

before and after using the digital economic system.

Study design: This study selects an enterprise adopting a digital economy system and resource allocation system as the data source. The operation records and training data of employees are collected and summarized by the digital economic system. After exporting the data, they are divided into different dimensions for impact analysis.

Methods: In this study, the chain substitution method is used to calculate the influence degree of factors in the change process of economic indicators. In this method, when multiple factors interact and act on the same indicator, one of them is regarded as a variable factor in a certain order, and other factors are regarded as fixed factors, and then the variable factors and fixed factors are replaced one by one, based on this, the replacement calculation is carried out respectively to determine whether the change of different factors has an impact on the change of the index and the degree of impact.

Results: According to the serial substitution method, the impact of employee cognitive impairment on enterprise benefits at different cognitive learning levels is finally obtained by continuously replacing factor variables, as shown in Figure 1.

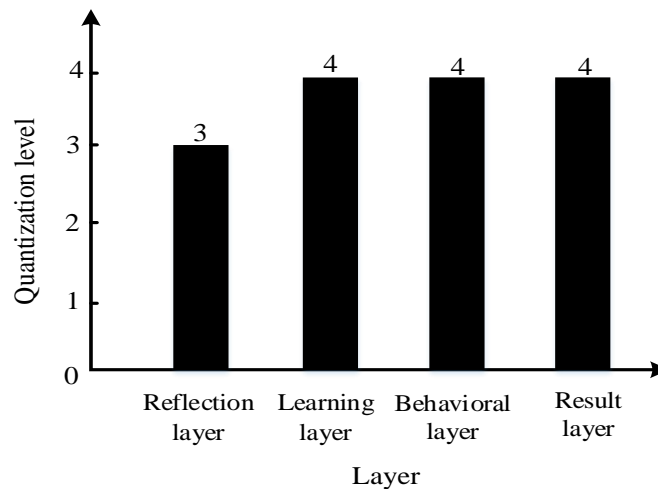


Figure 1. Compliance analysis

In the cognitive learning level of employees in Figure 1, the impact of learning level, behavior level and result level on enterprise benefits is level 4, reaching a significant impact. Only the reaction layer has a level 3 impact on enterprise benefits, reaching an obvious impact.

Conclusions: Under the emphasis of the market on innovative development and knowledge-based development, enterprises need to develop not only business ability, but also talent management ability in the process of management. However, in the actual employee training, it is often difficult for employees to really understand the training or business content, resulting in cognitive impairment. The application of the digital economy system in enterprise talent management can effectively solve this problem. Through the system business operation and training transformation, it can help employees form a correct understanding of business details and improve their business level.

* * * * *

THE CULTIVATION PATH OF STUDENT ACTIVITIES TO COLLEGE STUDENTS' SOCIALIST CORE VALUES FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

Xun Mo

School of Culture and Media, Hezhou University, Hezhou 542899, China

Background: Educational psychology is a science that focuses on individuals in educational situations. Educational psychology is the combination of general psychology and pedagogy system. In the research process of educational psychology, there are three different research directions from different angles. One is to take pedagogy system as the main research basis and apply psychology as a tool in classroom education

practice research and education system practice research to cultivate students with sound physical and mental development, improve students' comprehensive quality. The second is to take the psychological system as the main research basis, and think that educational psychology must take human psychological phenomena as the main research object, determine its theoretical system through the law of psychological activities in educational activities, and explore the psychological law in the process of family education, school education, social education and even lifelong education. Third, it is not necessary to deliberately distinguish between pedagogy and psychology, but should organically combine the two, explore psychology in the process of education, and use psychological laws to assist teaching. The third perspective of teaching psychology is used in this research. As a very important part of college students' study and life, student activities occupy a lot of daily time of college students. Compared with classroom teaching, many college students are more willing to participate in student activities and are more vulnerable to the psychological impact of student activities. From the perspective of educational psychology, this study integrates the socialist core values into students' activities, and carries out activities with both guiding and interesting values in students' activities. Through similar student activities, strive to make students experience the sense of belonging in the socialist core values in their personal participation, organically combine values with life methodology, comprehensively improve their comprehensive quality, and lay a positive foundation for not being misled by wrong values when contacting external society in the future.

Objective: Through the organic combination of educational psychology and socialist core values, this study carries out student activities that combine teaching with fun. In this way, it strives to provide students with a reliable value guidance system in daily student activities, help students distinguish external ideas and improve their comprehensive quality.

Subjects and methods: This study uses both theoretical analysis and factor analysis. Based on the theory of educational psychology, this study analyzes the factors of the relationship between student activities, student psychological state and socialist core values, finds the interrelated links, and further analyzes the ways in which the factors affect each other.

Study design: This study selects indicators from the three dimensions of student activities, students' psychological state and socialist core values for analysis. On this basis, it selects the element combination analysis method to analyze which elements have the most significant impact on students in the process of accepting socialist core values.

Methods: In this study, the records of student activities are provided by relevant schools, and the freshmen with the highest frequency of participating in student activities are selected as the research object. On this basis, through a large number of observation and factor combination analysis, this paper studies the positive impact of student activities on students' acceptance of socialist core values, and uses IBM SPSS Statistics 20 for statistics.

