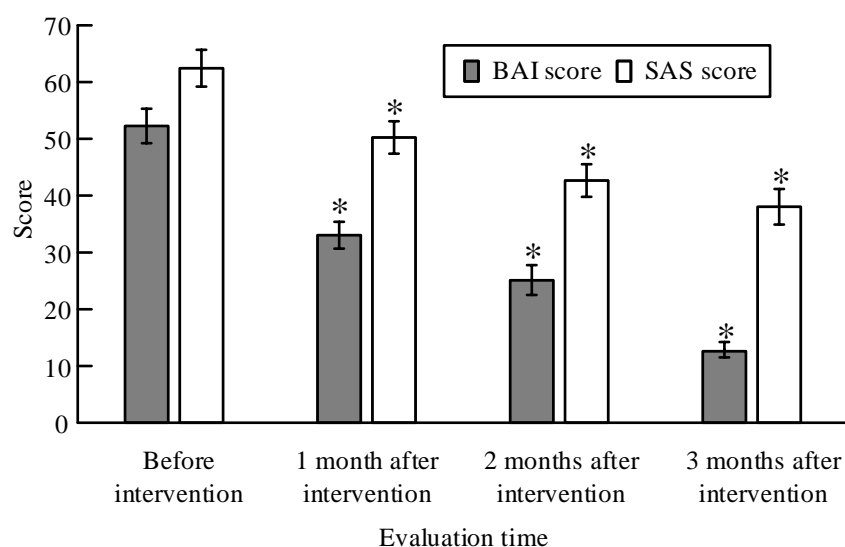


Strengthening the construction of red culture in university library and ensuring its construction quality can significantly reduce the BAI score and SAS score of college students and alleviate their anxiety.

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**Figure 1.** Change trend of college students' anxiety before and after the intervention of red culture construction in university library

Note: Compared with before intervention, \* $P < 0.05$ .

\* \* \* \* \*

## THE ROLE OF VOCATIONAL EDUCATION REFORM MODEL UNDER TEACHING PSYCHOLOGY IN ALLEVIATING STUDENTS' EMPLOYMENT ANXIETY

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**Background:** To explore the basic psychological laws of teaching and learning in the context of education and teaching is the main function and significance of educational psychology. In detail, the main research object of educational psychology is the interaction between teachers and students in the teaching process, including psychological process and psychological phenomenon. The key of educational psychology is to apply the relevant theories or research results of psychology to the actual educational process. Educational psychology can be used to design courses, improve teaching methods, promote learning motivation and help students face various difficulties and challenges in the process of growth. It has a wide range of applications and scientific application effects. Educational psychology focuses on how students learn and develop, and focuses on and educates students with special educational needs in practical work. Through the interaction with other disciplines, it can provide a certain auxiliary force for the understanding of educational psychology. Firstly, educational psychology takes psychology as the basis of theory and practice. In educational psychology, the relationship between pedagogy and psychology is like the relationship between medicine and biology, engineering and physics. They complement each other and work together in teaching tasks. Moreover, many special fields of educational problems can be extended from educational psychology, including instructional design, educational technology, curriculum development, organizational learning, special education and classroom management. From the perspective of educational psychology, this paper makes an in-depth exploration of the traditional vocational education model in colleges and universities, and takes corresponding measures to realize the reform and optimization of the traditional vocational education model, which can reflect the reliable effect of education and counseling to a certain extent, and play a positive role in promoting the improvement of students' academic performance and the alleviation of employment anxiety. College students' employment anxiety is a very common psychological phenomenon. The causes of college students' employment anxiety are diverse, including poor mastery of their own

theoretical knowledge, fear of job interview, low level of vocational skills operation, fierce social competition, etc., serious employment anxiety will not only hinder the development of college students' career. It will also have a great negative impact on the improvement and all-round development of their personal comprehensive quality.

**Objective:** To explore the influence of vocational education reform mode under educational psychology on alleviating students' employment anxiety, so as to significantly alleviate or eliminate college students' negative emotions such as employment anxiety, and finally realize the effective promotion of college students' smooth employment.

**Subjects and methods:** 36 college students were randomly selected from five colleges and universities, a total of 180. They were divided into two groups: traditional education and reform education. Give the traditional basic vocational education mode to the college students in the traditional education group. For the college students in the reform education group, the vocational education reform model is given. Before and after the educational intervention, the self-designed college students' employment anxiety scale was used to evaluate their anxiety degree, and five evaluation times were set, namely, before the intervention (T0), after the intervention for 1 month (T1), after the intervention for 2 months (T2), after the intervention for 3 months (T3) and after the intervention for 4 months (T4).

**Research design:** In the self-designed "College Students' Employment Anxiety Scale", it is mainly divided into three parts: emotion, thought and body, with a total of 30 items. For each question item, four answers are set, which are matched by the four-grade scoring standard of 1-4. Among them, 1 means always, 2 means often, 3 means sometimes, and 4 means none. The score of the scale is negatively correlated with the degree of anxiety of college students, with 70 as the critical value.

**Methods:** In order to ensure the accuracy and objectivity of the research results, all data were expressed in the form of mean  $\pm$  standard deviation, using SPSS26.0 software and smart Bi software for statistics and analysis.

**Results:** Table 1 shows the comparison results of employment anxiety between the two groups of college students at different intervention time nodes. According to Table 1, the scores of the two groups of college students are at a low level at T0, indicating that they are accompanied by serious employment anxiety. With the continuous educational intervention, the scores of college students in the traditional education group increased slowly, and their scores were still lower than 70 at T4, indicating that their employment anxiety was still in a state of anxiety although it had been alleviated to some extent. The scale score of college students in the reform education group increased rapidly with a large increase during the continuous process of educational intervention. At T4, the scale score reached about 109.23, indicating that their employment anxiety has been completely eliminated.

**Table 1.** Employment Anxiety of college students before and after intervention of different education modes

Group	Self-set meter score				
	T0	T1	T2	T3	T4
Traditional education group	36.52 $\pm$ 6.97	41.63 $\pm$ 5.92	49.65 $\pm$ 6.04	52.77 $\pm$ 6.13	63.29 $\pm$ 5.47
Reform education group	34.29 $\pm$ 7.88	57.23 $\pm$ 6.68	78.41 $\pm$ 6.28	92.45 $\pm$ 5.99	109.23 $\pm$ 6.78

**Conclusions:** Serious employment anxiety has a great negative impact on the improvement of college students' employability and hinders the enhancement of their personal comprehensive quality and the realization of their all-round development. The vocational education reform model under teaching psychology has a good teaching intervention effect, which can significantly promote the alleviation of students' employment anxiety, completely eliminate college students' anxiety and maintain a high level of mental health.

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## ANALYSIS OF THE IMPACT OF E-COMMERCE ONLINE CREDIT INFORMATION SHARING BASED ON DYNAMIC EVOLUTIONARY GAME ON USERS' MENTAL AND EMOTIONAL ANXIETY

Bo Peng