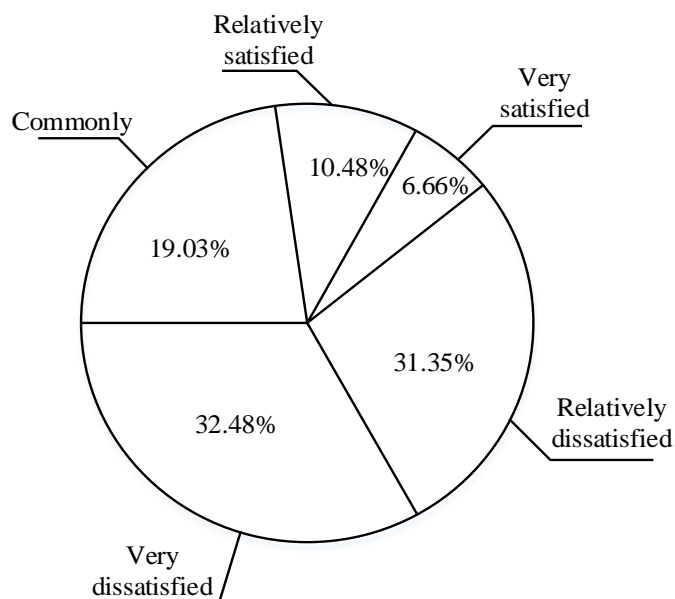


the very satisfied group only accounts for 6.66% and the more satisfied group 10.48%, and the sum of the two is less than 20% of the overall number. It can be seen that the current domestic vocational education groups are dissatisfied with the situation of the industry, the psychological state is difficult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

first at the psychological level, and only focus on the various structures and elements within the structure. After reaching the understanding of internal structure and elements, human beings still tend to reorganize all parts in the psychological cognitive environment and preserve memory in a holistic way. This psychological cognitive process is the process of how human beings acquire, store and process external information. In interactive design, the interactive process of transmitting information to users and receiving user information feedback is extremely dependent on users' psychological experience. The product design idea of "user-centered" is actually expected to provide users with an overall impression that is easy to understand and use in the process of user use. Using the characteristics of human cognitive psychology, users' experience can be improved through the design of internal details and the overall architecture of the system.

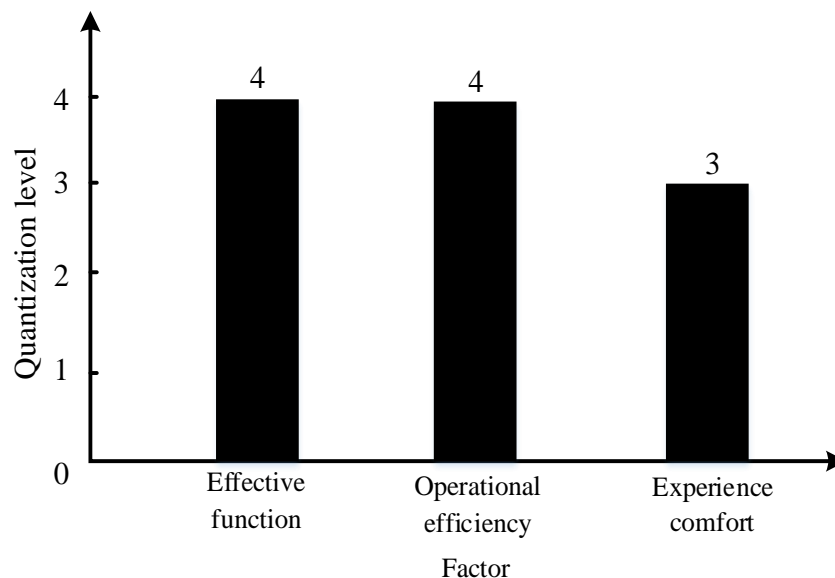
**Objective:** This study uses the characteristics of human cognitive psychology in psychology to analyze the focus of users' psychological experience in the process of using the interactive system, and provides a theoretical basis for interactive design.

**Subjects and methods:** This study takes interactive design users as the main research object, and explores the elements that should be paid attention to in the design of the interactive system by studying the psychological experience and cognitive status of users in the interactive system, so as to provide a grasp for the design of modern information interactive system.

