

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.

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

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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

the very satisfied group only accounts for 6.66% and the more satisfied group 10.48%, and the sum of the two is less than 20% of the overall number. It can be seen that the current domestic vocational education groups are dissatisfied with the situation of the industry, the psychological state is difficult to balance, and the problem of poor mental health has been very common.

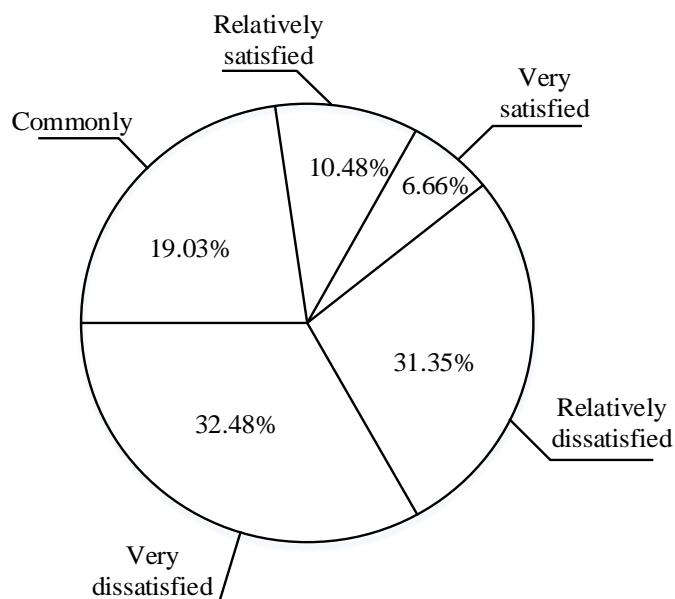


Figure 1. Distribution map of educational resources

Conclusions: Social equity embodied in vocational education is a reasonable demand of modern society. At the level of social psychology, this sense of social justice depends not only on the absolute distribution of resources, but also on the comparison between different social individuals. The development mode of the future society is the development mode dominated by the knowledge-based society. This environment brings about the rapid changes of society and the rapid popularization of technology. In this environment, it is very necessary to realize the fairness of vocational education. This is not only the goal of economy and politics, but also the goal of giving consideration to the psychological state of social groups and the state of social individuals. By deepening the popularization of vocational education, improving the coverage of vocational education in different social strata, making socially vulnerable groups have social skills security, and making people participating in vocational education experience a more equitable distribution of social resources, which is the best way for Chinese society to develop towards freedom and equity.

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INNOVATIVE APPLICATION OF USER EXPERIENCE AND INTERACTION DESIGN FROM THE PERSPECTIVE OF PSYCHOLOGY

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Background: Psychology divides the world into two closely related wholes, one is the objective world that the outside world does not change with the individual will, the other is the individual subjective world formed by mapping the external objective world, and human senses are the channels that connect the objective world with the subjective world and make it interact with each other. The process of interaction design is the distinction between the subjective world and the objective world in psychology. The system interaction module is the object in the objective world, and the psychological activity generated by users when using the interaction module is the cognition in the subjective world. In the process of design, we should not only focus on the objective object, but also focus on the psychological cognitive activities behind the object. From the perspective of cognitive psychology, when people perceive things, they have the characteristics of pursuing the internal and external harmony of things, that is, when human beings face a cognitive object with complex internal structure, they tend to perceive the overall structure of the object