

Table 1. Expert group's evaluation on the impact of symptoms on typical behaviors of consumers with affective disorder

Affective disorder symptoms	Participate in product design	Product recommendation	Product usage review	Online marketing
Thinking run	3.20±2.15	2.21±0.18	1.36±0.24	1.73±0.42
Slow thinking	4.62±0.33	4.25±0.15	2.14±0.46	1.87±0.53
Manic	4.75±0.16	4.80±0.67	3.74±0.25	3.09±0.74
Depressed	3.86±0.24	4.31±0.37	3.63±0.58	2.89±0.38

It can be seen from Table 1 that the expert group believes that the impact of various affective disorder symptoms on consumer value co-creation and marketing behavior is different. Specifically, the impact of thinking retardation and manic symptoms on consumer value co-creation and marketing behavior is relatively similar, both of which have an overall impact on “participating in product design” and “product recommendation” that exceeds the level of “significant impact”. Thinking Bentley has the greatest impact on the behavior of “participating in product design”, and depressive symptoms have the greatest impact on the behavior of “product recommendation”.

Conclusions: In order to analyze the impact of emotional barrier consumers on value co-creation and customer fit behavior in social networks, this study analyzes the characteristics, types and typical value co-creation behavior of emotional barrier consumers in current social networks, and then solicits the opinions of the expert group on this basis. Analyzing the final opinion of the expert group, it is found that the expert group believes that the impact of thinking retardation and manic symptoms on consumer value co-creation and marketing behavior is relatively similar, both of which have an overall impact on “participating in product design” and “product recommendation” that exceeds the level of “significant impact”. Thinking Bentley has the greatest impact on the behavior of “participating in product design”, and depressive symptoms have the greatest impact on the behavior of “product recommendation”. The expert consultation results show that consumer affective disorder will have a certain negative impact on customer fit behavior and value co-creation behavior. It is suggested that enterprises avoid using such customers to carry out relevant marketing work.

* * * * *

IMPORTANT EXPOSITION OF MARX AND ENGELS' LETTERS ON IDEOLOGICAL AND POLITICAL EDUCATION FROM THE PERSPECTIVE OF SOCIAL PSYCHOLOGY

Yuefeng Ding

Party School of Gansu Provincial Committee of C.P.C (Gansu Academy of Governance), Teaching and Research Section of Scientific Socialism, Lanzhou 730010, China

Background: Social psychology is a subject that studies the psychological and behavioral conditions of individuals and organizations in the social environment, and summarizes the laws used to solve the corresponding social problems. Social psychology is an interdisciplinary subject of sociology and psychology. Compared with traditional psychology, it focuses on language, friends, family, living environment while the learning environment has an impact on itself, it also pays attention to the communication mode, group behavior norms, group thinking and habits of group organizations at the social level. Because the research object of social psychology involves human organizations, it is necessary to strictly abide by the principle of value neutrality, systematic principle and ethical principle in the process of case study, so as to improve the reliability and accuracy of research results.

There is a close relationship between the content of Marx and Engels' classic letters and the current ideological and political teaching in colleges and universities. In theory, letters reflect the criticality of ideological and political education. In practice, letters are helpful to enhance students' interest in ideological and political courses. However, it will be particularly stiff and unnatural to directly combine letters with ideological and political courses. Therefore, it is necessary to consider using the theoretical methods of social psychology to analyze students' learning psychology, so as to organically and flexibly integrate Marx and Engels' letters into ideological and political education in colleges and universities.

Objective: To use the theoretical method of social psychology to analyze the psychological status and psychological needs of college students in learning ideological and political courses, and take this as the starting point to integrate the contents of Marx and Engels' classic letters and social psychology knowledge

into college ideological and political courses, so as to enable students to have the ability to analyze their own and social problems from the perspective of social psychology, so as to improve students' self-psychological adjustment ability and pressure resistance ability.

Participants and methods: A representative school in terms of student source distribution, educational environment and teaching staff was selected from two ordinary colleges and universities in China. 226 non-ideological, political and non-philosophy students who were willing to participate in the research were selected as the research objects. The two groups of students were divided into experimental group and control group, with 113 students in each group, first, make statistics on the difference of basic information between the two groups. If there is a significant difference in some information, it needs to be regrouped. If there is no significant difference in basic information, the follow-up experiment can be carried out. The two groups of students were given ideological and political education. The control group only received traditional ideological and political education. On this basis, the experimental group organically integrated the contents of classic letters of Marx and Engels in the course, taught students to analyze the principle and essence of teaching content from the perspective and method of social psychology, and encouraged students to apply this method to analyze and adjust their own psychology emotional aspect. Teaching students the experiment lasts for a semester. Before and after the experiment, teachers were asked to provide information on the degree of students' positive psychology and depression. Teachers can obtain this information through interviews, special examinations and other ways, but the test methods of the two groups must be the same.

Results: After the completion of the teaching experiment, the data of students' positive psychology and depression psychology were obtained from the teachers of ideological and political courses of the two groups of students. It was found that the teachers scored the performance of students' two kinds of psychology according to the percentage system. The higher the score, the stronger the students' psychological tendency. The statistical results are shown in Table 1.

Table 1. Statistics of positive and depressive psychological performance of the two groups of students after the experiment

Comparison index	Experience group	Control group	<i>t</i>	<i>P</i>
Positive psychological intensity	83.6±5.2	74.3±5.8	0.483	0.007
Psychological intensity of depression	61.7±4.6	78.5±5.4	0.516	0.003

It can be seen from Table 1 that after the teaching experiment, the score data of positive psychological intensity and depression psychological intensity in the experimental group are significantly different from those in the control group. Specifically, the average scores of positive psychological intensity and depression psychological intensity in the experimental group were 83.6 and 61.7, which were 12.5% and -21.4% respectively compared with the control group.

Conclusions: With the increasing attention paid to the ideological education of college students in China, the voice of adding the content of Marx and Engels' classic letters to ideological and political education is rising day by day. However, the content of these letters is difficult to understand, and the direct integration of courses may lead to difficulties in students' learning and understanding. Therefore, this study designed a teaching experiment, in which teachers are required to try to analyze the principle and essence of teaching content from the perspective of social psychology, and encourage students to apply this method to analyze and adjust their own psychology and emotions. The experimental results showed that after the experiment, the score data of positive psychological intensity and depression psychological intensity in the experimental group were significantly different from those in the control group. Specifically, the average scores of positive psychological intensity and depression psychological intensity in the experimental group were 83.6 and 61.7, which were 12.5% and -21.4% respectively compared with the control group. The results show that integrating the contents of Marx and Engels' letters into the teaching mode of ideological and political education in colleges and universities and using social psychology-assisted teaching can help to improve students' positive psychology and improve their psychological performance of depression.

* * * * *

THE COMBINATION OF CREATIVE THINKING ABILITY OF ART DESIGN UNDER COGNITIVE IMPAIRMENT

Mingqi Yao