

Objects and methods: Purchase the economic development data of China’s private equity funds and their investment regions in recent 10 years from a data service provider. Clean the data set, and then analyze the correlation between the investment amount of private equity funds in the region and the average annual economic growth rate in the region since private equity investment. Then, 38 heads of relevant government departments and financial experts in the investment area of private equity funds were consulted, combined with the theoretical methods of social psychology, to summarize the psychological reasons for this correlation, and let them evaluate the impact of each psychological reason on this correlation. The degree of impact was expressed in five categories: no impact, slight impact, general impact, obvious impact and full impact, and assigned 1, 2, 3, 4 and 5 respectively. In addition, in the correlation model, the significance level is set to 0.05.

Results: The experimental results of correlation analysis show that there is a positive correlation between the investment amount of private equity funds in the region and the average annual economic growth rate of the region since private equity investment. The fitting effect of linear regression model is the best. At this time, the output correlation coefficient is 0.527, and the *P* value is 0.031, which is less than the significance level. The results obtained by consulting experts are shown in Table 1.

Table 1. Expert consultation results

Reason	Average score of influence degree	Overall impact level interval	Standard deviation of impact rating
Profit seeking psychology	3.79	General impact – obvious impact	0.25
Group psychology	4.16	Obvious influence – full influence	0.27
Halo effect	4.58	Obvious influence – full influence	0.33

The “overall impact level interval” in Table 1 represents the two impact levels closest to the average of the impact level scores of experts. According to Table 1, experts believe that the psychological reasons leading to the positive correlation between private equity funds and economic development mainly include “profit seeking psychology”, “herd psychology” and “halo effect”.

Conclusions: In order to explore the relationship between private equity fund investment and the economic development of the invested region, this study purchased the economic development data of China’s private equity fund and its investment region in recent 10 years from a data service provider, analyzed the correlation between the investment amount of private equity fund in the region and the average annual economic growth rate of the region since private equity investment, and the analysis results showed that there was a positive correlation between the two. Analyzing the mechanism of these reasons from the perspective of social psychology, it can be seen that private fund investment enables the invested enterprises to provide better treatment for talents, which greatly mobilizes the subjective initiative and positive psychology of talents, improves the external impression of enterprises, attracts more investment (halo effect and conformity psychology), and contributes to the better development of enterprises. In addition, after the overall treatment of relevant personnel of the enterprise is improved, they will have greater psychological motivation to consume, so as to drive the development of surrounding consumption and related industries, and continue to attract more people who are eager to change their living conditions to gather in these areas, which will further promote local economic development (profit-seeking psychology) and form a virtuous circle.

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RESEARCH ON THE TEACHING REFORM OF ECONOMIC LAW COURSE IN COLLEGES AND UNIVERSITIES UNDER THE BACKGROUND OF EDUCATIONAL PSYCHOLOGY

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Background: Educational psychology is a branch of social psychology, and it has a close relationship with general psychology, pedagogy, its main research object is in the environment of education, the learning psychology of the educate, the teaching psychology of the educator. By studying the psychology of educates and educators, the application of educational psychology can improve teaching methods, stimulate students' learning motivation, assist students to face the difficulties in the process of learning and so on. As educational psychology helps improve teaching methods, teachers and scholars often apply it to the teaching of subjects that are difficult to teach or learn. Economic law, the subject of this study, is such a subject. Because of the economic law in colleges and universities curriculum is complex, involving disciplines background knowledge is broad, the teaching difficult, relevant professional post recruitment requirements higher characteristic, make students learn this course has great mental pressure, they worried he wasn't part of the students a good grasp of curriculum content, worried about being in the job market does not have enough competitive advantage. Even worried about failing the course evaluation, based on these reasons, the produced part of the economic law of college students' employment psychological anxiety, this is not conducive to the students learning course content, is unfavorable to cultivation of talents in colleges and universities, so it is necessary from the perspective of students' learning psychology and education psychology teachers' psychological state in the process of teaching. Thus, it provides some useful thinking for determining the path of course reform of economic law in colleges and universities.

Objective: To analyze the current educational situation of economic law course in colleges and universities in China, including students' learning effect, teachers' teaching mode, training project content, teaching hours, auxiliary teaching tools and teaching environment, etc. So as to understand the shortcomings of economic law teaching, and then design teaching experiments to explore the impact of integrating educational psychology into college economics curriculum reform on students' employment anxiety.

