

potential of employees. On the contrary, to diagnose the negative pressure of employees, we should take appropriate strategies to solve, disperse and reconcile, so as to reduce the obstacles of employees' negative pressure to the development of enterprises. At the specific level, the grass-roots management of enterprises can promote the positive pressure of employees by establishing the reward mechanism, but pay attention to the appropriate range of pressure to ensure that the pressure is within the positive range. For negative pressure, enterprises should take timely and effective intervention measures to prevent the further expansion of employees' mental pressure, which will hinder the development and progress of employees themselves and enterprise organizations. In short, in the grass-roots management of enterprises, we should pay special attention to the mental pressure of employees, and take corresponding measures to intervene to ensure the physical and mental health of employees, so as to realize the benign and sustainable development of enterprises.

Objective: In order to alleviate the negative mental pressure of employees in the work of the enterprise, this study constructs an enterprise grass-roots management strategy considering the mental pressure of employees, which aims to alleviate, reconcile or solve the mental pressure of employees, so that employees can coordinate the relationship between stress and work, so as to ensure the healthy development of the enterprise.

Research objects and methods: 500 employees were randomly selected from five enterprises in our city as the research object, and the mental stress status of employees was measured in combination with the diagnostic test scale of work mental stress. The scale includes 9 factors: rules and regulations, task setting, specific requirements, condition creation, workability, role cognition, workload, interpersonal relationship. For career development, 5-level scoring is adopted. The higher the score, the more serious the employee's mental pressure is. Then, the enterprise grass-roots management model considering employees' mental pressure constructed in this paper is intervened for three months. The changes in employees' mental pressure before and after the intervention are compared and analyzed, so as to evaluate the application effect of the enterprise grass-roots management model constructed in this paper.

Methods: Complete the data analysis through SPSS23.0 data statistical analysis software.

Results: Table 1 shows the changes in employees' mental stress after the intervention of enterprise grass-roots management strategy considering employees' mental stress. Compared with before the intervention, after the implementation of the enterprise grass-roots management strategy considering employees' mental pressure, the employees' mental pressure was improved, and there was a significant difference before and after the intervention ($P < 0.05$).

Table 1. Changes of employees' mental stress after the intervention of enterprise grass-roots management strategy considering employees' mental stress

Factor	Before intervention	After intervention	<i>P</i>
Rules and regulations	3.47	1.33	0.00
Task setting	4.34	1.44	0.00
Specific requirements	3.46	1.49	0.00
Condition creation	4.35	2.44	0.00
Working ability	3.47	1.49	0.00
Role cognition	4.34	1.33	0.00
Workload	3.46	1.44	0.00
Interpersonal relationship	3.35	1.49	0.00
Career development	4.47	2.44	0.00

Conclusions: The enterprise grass-roots management strategy considering the mental pressure of employees constructed in this paper can effectively alleviate the mental pressure of employees and ensure the physical and mental health of employees, which plays an important role in the development and progress of enterprises.

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RESEARCH ON THE INTEGRATION OF INNOVATION AND ENTREPRENEURSHIP EDUCATION AND PROFESSIONAL EDUCATION IN COLLEGES AND UNIVERSITIES FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: Innovation and entrepreneurship education is a new educational concept put forward by China in recent years in order to be in line with international standards, keep up with the pace of the times and cultivate innovative talents. Innovation and entrepreneurship education aims to help students fully understand the current social enterprise business environment, entrepreneurial opportunities, entrepreneurial risks and enterprise development model. At the same time, helps students fully understand the concept and characteristics of entrepreneurship, and effectively cultivate students' entrepreneurial awareness and innovative spirit. Therefore, through innovation and entrepreneurship education, students' innovation awareness and entrepreneurship level can be improved, and high-quality innovative talents can be trained for society, which is of great significance to students' personal development and the overall development of society. The integration of innovation and entrepreneurship education and professional education is an important way to cultivate students' professional ability, entrepreneurial ability and innovation ability under the current economic development trend, and can provide more opportunities for students' future development. However, there are many problems in the integration of innovation and entrepreneurship education and professional education in colleges and universities, which need only one step of improvement.

Educational psychology is a branch of psychology. Its main research direction is the learning effect of students, the effect of teaching intervention, the teaching psychology of teachers and the social psychology of school organization under the educational situation. Educational psychology is to apply psychological theory to education, so as to improve teaching methods, improve students' learning enthusiasm, and help students solve various problems in the process of learning and growth. Educational psychology has important applications in teaching design, teaching mode improvement, promoting students' learning motivation and helping students overcome psychological problems. Through educational psychology, teachers can have a deeper understanding of students, improve the pertinence of teaching, adjust teaching methods and teaching methods, and improve teaching quality. Based on educational psychology, the research carries out teaching design for the integration of innovation and entrepreneurship education and professional education in colleges and universities, and puts forward strategies to promote the deep integration of innovation and entrepreneurship education and professional education in colleges and universities, improve students' professional ability, entrepreneurship and innovation ability, transport high-quality compound talents for the society and meet the market demand for new innovative talents.