**Study design:** This study uses case analysis and quantitative and qualitative analysis to analyze the interaction between interactive system and user experience. On this basis, it uses induction and summary method to put forward practical and feasible innovative design countermeasures and put forward suggestions for the development direction of information-based interactive design.

**Methods:** This study exports user-related data from the background of the user interactive operating system as the data basis of case analysis.

**Results:** The importance of the psychological experience of operating users in the process of using the interactive system is distinguished as shown in Figure 1.



**Figure 1.** Importance of user psychological experience

Among the three different types of psychological experience in Figure 1, functional effectiveness, operation efficiency and experience comfort, the importance of functional effectiveness and operation efficiency reaches level 4, which is very important. Compared with the first two items, the importance of experience comfort is slightly weaker, only reaching level 3, which is more important.

**Conclusions:** Since the development of information interaction system, the problems that can be solved after increasing the direct cost, such as the improvement of speed and efficiency, which need to be solved in the initial stage, are no longer the main problems that need to be solved urgently between users and the system. The new interactive design needs to combine design with cognitive psychology to design and optimize the system from the user's psychological experience and cognitive effect. These small designs can be expressed through multiple classification modules such as business information, interactive experience, emotional content and visual design. Then, through system integration, a user-centered interactive system with a high possibility of realization is formed to improve the user experience on the basis of ensuring the

use effect of the system.

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## PRACTICE AND EXPLORATION OF COLLEGE COUNSELORS IN IDEOLOGICAL AND POLITICAL EDUCATION FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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**Background:** Educational psychology is the product of the combination of psychological system and pedagogical system. It takes the psychological law in the teaching process as the research object. Although the words “teaching” and “learning” have two different objects of teachers and students in the pedagogical system, educational psychology believes that teachers and students are not separated from each other. They are interrelated and interact with each other. Only when teachers and students are a dynamic whole can the psychological law exist. As a special kind of college teachers, college counselors are not responsible for students’ curriculum learning, but for students’ daily life, students’ activities and ideological guidance. In other words, counselors are teachers closest to college students’ actual study and life. Therefore, this identity is also the easiest to show the effect of ideological and political education, at the same time, the use of educational psychology can also properly guide the counselors’ contact and mutual psychological role with students in their daily study and life. Counselors play an important role in Ideological and political education, and there is also an important connection between educational psychology and ideological and political education. First of all, they have common educational objects, and they have public awareness in the guidance of students’ psychological activities and values. Secondly, the main contents of Ideological and political education and educational psychology are composed of psychological elements such as belief and will. Both of them can help students to adjust their behavior and maintain their good values. Finally, educational psychology and ideological and political education share the same goal of talent training. Both of them aim to cultivate builders and successors of socialism with Chinese characteristics with ideals, culture and morality. Therefore, in the special post of counselor, the combination of educational psychology and ideological and political education has a certain unity, which is a necessary way for ideological and political education in colleges and universities to keep pace with the times and innovate the path.

**Objective:** Through the combination of educational psychology and ideological and political education in the post of counselor, this study provides a unified and innovative experimental path for ideological and political education in contemporary colleges and universities, helps college students improve their psychological and behavioral control ability, and provides an effective means for cultivating high-quality socialist heirs.

**Subjects and methods:** This study establishes a comprehensive index system for the subjective and objective factors of counselors’ Ideological and political education using educational psychology, and analyzes the elements on the basis of the index system to explore the relationship between counselors’ psychological education behavior and the effect of ideological and political education.

**Study design:** The data of this study are provided by the university. In the research process, a large number of observation methods are used to observe the ideological and political work of counselors in various colleges and departments in the university, and an index system is established. In addition, the statistical inference method will be used to infer the population through typical samples.

**Methods:** The establishment of indicators in the research process depends on the subjective standards of counselors to a certain extent, and the personal working methods of counselors are different. Therefore, the *t*-value test and other methods are used to test the statistical values.

**Results:** The score statistics of relevant elements of counselors are shown in Table 1.

**Table 1.** Subjective score and *t*-test

Value type	Practical application	Objective ability	Subjective desire
Standard deviation	1.01	0.82	0.66
Mean value	3.03	2.10	1.73
<i>t</i>	-13.62	-31.83	-22.81

It can be seen from Table 1 that in terms of subjective desire, the counselor group tends to carry out ideological and political education guided by educational psychology, but once it is implemented in