



Figure.1 The scoring statistics of the teaching effect of the two groups in the study of ancient literature

Conclusions: Deeply excavating the literary value and social guidance in ancient Chinese literary works can effectively help us enhance the cultural connotation and value convergence, and enhance our affirmation and admiration of our own culture. Nowadays, Chinese ancient literature is in a new wave of innovation and integration. From the perspective of cognitive impairment, exploring the current situation and problems of the development of Chinese ancient literature can help us better think about the value and effective ways of cultural inheritance, and effectively help students improve their learning quality.

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THE PATH OF “CRAFTSMAN TYPE” PROFESSIONAL DEVELOPMENT OF TEACHERS IN VOCATIONAL COLLEGES FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: Educational psychology is the product of the combination of educational activities and psychology. It is a science to explore the psychological laws of teachers and students in the process of teaching. As a branch of psychology, educational psychology is different from psychology, which focuses on the broad laws of individual internal laws and external environment changes. It focuses on improving and strengthening teaching design, teaching principles and evaluation related teaching methods, so as to improve students' learning quality. The limitation and particularity of the research object of educational psychology make its law more practical, and pay more attention to teaching students according to their aptitude from the law of students' learning and the law of psychological change. Humanism advocates that psychology should study cognition as a whole, pay more attention to people's psychological activities, highlight the important incentive role of emotion in teaching activities, guide educational psychology to focus on students' self-improvement as the core, and believe that teaching is not only a cognitive process, but also a situational activity connecting individuals. When teachers who transfer knowledge intervene and guide students, they should pay more attention to the individual differences and group characteristics of students, and carry out targeted teaching practice. The quality of teaching effect is closely related to the degree of specialization of teachers.

Under the background of the new curriculum reform, the center of teachers' professional development lies in Teachers' continuous acceptance of new knowledge and improvement of professional knowledge literacy and teaching ability. The factors affecting their professional degree include personal factors, environmental factors and institutional factors. However, only the development motivation with internal driving characteristics can make teachers reflect and improve from their own point of view, according to their own teaching characteristics, teaching style and existing shortcomings, so as to achieve the overall improvement of their own quality. In addition to imparting theoretical knowledge, teachers in vocational colleges also focus on the cultivation and exercise of students' practical ability. In addition to implementing the teaching goal of Building Morality and cultivating people, vocational colleges pay more attention to cultivating students' practicality and professionalism. However, in recent years, the development of

vocational colleges has gradually fallen into the deadlock of “enrollment difficulty” and “graduation difficulty”. The reason for this problem is that the construction ability of teachers is not strong, students rely on Teachers’ teaching process, and students lack independent inquiry spirit and independent thinking ability in practical skills. In the context of the current teaching situation, teachers in higher vocational colleges should constantly improve their professional ability and quality, restrain themselves with “craftsman spirit”, and pay attention to the continuous polishing of teaching practice and achievements in the teaching process. At the same time, with the help of educational psychology knowledge, we can analyze the learning situation and formulate personalized plans for vocational school students, so as to improve the teaching quality and students’ professional practice ability, and encourage them to participate in professional competitions. Paying attention to the cultivation of teachers’ craftsman spirit and the exploration of professional path will help to improve the quality of teaching activities, ensure the employment rate of students and realize a virtuous circle between teaching subjects.

Objective: In order to better explore the professional development path of “craftsman” teachers and help them better carry out teaching activities, so as to improve students’ professional skills and practical operation ability. At the same time, improve the quality of Vocational Colleges and enrich the theoretical knowledge of educational psychology.

Research objects and methods: The study selected teachers and students from two secondary vocational schools to conduct a questionnaire survey, in order to evaluate the professional level of teachers and the problems existing in the current teaching, analyze their causes and explore solutions. At the same time, with the help of educational psychology, this paper constructs the professional development path model of “craftsman” teachers, so as to promote the professional development of teachers and the high-quality development of teaching.

Method design: Teachers were randomly divided into experimental group and control group. The experimental group conducted experimental teaching with the help of the professional development path model, while the control group used normal teaching methods and methods. The experimental time was three months. At the end of the experiment, the professional ability of teachers was investigated, and collect students’ feedback on classroom teaching to assist in testing teachers’ teaching effect.

Methods: The experimental data were collected and sorted out with the help of SPSS statistical analysis tool, and the results were analyzed to explore the professional development trend of “craftsman” teachers from the perspective of educational psychology.

