

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

and cooperate with rich and diverse teaching methods, effectively adjusting personal psychological changes and maintaining a healthy and good state of mind is also a powerful weapon for students to face the complex and changeable social reality. In view of this, starting from the essence of higher vocational art education and from the perspective of educational psychology, this paper discusses the role of higher vocational art education in the cultivation of people's psychological quality, as well as the relationship between educational psychology and higher vocational art education, in order to help shape higher vocational art psychology education in the future.

Objective: From the perspective of educational psychology, this paper summarizes the psychological characteristics, existing problems, and influencing factors of the traditional higher vocational art education curriculum, and constructs the curriculum reform mode of higher vocational art education based on educational psychology, which aims to improve the positive personality of higher vocational students in the process of art learning, in order to reshape the emotion and psychological cognition of higher vocational students for art curriculum.

Research objects and methods: 100 students majoring in fine arts in a higher vocational college were randomly divided into control group and experimental group, with 50 students in each group. Among them, the control group took the traditional art education curriculum, while the experimental group took the art curriculum based on educational psychology for 3 months. The positive personality of students is measured in combination with the positive personality scale. The scale has 88 items, including 24 dimensions. The higher the score, the more stable the corresponding positive personality is. Finally, it analyzes and compares the changes of students' positive personalities under the two teaching methods of art courses in higher vocational colleges.

Methods: All data were statistically processed by SPSS22.0 software.

Table 1. Comparison of positive personality scores between two groups of higher vocational art students ($n=100$)

Factors of positive personality	Before intervention	After intervention	<i>P</i>
Creativity	3.15±0.67	5.12±0.77	<0.05*
Curiosity	3.03±0.61	6.38±0.77	<0.05*
Judgment	3.06±0.79	6.51±0.84	<0.05*
Studious	3.34±0.76	6.72±0.71	<0.05*
Insight	3.65±0.81	6.01±0.62	<0.05*
Brave	3.78±0.66	6.59±0.63	<0.05*
Insist	4.00±0.59	5.97±0.67	<0.05*
Sincere	3.09±0.65	5.12±0.77	<0.05*
Enthusiasm	3.09±3.60	6.38±0.77	<0.05*
Love	3.66±0.74	6.51±0.8	<0.05*
Kindhearted	3.56±0.68	6.72±0.71	<0.05*
Intelligence	3.77±0.73	5.95±0.70	<0.05*
Team	3.78±0.69	4.28±0.64	<0.05*
Fair	3.15±0.67	6.39±0.67	<0.05*
Leadership	3.03±0.61	6.97±0.64	<0.05*
Tolerant	3.06±0.79	5.97±0.67	<0.05*
Modest	3.34±0.76	5.12±0.77	<0.05*
Cautious	3.65±0.81	6.38±0.77	<0.05*
Autonomy	3.78±0.66	5.12±0.77	<0.05*
Appreciate	4.00±0.59	6.38±0.77	<0.05*
Gratitude	3.09±0.65	6.51±0.84	<0.05*
Hope	3.09±3.60	6.72±0.71	<0.05*
Humor	3.66±0.74	6.01±0.62	<0.05*
Faith	3.56±0.68	6.59±0.63	<0.05*

Note: * $P < 0.05$, comparison of positive personality before and after the intervention.

Results: Table 1 shows the comparison of positive personality scores between the two groups of higher vocational art students. On the whole, compared with the traditional higher vocational art curriculum, after the implementation of the higher vocational art reform curriculum based on educational psychology, the students' positive personality scores have improved in all dimensions ($P < 0.05$). This shows that the higher vocational art curriculum reform model based on educational psychology can effectively improve students' positive personalities.

Conclusions: The reform model of higher vocational art curriculum based on educational psychology can

significantly improve the positive personality of art students, and then it is of great significance to reshape students' psychological cognition of art curriculum.

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ANALYSIS ON THE IMPORTANCE OF MEDICAL NURSING IN THE TREATMENT OF CENTRAL NERVOUS SYSTEM DISEASES

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Background: The central nervous system is an important nervous system of the human body. It is mainly composed of human brain nervous system and spinal cord nervous system. It organically combines the nerves in the human body to realize the transmission and reception of all information in the human body. The pathology of central nervous system diseases mainly occurs in the neural tube, neural crest, spinal cord or brain. The clinical symptoms are as follows: in recent years, with the rapid development of neurological technology in the medical field, new breakthroughs have been made in the research of human central nervous system diseases, such as high fever, headache and dizziness, blurred consciousness, nausea and vomiting, difficulty in movement, hemiplegia, language disorder, partial limb weakness, neck stiffness, epilepsy and so on. In recent years, the research and development of central nervous system (CNS) drugs is particularly active in the medical community at home and abroad. At present, there are more than 180 kinds of central nervous system drugs in clinical use in China. Among central nervous system drugs, antipsychotics include antipsychotics, antidepressants and anxiolytics. Among them, antipsychotics are mainly used to treat schizophrenia, so they are also called schizophrenia drugs. After the advent of such drugs, about 2/3 of patients can get different degrees of improvement, but 1/3 of patients are in a non-reactive state. In terms of pharmacological effects, the dopamine hypothesis has attracted the most attention in the past 30 years. All antipsychotics can block dopamine receptors, and blocking the dopamine D2 receptor is the basis of the curative effect. Antidepressants treat depression. Its symptoms are characterized by sadness, disappointment and depression. In addition, there are anxiety, slow action, slow thinking, self-blame and inferiority delusion, insomnia, headache, loss of appetite and so on. Studies have shown that depression is associated with an imbalance in the levels of various neurotransmitters in the brain, including norepinephrine, monoamine oxidase and serotonin. According to the pharmacological mechanism of drugs, new antidepressants can be divided into four categories: serotonin reuptake inhibitors. Serotonin-norepinephrine reuptake inhibitor. Reversible monoamine oxidase-A inhibitor. Antidepressants with dual effects on serotonin. The main treatment objects of anti-anxiety drugs are anxiety and panic disorder, including obsessive-compulsive disorder, hysteria and crowd phobia. The prevalence of anxiety disorder abroad is about 5%, lower than that of neurasthenia in China. Methyl alanine is the first listed anti-anxiety drug, which has been gradually eliminated and replaced by later developed benzodiazepines. The diagnosis of central nervous system diseases can be determined by the combination of CT, Magnetic Resonance Imaging (MRI), superconducting Magnetic Resonance Spectroscopy (MRS) and other basic examinations.

Relevant studies have pointed out that neurology nursing plays an important role in the treatment of central nervous system diseases. The traditional neurology nursing management model and concept have been difficult to meet the needs of social development. Therefore, reforming the existing nursing management methods and introducing the latest nursing management model plays an important role in improving the quality of nursing work in neurology. The application of fine management mode in the nursing management of neurology department can not only effectively reduce the cost of medical service, but also greatly improve the quality of hospital medical service, which is of positive significance to promoting the healthy and sustainable development of the hospital in the future. In view of this, this paper will discuss in detail the clinical application effect of neurology nursing based on refined management in the treatment of central nervous system diseases.

Objective: This paper explores the application effect of neurology nursing based on detailed management in the treatment of central nervous system diseases, in order to ensure the life, health and safety of patients with central nervous system diseases and improve patients' satisfaction with the nursing effect of neurology, so as to provide a new nursing strategy for the treatment of central nervous system diseases.

Research objects and methods: 110 patients with central nervous system diseases treated in the Department of Neurology of our hospital from January 2019 to January 2020 were randomly divided into