

of college English informatization teaching. At the same time, it actively discusses the role of college students' English informatization innovation teaching under the diversified background in alleviating college students' English learning anxiety, so as to improve the learning ability and learning level of college students while shaping college students with sound body and mind.

Research objects and methods: 300 students from different universities were divided into two groups by random number table method, namely control group and experimental group. There are 150 college students in each group. The control group adopted the traditional college English teaching mode. The experimental group adopted the innovative education model of college English information teaching under a diversified background. After one semester of intervention, the Self-rating Anxiety Scale (SAS) was used to compare the anxiety of the two groups of college students. The higher the score of SAS, the more obvious the anxiety of college students and the more serious the anxiety symptoms. Finally, the changes in English learning anxiety levels of the two groups of college students before and after the intervention are compared and analyzed.

Methods: All data were statistically processed by SPSS18.0 software.

Results: Table 1 shows the comparison of English learning anxiety between the two groups of college students. On the whole, compared with the traditional college English education model, after the implementation of the innovative education model of college English information teaching based on the diversified background for one semester, the students' English learning anxiety level decreased ($P < 0.05$). This shows that the innovative education model of college English information teaching based on a diversified background can effectively improve college students' English learning anxiety.

Table 1. Comparison of English learning anxiety between the two groups ($n=300$)

Project	Control group ($n=150$)	Experience group ($n=150$)	<i>P</i>
Anxious learning	8.17±3.71	6.15±2.32	<0.05
Communication anxiety	4.19±3.25	3.63±2.23	<0.05
Loneliness tendency	5.63±2.23	3.45±2.58	<0.05
Self-reproach tendency	6.15±2.32	3.46±1.45	<0.05
Sensitive tendency	6.42±3.71	3.45±2.58	<0.05
Physical symptoms	6.88±2.23	3.46±1.45	<0.05
Terrorist tendency	3.46±1.45	2.45±2.58	<0.05
Impulsive tendency	3.45±2.58	1.46±3.25	<0.05
Total score	41.09±17.34	35.91±19.71	<0.05

Conclusions: In the process of college English learning, college students often face great learning pressure. Due to the fear or resistance to English learning difficulties, college students have a certain degree of anxiety, which affects their mental health level. Under the background of "diversification + informatization", the reform and optimization of college English teaching mode can be realized by making rational use of Internet technology. It can abandon the disadvantages of traditional college English teaching mode, eliminate college students' fear and psychological pressure on English learning, and effectively improve college students' classroom awareness and English learning enthusiasm.

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DESIGN AND IMPLEMENTATION OF XINJIANG MINORITY MUSIC EDUCATION RESOURCE BANK FROM THE PERSPECTIVE OF COGNITIVE PSYCHOLOGY

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Background: China is a country with multi-ethnic and multi-cultural coexistence. With the social development and progress, the protection and inheritance of ethnic minority traditional culture have been paid more and more attention by the state. As an important gathering place of ethnic minorities in China, Xinjiang has given birth to a large number of ethnic minority traditional cultures. Among them, ethnic minority music culture, as a key part of Chinese national culture, has extremely important value. The inheritance of minority music culture in Xinjiang is a systematic project. In order to carry out long-term inheritance and protection of minority music culture in Xinjiang, China has put forward a large number of

protection measures, including the construction of inheritance mode, among which the education mode is the most convenient. The educational inheritance of Xinjiang minority music culture is to cultivate professionals with minority music literacy and skills through teaching. Building a perfect teaching resource library in education and teaching can improve teaching efficiency. As the key to the construction of digital campus, in order to realize the correct distribution of teaching materials and avoid the unsatisfactory teaching effect caused by blind query, cognitive psychology theory is introduced to guide the construction of teaching resources.

Cognitive psychology theory includes perceptual processing theory, central energy theory, cognitive memory structure and process theory and problem-solving theory. The above four theories need to be applied interactively in the design of Xinjiang minority music education resource database. Firstly, cognitive psychology believes that human knowledge and experience are closely related to human perception. The perceptual processing theory suggests that the construction of educational resource database needs a large number of examples to eliminate wrong ideas in teaching. According to the central energy theory, attention is limited. In education, students will pay attention to the distribution of different resources when facing a large amount of data, resulting in students' inability to concentrate on learning. According to the cognitive memory structure and process theory, teaching resources should be situational, construct significant memory points, and promote students' memory transformation in music education. Problem solving theory holds that in music education and teaching, we need to find problem representation according to students' cognitive memory points and solve it at the same time. In a word, cognitive psychology starts from human cognition and follows people's cognitive psychology when accepting foreign objects, so as to put forward corresponding communication means, which can achieve the effect of common progress in education.

Objective: To construct the educational resource database through the relevant theories of cognitive psychology, and use the educational resource database to realize the music education and inheritance of ethnic minorities in Xinjiang.