Objects and methods: To consult the teaching contents and employment points of economic law course from the economic law teachers in domestic colleges and universities and the personnel staff in enterprises with management-related recruitment positions. One economic university with certain teaching strength was selected from domestic universities, and 200 college students who were willing to participate in the experiment and suffered from different degrees of employment anxiety were randomly selected as the research objects. The research objects were divided into experimental group and control group. Two teachers with similar teaching experience and teaching style were selected from the school to teach the economic law courses of the two groups of students respectively. The teaching contents were the same, but the teachers in the experimental group were required to pay attention to the observation of students' psychological state and emotional state in the teaching process, and take timely measures to ask the reasons when students have anxiety change teaching methods and encourage students to adjust students' anxiety. The teaching lasts for one semester. All teachers are also required to understand the severity of students' employment anxiety before and after the experiment, and evaluate them in five categories: no anxiety, slight anxiety, medium anxiety, significant anxiety and severe anxiety. Five integers of 1-5 are used to quantify the anxiety level. The way for teachers to investigate students' anxiety level is through semi-structured interview.

Results: After the experiment, the statistical quantitative data of the severity of students' employment anxiety are shown in Table 1. Note that the quantitative data is described in the form of mean \pm standard deviation, and the *t*-test is conducted. The significance level is 0.05.

Table 1. Statistical results of employment anxiety of two groups of students

Group	Before teaching	After teaching	<i>P</i>
Experience group	3.24 \pm 0.17	0.82 \pm 0.25	0.001
Control group	3.25 \pm 0.23	3.26 \pm 0.22	1.173
<i>P</i>	1.248	0.001	-

It can be seen from Table 1 that before the teaching experiment, there was no significant difference in the quantitative score data of the employment anxiety level between the two groups, but after the completion of the teaching, the average quantitative scores of the employment anxiety level of the experimental group and the control group were 0.82 and 3.26 respectively. The former decreased significantly compared with the latter, and the data difference was statistically significant.

Conclusions: In view of the problem that students are prone to employment anxiety after the teaching of economic law course in colleges and universities, this study analyzes the current educational situation of

economic law course in colleges and universities in China, understands the shortcomings in economic law teaching, and then designs teaching experiments to explore the impact of integrating educational psychology into the reform of economics course in colleges and universities on students' employment anxiety. The experimental results show that after the completion of the teaching experiment, the average quantitative scores of the employment anxiety level of the experimental group and the control group are 0.82 and 3.26 respectively. The former has a significant decrease compared with the latter, and the data difference is statistically significant. The results of this teaching experiment show that students' psychological characteristics should be considered in the formulation of the path of economics curriculum reform in colleges and universities, which has certain guiding significance for improving the teaching quality of the curriculum and alleviating students' employment anxiety.

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RESEARCH ON THE REFORM OF UNIVERSITY MANAGEMENT SYSTEM FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY AND UNIVERSITY GOVERNANCE

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Background: The early proposal of educational psychology is an important theoretical idea to help colleges and universities solve teaching problems. In educational psychology, taking college teaching reform as the single purpose, starting from multiple levels such as students, teachers and schools, this paper analyzes the impact of different levels on teaching reform, and discusses the psychological changes in the process of teaching reform and innovation of different groups. Educational psychology believes that in the educational situation, human learning behavior is affected by psychology. In the design of teaching methods, advocates paying attention to students' learning habits and development space, and also emphasizes the changes of teachers' emotions in the teaching reform. Generally speaking, in the teaching process, students' subjective thoughts are the main factors affecting teaching results. Students' subjective thoughts in the teaching process include learning enthusiasm, teachers' recognition and attention to learning content. In the evaluation of teachers in the teaching process, educational psychology takes teachers' professional ability and professional quality as the main factor of teachers' psychological change. Teachers' psychological activities under the two influencing factors determine the normal development of teaching. In the governance of colleges and universities, educational psychology believes that it is necessary to carry out collaborative governance from the two levels of students and teachers. Some studies believe that the relationship between teachers and students in educational psychology can be expressed as that teacher can take psychology as the theoretical basis to formulate teaching curriculum plans, and students can help improve teaching plans through psychological behavior feedback in teaching practice.

The management system of colleges and universities is the practical support of university governance. In the process of social development, the impact brought by social changes will also affect colleges and universities. Therefore, colleges and universities need to formulate a management system suitable for the development of colleges and universities while coping with the social impact. From the development of the management system of colleges and universities, it can be found that colleges and universities often make the final decision in the formulation of the management system and determine the management plan of the school from the leadership level, although this way can better adapt to social changes and help colleges and universities develop sustainably under the impact of society. However, it is undeniable that this way of university management system reform is not universal for students and teachers. In the teaching process, teachers and students are not only unilateral knowledge dissemination, but also an emotional expression, which contains the rich teaching and learning emotions of teachers and students. Therefore, on the premise of meeting the social requirements, how to help colleges and universities formulate a reasonable management system and provide reference for college governance is an urgent problem to be solved. From the perspective of educational psychology and university governance, this paper puts forward the path of university management system reform with comprehensive benefits, so as to provide ideas for university reform.

Objective: This paper discusses the psychological changes of teachers and students under the influence