

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.

Method design: Firstly, after reasonably evaluating and grading the employment anxiety and employability of the research object, the influencing factors of students' employment anxiety are analyzed with the help of principal component analysis. Then, the experimental subjects were intervened by psychological emotion counseling and employment practice training to help them alleviate anxiety and improve their employability. The experimental time was one month, and the data before and after the experiment were statistically compared to explore the correlation between employment anxiety and employability.

Methods: SPSS analysis tool was used to process the data, principal component analysis was used to extract the factors affecting employment anxiety and test the regression coefficient, and anxiety improvement model and intervention methods were used to explore the improvement mechanism of employment anxiety on employability.

Results: When facing job selection and employment, students in higher vocational colleges who are about to graduate often have employment anxiety due to changes in the market environment and differences in the evaluation of their professional ability, such as fear, worry, anxiety and other negative emotions, which will have a negative impact on employment choice and the learning of daily professional skills. There are many factors causing students' employment anxiety, including both subjective and objective factors. Table 1 shows the statistics of the proportion of influencing factors of employment anxiety of graduates of different genders.

Table 1. Statistics on the proportion of influencing factors of employment anxiety of graduates of different genders

Type	Limited education (%)	Lack of professional skills (%)	Less employment options (%)	There are few recruitments information channels (%)	Vague employment orientation (%)
Boy student	22.3	22.5	14.7	16.8	23.7
Girl student	18.3	24.6	12.5	15.2	29.4

Conclusions: Employment is not only a key step for students to enter society from school but also a new stage in which they begin to feel and experience social changes in the form of individuals. There is a high correlation between employment anxiety and employability. Students in higher vocational colleges should actively make planning and cognitive preparation for entering the society, correctly evaluate their own strength and reduce employment anxiety. On the basis of understanding the current situation and requirements of the employment market, students do not evade or resist employment opportunities and employment choices, but constantly improve their professional quality and ability with a positive attitude, and actively find employment with full spirit and high morale.

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ANALYSIS ON THE GOAL CONNOTATION AND LEVEL ORIENTATION OF ANCIENT LITERATURE TEACHING FOR ANXIETY COLLEGE STUDENTS

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Background: Ancient literature can effectively improve cultural cultivation, enrich spiritual life, and change a person's speaking temperament and spiritual realm from inside to outside. The course of ancient literature is also designed to help students perceive the spiritual temperament and cultural connotation contained in literary works on the basis of imparting ancient literary knowledge, and improve students' cognition and identity of their own national culture. However, with the rapid development of market economy and the rise of "fast-food culture", people's profit orientation is gradually revealed, and they often have a utilitarian and urgent attitude to learn in the process of learning and cognition. Therefore, while accepting diversified knowledge, people gradually show a single and one-sided trend in the evaluation of cultural works, gradually get used to evaluating ancient literature with secular rating standards, and make a final conclusion on its value from the perspective of marketization and commercialization. However, the disciplinary nature of ancient literature is different from that of science and engineering, which directly affects real life. Instead, it focuses on guiding people to form a spiritual value and ideal belief internalized