Results: In the process of students' acceptance of external ideas, the impact of different behavior elements on students' acceptance of ideas is shown in Figure 1.

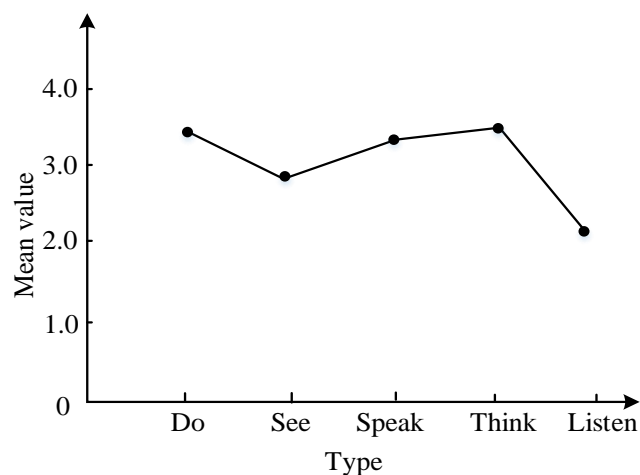


Figure 1. Element combination analysis

Among the behavioral elements in Figure 1, the average scores of “doing”, “seeing”, “speaking” and “thinking” are higher, reaching more than 3.0 points. It can be seen that in the process of students' concept acceptance, the activities carried out through personal practice and thinking are easier to help them understand and accept the concept. The average score of “listening” is low, below 3.0. It can be seen that traditional classroom teaching is not enough to make students accept socialist core values, and student

activities have more advantages.

Conclusions: Compared with classroom education with a strong sense of dogma, student activities can provide students with more flexible and effective guidance on values and methodology. Based on the theory of educational psychology, integrate the socialist core values into students' activities, increase the interest and extensibility of students' activities, and promote students to feel the positive sense of belonging in the value orientation in relevant students' activities, so as to provide methodological guidance for college students' daily behavior and improve their comprehensive quality.

* * * * *

LOGICAL THINKING OF VOCATIONAL EDUCATION PROMOTING SOCIAL EQUITY FROM THE PERSPECTIVE OF SOCIAL PSYCHOLOGY

Wen Wang^{1*} & Mengxia Hu²

¹*School of Vocational and Continuing Education, Yunnan University, Kunming 650091, China*

²*Physical Education and Sports School, Soochow University, Suzhou 215021, China*

Background: According to Adams's equity theory in social psychology, the source of social equity is often not the absolute value of resource return obtained by individuals, but the relative value of resource return generated in comparison with other individuals in the same level of society. When individuals in society perceive that their individual resource return value is far less than the input value, they will feel unfair, that is to say, social equity comes from social groups receiving almost the same resources and resource returns. Although the theory of common balance from the perspective of psychology shows its subjective limitations to a certain extent, it is worth affirming that the theory of social psychology recognizes social equity as a psychological perception, which is actually based on social comparison and social comparison reference body. Human psychological perception is the reflection of the external objective world, and this reflection is not carried out independently. The difference between social comparison behavior and comparison reference can often lead to individual different attitudes towards social equity. In addition, from the perspective of social psychology, vocational education is also attractive to social individuals. On the one hand, this attraction comes from the recognition of their own value and social value. For individuals who lack the opportunity to participate in higher education, on the one hand, they are eager to realize their social value and can get a more reasonable return on resources compared with their own reference materials. On the other hand, they are worried that due to the lack of educational opportunities, they can obtain fewer social resources than other individuals in the same level of social groups, The contradiction between these two aspects is the contradiction between social individuals' fairness and efficiency from the perspective of psychology.

Objective: By analyzing the promoting relationship between vocational education and social equity, this study finds out the focus in the process of interaction, and then lays a theoretical foundation for solving the psychological problems of vocational education groups, promoting the psychological equity of vocational education groups, and improving the mental health level of vocational education groups.

Subjects and methods: Through the analysis of the current situation of vocational education, this study combines the social psychological fairness of social individuals with the allocation of vocational education resources and industry conditions from the perspective of social psychology, and analyzes the promotion relationship between vocational education and the social psychological fairness of vocational education groups through the correlation and function between them.

Study design: In this research process, the industry survey method and data analysis method are combined to study the correlation and influencing factors between the two by investigating the data status of the vocational education industry in recent years and analyzing it with the social fairness of social individuals.

Methods: The vocational education industry data in this study are mainly provided anonymously by insiders in relevant industries. In the research process, the data correlation characteristics are analyzed by data feature analysis method.

Results: The satisfaction of the current domestic vocational education group with the current situation of the domestic vocational education industry is shown in Figure 1.

As can be seen from Figure 1, at present, the largest proportion of personnel is the two sub categories of very dissatisfaction and relatively dissatisfaction in the general category of dissatisfaction, accounting for 31.35% and 32.48% of the total resources respectively. The second is the group with general feelings about the situation of domestic vocational education industry, accounting for 19.03% of the total resources, while