

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

rate of students is only 10% one month after the intervention, while the proportion of satisfaction and very satisfaction is 90%. There is a statistical difference before and after the intervention ($P < 0.05$). This shows that the refined management model of logistics in colleges and universities based on communication psychology has a good application effect.

Table 1. Students' satisfaction before and after the intervention of refined logistics management model in colleges and universities based on communication psychology [n (%)]

Category	Dissatisfied (%)	Satisfied	Very satisfied
Before intervention	50 (20)	125 (50)	75 (30)
After intervention	25* (10)	50* (20)	175* (70)

Note: * $P < 0.05$, compared with the satisfaction of students before intervention.

Conclusions: The intervention of refined management mode of university logistics based on communication psychology has achieved good application results. Compared with before the intervention, students have higher satisfaction, so it is worth popularizing and applying in university logistics management.

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ON THE TEACHING REFORM PATH OF HIGHER VOCATIONAL ART EDUCATION FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: "Educational psychology" is a science that studies the basic psychological laws of situational learning and teaching in schools. It is also a branch of psychology, which studies the psychological activities of educators and students and their generation and change laws in the process of education and teaching. It is a marginal subject between educational science and psychological science. At present, in order to meet the needs of the continuous development of education, the task of educational psychology is also increasing, and the research object is also gradually expanding. With the increasing attention of education to people's all-round development, educational psychology has shifted from the initial focus on the research of learning psychology and the discussion of learning laws to the cultivation of moral behavior, independent thinking and practical ability. Specifically, educational psychology includes three 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. Second, the characteristics of educational objects. As the object of education, educators must understand the individual characteristics of the object of education and its learning motivation, learning ability and learning habits. Only in this way can education be targeted and play a full role. 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.

As an art form, the fundamental purpose of art education is to further improve and even sublimate people's psychological quality and even ideological realm, and promote the all-round development of personality through the cultivation of aesthetic sentiment. Human education is comprehensive. As a form of education, it is not enough to explore the educational function only from the perspective of art theory or painting skills. Under the diversified educational concept, higher vocational art education should also explore the fundamental function of art education from the perspective of educational psychology, realize the combination of art education and psychological education, and explore the mutual influence and promotion relationship in the process of education is the development trend of future education. Combining higher vocational art education and educational psychology into teaching practice is the best way to promote the development of art education and educational psychology. Higher vocational art education should abandon the previous closed teaching methods, adopt open teaching methods, be people-oriented, guide students to think and create independently, and grasp the connotation of art as a whole. The change of teaching methods is inseparable from the subjectivity of students. Educating students to respect, share