Objective: Innovation and entrepreneurship education are new educational concepts put forward by China in recent years in order to be in line with international standards, keep up with the pace of the times and cultivate innovative talents. The research puts forward strategies based on educational psychology to promote the deep integration of innovation and entrepreneurship education and professional education in colleges and universities, improve students' professional ability, entrepreneurial ability and innovation ability, and transport high-quality compound talents for society.

Research objects and methods: 200 students were selected as the research object in a university, and the teaching effect was evaluated by using the students' professional course scores and teachers' innovative ability to students.

Research design: Using the random number table method, 200 students were randomly divided into research group and control group, with 100 students in each group. Among them, the students in the research group are taught based on educational psychology, integrating innovation and entrepreneurship education and professional education. The students in the control group only carried out professional education and teaching. After three months of teaching, the teaching effects of the two groups of students were compared.

Methods: The software SPSS17.0 and Excel were used to count and analyze the relevant data.

Results: After 3 months of teaching, the test scores of the students in the research group were significantly higher than those in the control group ($P < 0.05$), as shown in Table 1.

Conclusions: The integration of new entrepreneurship education and professional education is an important way to cultivate students' professional ability, entrepreneurship ability and innovation ability under the current economic development trend, and can provide more opportunities for students' future development. However, there are many problems in the integration of innovation and entrepreneurship education and professional education in colleges and universities, which need only one step of improvement. The research puts forward strategies based on educational psychology to promote the deep integration of innovation and entrepreneurship education and professional education in colleges and universities. The results showed that after three months of teaching, the test scores of students in the research group were

significantly higher than those in the control group ($P < 0.05$). It shows that the deep integration of innovation and entrepreneurship education and professional education in colleges and universities is helpful to improve students' professional ability, entrepreneurial ability, and innovation ability, and transport high-quality compound talents for society.

Table 1. Examination results of professional courses of the two groups of students

Timing	Music test scores		<i>t</i>	<i>P</i>
	Research group	Control group		
Before teaching	61.9±12.3	62.1±13.1	0.452	0.872
After teaching	82.6±6.2	75.3±10.1	5.633	0.014
<i>t</i>	6.047	2.533	-	-
<i>P</i>	0.000	0.024	-	-

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RESEARCH ON THE TEACHING REFORM PATH OF METALLOGRAPHY AND HEAT TREATMENT FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: Metallography and heat treatment course is a compulsory course for mechanical specialty in higher vocational schools, including basic properties of metal materials, material selection of mechanical equipment, heat treatment and other related knowledge and contents, which can cultivate high-quality talents for relevant industries. This course involves a lot of theoretical knowledge and abstract concepts, and due to the limitations of teaching equipment and teaching environment, most schools lack practical teaching, resulting in poor mastery of this course and unsatisfactory learning effect. Therefore, it is necessary to reform the teaching of metallography and heat treatment based on educational psychology.

Educational psychology is a branch of psychology. Its main research direction is the learning effect of students, the effect of teaching intervention, the teaching psychology of teachers and the social psychology of school organization under the educational situation. Educational psychology is to apply psychological theory to education, so as to improve teaching methods, improve students' learning enthusiasm, and help students solve various problems in the process of learning and growth. Educational psychology has important applications in teaching design, teaching mode improvement, promoting students' learning motivation and helping students overcome psychological problems. Through educational psychology, teachers can have a deeper understanding of students, improve the pertinence of teaching, adjust teaching methods and teaching methods, and improve teaching quality. Based on the theory of educational psychology, the research improves the teaching content, teaching methods and classroom organization of metallography and heat treatment course, so as to improve the teaching effect, increase students' learning initiative, improve students' comprehensive quality and cultivate high-level professional talents for the society.

Objective: The course of Metallography and heat treatment involves a lot of theoretical knowledge and abstract concepts. Due to the limitations of teaching equipment and teaching environment, most schools lack practical teaching, resulting in poor mastery of such courses and unsatisfactory learning effects. Based on the theory of educational psychology, the research improves the teaching content, teaching methods and classroom organization of metallography and heat treatment course, so as to improve the teaching effect and cultivate high-level professional talents for the society.

Research objects and methods: Two classes were randomly selected from the mechanical specialty of a higher vocational school as the research object, and the teaching effect of the two classes was evaluated by using the examination results of metallurgic and heat treatment courses of the two classes.

Research design: Among the two classes, one is class A, with 72 people. The other class is class B, with 70 people. Among them, class a adopts the improved teaching mode of metallography and heat treatment based on educational psychology. Class B adopts the traditional teaching mode of metallography and heat treatment. Three months later, the teaching effects of the two classes were compared.

Methods: The relevant data were processed and analyzed by software SPSS17.0.