Methods: A questionnaire was constructed to investigate the current situation of minority music teaching in three schools in Xinjiang, analyze the students' cognitive psychology in minority music education in Xinjiang, and build a teaching resource database with personalized cognitive psychology characteristics. At the same time, the constructed minority music education resource database is applied to music teaching in three colleges and universities to evaluate the implementation effect of Xinjiang minority music education resource database from the perspective of cognitive psychology.

Results: A total of 200 students in the three schools participated in the questionnaire survey, 198 questionnaires were recovered and 194 valid questionnaires were obtained. Quantify the influence value of specific factors in the questionnaire as level 0-4. 0 means irrelevant, 1 means slight impact, 2 means general impact, 3 means obvious impact and 4 means complete impact. The questionnaire shows that the impact of four cognitive psychological theories, namely perceptual processing theory, central energy theory, cognitive memory structure and process theory and problem-solving theory, on the construction of Xinjiang minority music education resource bank is level 4, 3, 4 and 4 respectively, as shown in Table 1.

Table 1. The influence of cognitive psychology on the construction of educational resource database

Index	Perceptual processing	Central energy	Cognitive memory structure and process	Problem solving
Educational resource bank	4	3	4	4

Conclusion: The construction of educational resource database is the basis of ensuring school education and teaching. In order to improve teaching efficiency, we need to start with teaching practice and pay attention to the cognitive psychology of students and teachers on the basis of following the guidance of scientific educational theory. By following the cognitive psychology of students and teachers, the construction of Xinjiang minority music education resource bank will help to realize the protection and inheritance of Xinjiang minority music culture. And the application of cognitive psychology in Xinjiang minority music education can provide reference value for college education and teaching, stimulate colleges and universities to give full play to their own strength in the inheritance of traditional culture, and improve students' enthusiasm for the protection of China's minority culture.

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NEW PATH OF EMPLOYMENT GUIDANCE IN HIGHER VOCATIONAL COLLEGES FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: The development of social economy not only provides jobs for the employed, but also brings many challenges. Among them, higher vocational college students, as the main employment group, how to choose the employment direction is the key guidance content needed by the school. In the employment guidance of higher vocational colleges, the main content emphasized by the college is to meet the employment needs of students, the second is to meet the professional needs of students. Although this employment guidance method has improved the overall employment rate of students, it is undeniable that a large number of students will not adapt to psychology after employment, and even choose to reemploy. The main reason is that the existing employment guidance in higher vocational colleges is lack of systematicness and pertinence, and the teacher team participating in the guidance is unreasonable. In order to avoid the students' employment problems caused by the above problems, a large number of colleges and universities began to apply educational psychology to employment guidance and build a new path by using the basic theory of educational psychology.

Educational psychology is one of the main research contents in psychology. Its core idea is to carry out educational reform from the perspective of psychology. Educational reform includes college teaching system, teachers' teaching plan and students' school strategy. Under the category of educational psychology, the purpose is to deeply grasp students' learning psychology by analyzing students' psychological behavior, stimulate students' motivation in the learning process, induce students to actively give full play to their self-study ability in learning, and then improve the learning effect. In addition, educational psychology can also make the teaching plan more scientific by grasping the psychological changes of teachers. For teachers in higher vocational colleges, according to educational psychology, teachers can be fully encouraged to use innovative teaching methods, exercise students' learning thinking and effectively transform employment strategies. And it is worth noting that from the perspective of educational psychology, teachers' teaching behavior will also be affected. Therefore, in curriculum teaching, teachers can constantly improve their teaching level and achieve the result of common progress with students. Finally, educational psychology can fully coordinate teaching and learning, and play a balanced role in it. Specifically, in students' learning, educational psychology can transmit students' learning situation to the perspective of teachers through feedback, teachers can put forward teaching plans, and students can also learn new knowledge from the changes of teachers' teaching level and means.

Objective: To analyze the role of educational psychology in employment guidance in higher vocational colleges, and construct a new path of employment guidance in higher vocational colleges from the perspective of educational psychology, so as to provide reference for students' employment.

Research design: Regression analysis was used to determine the relevant factors affecting the employment guidance of higher vocational colleges. Starting from the influencing factors, a new strategy for employment guidance was formulated. 200 students from each of the three schools were selected. Each school was divided into experimental group and control group, with 100 students in each group. The experimental group was guided by the new strategy, and the control group was guided by the traditional scheme. After the students were employed, a questionnaire was used to understand the employment situation of the students.

Results: Learning motivation, psychological differences, teacher groups and teacher level are important factors affecting employment guidance. A questionnaire survey was conducted on 600 graduates from three colleges and universities. The results show that after receiving the new strategy of employment guidance of educational psychology, the employment rate of students has been significantly improved, and their employment satisfaction has also been significantly improved, as shown in Table 1.

Table 1. Student employment

	Index	School A (%)	School B (%)	School C (%)
Rate of employment	Before the new strategy	77	81	80
	After the new strategy	89	90	92
Employment satisfaction rate	Before the new strategy	69	71	77
	After the new strategy	86	94	92