Results: Educational psychology can effectively help teachers pay more attention to students’ psychological and emotional changes and key curriculum needs in the teaching process. When teachers use the path model to teach, they can continuously improve their teaching characteristics through students’ feedback, and greatly improve teachers’ professional knowledge ability and teaching ability. The professional knowledge ability of the two groups of teachers has significant statistical differences in the data scores before and after the experiment, and the score increases of different dimensions are also different. Table 1 shows the statistics of the proportion of students’ teaching satisfaction under different teaching paths after the experiment.

Table 1. Statistics on the proportion of students’ teaching satisfaction under different teaching paths after the experiment

Grouping	Degree of satisfaction	Proportion of people (%)
Experience group	Dissatisfied/A little dissatisfied	-
	General	12.9
	Relatively satisfactory	35.7
	With great satisfaction	51.4
Control group	Dissatisfied	9.7
	A little dissatisfied	18.3
	General	36.4
	Relatively satisfactory	18.9
	With great satisfaction	16.7

Conclusions: The change of teaching standards and the increase of students’ needs put forward higher requirements for teachers’ professional level. As an important subject in the teaching process, teachers’ teaching effect directly affects the teaching quality. Therefore, paying attention to the exploration of teachers’ professional development path and the focused cultivation of “craftsman spirit” can enable teachers to apply educational psychology to curriculum practice, keep pace with the times in teaching

reform, and realize a qualitative leap in teaching level and professional quality.

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PHENOMENON OF EMPLOYMENT ANXIETY IN HIGHER VOCATIONAL COLLEGES AND ITS INFLUENCE ON STUDENTS’ EMPLOYABILITY

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Background: The reform of education system and the development of socialist market economy have accelerated the change of China’s employment market. Job selection has gradually changed from the original “distribution arrangement” to “independent job selection”. In order to adapt to the change of market demand, most workers begin to seek the learning and training of professional and technical ability, which makes the number of Higher vocational colleges gradually increase. The over saturation of the labor market and the high recruitment standards of employers have virtually increased the employment competition pressure of students, resulting in negative emotions such as anxiety, worry and depression. Employment anxiety refers to the comprehensive reaction of students’ negative emotions caused by the cognitive deviation between internal cognition and objective reality in the process of employment. The low adaptability of their majors to their posts, the improvement of the standards of employers, the large number of competitors and other factors will make students have negative emotions such as panic and anxiety when choosing a job. Students in higher vocational colleges generally have employment anxiety, and the number shows an upward trend. Appropriate employment anxiety can help students better understand the market demand and professional skill requirements, and have a preliminary understanding of the employment situation in advance, so as to urge them to continuously strengthen their professional knowledge and practical ability, and improve their competitiveness and advantages. However, excessive employment anxiety will affect their own objective evaluation of job demand and their own understanding of value, and blindly make employment choices or choose to avoid employment. In the long run, negative emotions will produce certain behavioral barriers for students, make them miss the best period of employment and career selection, and then urge students to continuously reduce employment standards, which is not conducive to students’ long-term employment planning. The group difference of employment anxiety is significant, and higher vocational students are vulnerable to the influence of environment and others, resulting in poor self-adjustment ability, and weak self-cognitive deviation and environmental perception ability. If employment anxiety is not intervened and solved in time and effectively, it will have an impact on their employability. Vocational college students who have just graduated are in the stage of high interest and fighting spirit, strong learning ability and practical ability. If they fall into employment anxiety, they will doubt their ability, lose confidence in the employment market, and then have psychological and behavioral avoidance of employment problems, which promotes them to fall into employment anxiety in advance and ignores the improvement and learning of their professional ability. With the continuous change of employment market standards and the continuous saturation of the labor market, the employment difficulty will only be higher and higher, and the employment advantage of graduates will gradually lose. Therefore, students are very easy to fall into a vicious circle between employment anxiety and employability. Therefore, the research on the influence and intervention of employment anxiety in Higher vocational colleges on students’ employability has high practical value for helping students better adapt to the employment market and actively guide their employment.

Objective: In order to reduce the negative impact of employment anxiety on students’ employability in higher vocational colleges, help them actively alleviate their anxiety, and make an objective evaluation of the employment market and their professional ability, that is, do not set too high expectations, nor deny their own value and ability. Only in this way can we better guide students to adjust their psychological emotions, seek their own satisfactory employment opportunities with a positive attitude, explore the intervention mechanism of anxiety on employability, and reduce the negative impact of anxiety.

Research objects and methods: Randomly select two higher vocational colleges, and collect the information about the evaluation of anxiety and their own working ability with the help of anxiety scale and vocational ability evaluation scale. Then build an employment anxiety improvement mechanism model to intervene the students’ anxiety, and evaluate and judge their employability and self-cognition level.