

thinking.

Research design: Investigate the current situation of innovation and entrepreneurship education in five colleges and universities, and interview 50 students from each of the five colleges and universities. Through the interview, determine the proportion of people with thinking logic barriers among the students. Construct the implementation path of the connotative development of college students' innovation and entrepreneurship education, and conduct the second random interview after 6 months. The interview content is the same as that of the first. Compare and analyze the difference in the number of students with thinking logic barriers in the two interviews.

Results: The results of two interviews were compared and analyzed. The results showed that among the five schools, the number of people with thinking and logic disorders before the interview accounted for the highest 42% and the lowest 14%. In the second interview, the number of people with thinking and logic disorders accounted for the highest 26% and the lowest 4%. The difference between before and after was statistically significant ($P < 0.05$), as shown in Table 1.

Table 1. Proportion of people with thinking logic disorder

School number	First interview (%)	Second interview (%)	<i>P</i>
1	22	4	<0.05
2	42	26	<0.05
3	34	14	<0.05
4	28	14	<0.05
5	14	6	<0.05

Conclusions: The connotative development of college education is not only the general trend, but also the basic project of college education reform and transformation. Therefore, the connotative development reform should also be carried out for college students' innovation and entrepreneurship education. The transformation and development from the two connotations of innovation and entrepreneurship will contribute to the cultivation of college students' innovation and entrepreneurship ideas. And in the innovation and entrepreneurship education of college students, we need to always consider students' thinking logic obstacles, and build an education system that can improve students' thinking logic obstacles, which can effectively promote students' comprehensive development.

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OPTIMIZATION OF THINKING LOGIC OBSTACLE ANALYSIS IN COMPUTER ALGORITHM SIMULATION EXPERIMENT TEACHING

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Background: Computer algorithm is a way of logical calculation based on computer. It plays an obvious role in the development of information technology and Internet technology with the change of international environment, colleges and universities pay more and more attention to the course of computer algorithm. From the early written theory education to the current simulation experiment teaching, all show the importance of computer algorithm. In the teaching of computer algorithm simulation experiments in colleges and universities, the excellent environment of the laboratory is used to test and analyze the algorithm performance of the computer. At the same time, teachers can visualize the more abstract theory of computer algorithm with the help of the simulation experiment environment. The teaching mode of the computer algorithm simulation experiment is the key part to reflect the experimental teaching level. At present, in the teaching of computer algorithm simulation experiment in colleges and universities, due to the great difficulty of simulation experiments, students are prone to conceptual confusion, and then there are thinking logic obstacles, which seriously hinder the growth of students.

The thinking logic disorder is a common mental problem. There are many reasons for thinking logic, among which personality, gender, and education level are obvious factors. At the same time, it is also proposed in some studies that the knowledge environment of individuals in learning is also an important factor. In college learning, students' thinking logic is the key part to determine students' final learning

effect, but it is undeniable that there will be more or fewer students' thinking logic obstacles in the teaching of computer algorithm simulation experiment in colleges and universities. Thinking logic disorder refers to the confusion or deviation of students' thinking in the learning process. Thinking logic includes symbolic thinking, new words, logical inversion, and sophistry thinking. The above four thinking logic disorders will affect individual cognition for a long time. Symbolic thinking is a kind of abstract thinking. Under the influence of symbolic thinking, students will have a sense of uncertainty about concrete data. The two thinking logic obstacles of new foreign language words and logical inversion will lead to professional confusion in the learning of knowledge students. General psychology believes that the new words and logical inversion are caused by the concept accepted by the individual that cannot meet the conditions required by the individual. Therefore, the individual will respond accordingly to achieve the purpose of thinking logic. Sophistication thinking refers to the fact that individuals will deal with logic according to their inner needs when facing different concepts, and turn logic into their own subjective consciousness, which usually shows that they use unrealistic logic theory to refute the content of correct logic processing.

Objective: Computer algorithm simulation experiment teaching is one of the important courses in colleges and universities. In order to obtain a more reasonable and scientific teaching mode of computer algorithm simulation experiment in colleges and universities, we need to start with thinking logic and plan the teaching scheme by analyzing students' thinking logic obstacles, so as to achieve the purpose of cultivating computer talents in colleges and universities.

Study design: A questionnaire was designed to investigate 300 computer majors in three universities. The survey content is the current situation of students' thinking logic, including the screening of four kinds of thinking logic obstacles: symbolic thinking, new words, logical inversion, and sophistication thinking. Make use of the teaching plan to carry out long-term teaching for students, and evaluate the improvement of students' thinking logic obstacles during teaching.

Results: After eight months of computer algorithm simulation experiment teaching, all students were interviewed regularly at the same time during this period to determine the changes in their thinking logic. It is concluded that the thinking logic obstacles of middle school students have been significantly improved in eight months, and the maximum improvement has reached 64%, as shown in Table 1.

Table 1. Improvement of thinking logic disorder

School number	Symbolic thinking (%)	New words (%)	Logical inversion (%)	Sophistry thinking (%)
1	22	53	54	58
2	27	44	64	62
3	19	35	21	33

Conclusions: Students' thinking logic obstacles are the main factors affecting students' growth. In education and teaching, we should actively pay attention to students' thinking logic obstacles, and formulate teaching models for students' thinking logic obstacles in different teaching courses, so as to ensure that students can finish relevant learning knowledge in time and accurately in the teaching process. At the same time, as the algorithm basis of scientific and technological innovation, computers should always pay attention to the problem of students' thinking logic obstacles in college education and teaching, formulate a reasonable and scientific computer experimental teaching scheme, ensure that students can grow healthily in teaching, and provide a safe and comfortable teaching environment for the cultivation of high-quality computer talents in our country.

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THE EFFECTIVE EFFECT OF CONTINUING EDUCATION ON ALLEVIATING COLLEGE STUDENTS' EMPLOYMENT ANXIETY

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