space to psychological research. The psychological phenomena and activity laws of communicators, gatekeepers, intermediaries and audiences in communication activities are also what people want to understand, which also makes psychological research more realistic and practical. Relevant research points out that since the new era, communication psychology has covered all fields of life. In recent years, the reform of the management model based on communication psychology has become one of the research hotspots.

The refined management of logistics in colleges and universities refers to comprehensively implementing responsibilities, clarifying responsibilities, refining and optimizing the whole management process, realizing the specialization of organizational structure, the institutionalization of management mode and the standardization of work mode on the basis of paying attention to standards and norms. It mainly includes two aspects: on the one hand, the implementation of full staff management. In daily work, each employee participates in the implementation and organization of enterprise management activities, and determines appropriate standards for post quantification, workflow and compounding, so as to achieve the best work effect. On the other hand, realize the whole process management. In every link of work management, we should pay attention to each link to make each link interrelated and realize detail management. Relevant research points out that communication psychology plays an important role in promoting the fine management of logistics in colleges and universities, which not only meets the requirements of modern management, but also meets the needs of the reform and development of colleges and universities. In view of this, this study constructs a refined management model of university logistics based on communication psychology, in order to make the university logistics service more detailed and comprehensive.

Objective: To explore the application effect of the refined management mode of university logistics based on communication psychology, in order to provide new ideas and methods for improving university logistics management.

Research objects and methods: 250 college students were randomly selected as the research object to carry out the intervention of refined management mode of college logistics based on communication psychology for one month. The application effects of refined management mode of college logistics based on communication psychology before and after the intervention were compared and analyzed. The application effect is carried out by satisfaction evaluation, including dissatisfaction, satisfaction and very satisfaction.

Methods: Obtain student satisfaction before and after the intervention of the refined management mode of logistics in colleges and universities based on communication psychology through SPSS21.00 data statistical analysis software.

Results: Table 1 shows the student satisfaction before and after the intervention of the refined management model of logistics in colleges and universities based on communication psychology. It can be seen from Table 1 that compared with the implementation of the refined management mode of logistics in colleges and universities based on communication psychology before the intervention, the dissatisfaction