

an ideological and political education model integrating Yimeng spirit. The results show that compared with the control group adopting the conventional teaching model, the experimental group implementing the ideological and political education model integrating Yimeng spirit has a more significant improvement in students' mental health. This shows that the ideological and political education model integrating Yimeng spirit can not only significantly improve the mental health of modern college students, but also effectively improve the psychological development of modern college students, and then play a positive guiding role in the ideological and political education of college students.

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RESEARCH ON THE TRAINING PATH OF INNOVATIVE AND ENTREPRENEURIAL TALENTS FROM THE PERSPECTIVE OF THINKING LOGIC OBSTACLES

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Background: The development of human reasoning ability is obviously manifested in the gradual compression of the reasoning process. The normal reasoning process must follow the laws of identity, contradiction, exclusion and full rationality. Whether the inference conclusion conforms to the objective reality needs to be tested through practice. Whether the premise is correct and whether the reasoning process conforms to the logical law determines the correctness of causality. Changing ideas, confusing right and wrong, premise contradiction and so on will violate the logical law and behave as the logical obstacle of thinking. Clinical manifestations of thinking logic disorder: (1) symbolic thinking logic disorder: it refers to that patients confuse the specific concept of something with the abstract concept, and replace the specific concept with the abstract concept, sentence or action that only they can understand. No one but the patient can understand the meaning of this relationship. The conversion or substitution of this concept makes the boundary between the connotation and extension of patients' realistic and symbolic concepts disappear. Although others do not understand the symbols used by the patient, the patient himself believes that the meaning of the concept or thought expressed by his behavior is well known, just like stopping at a red light at an intersection. (2) Logic inversion thinking disorder: refers to the patient's reasoning in violation of logic rules or secretly changing concepts in the process of reasoning. It shows that the reasoning process has neither premise nor logical basis. It is bizarre and absurd, or there is no result, causality inversion and so on. (3) Contradictory thinking logic barrier: it refers to the simultaneous existence of two contradictory and opposing concepts. These two ideas persist, compete with each other and reach an impasse. (4) Randomly give new meanings to common concepts: it means that patients create some words, languages, graphics and symbols and give special meanings, or give new concepts to commonly used common words. Sometimes, several unrelated concepts or incomplete words are put together to form new words to represent a new meaning. Unless the patient can understand, it is difficult for others to understand the meaning without explanation. (5) Sophistry thinking logic disorder: refers to the patient's superficial, seemingly reasonable but actually ineffective dialectics and exploration of some meaningless problems, which is manifested in long talk, speaking freely and refusing to accept the criticism and opinions of others. Many sentences are empty and lack practical meaning. This question is usually an illusion, giving the impression that it is specious, far-fetched and stubborn sophistry, but the grammatical structure of the sentence is correct. Different manifestations of thinking logic disorders: (1) Schizophrenia: various thinking logic disorders can appear. They are characteristic symptoms of schizophrenia. Most of them are youth type, which can also be seen in other types. Their symptoms are more vague and often puzzling. Sometimes the symptoms are eccentric, childish and ridiculous, strange and stupid. The reason can only be found through the patient's explanation. (2) Mental disorders caused by organic brain injury: intracranial infection, tumor and other organic encephalopathy are common, and various thinking and logic disorders can occur, but the frequency is very low, and most of the symptoms are unstable, sometimes unstable and variable. With the improvement of the primary disease, the symptoms can disappear quickly. (3) Obsessive compulsive neurosis can have contradictory thinking, which is often reflected in the conceptual opposition of obsessive-compulsive neurosis, entangled by a concept contrary to their usual understanding, and the correct understanding that has always appeared also exists at the same time. Although we know that the opposite concept is wrong, we can't get rid of it. Patients have appropriate emotions, coordination, anxiety

and pain experience. They can correctly understand their abnormal performance and actively seek treatment to eliminate pain. (4) Personality disorder: some people with personality disorder show sophistication. Their sophistry can appear at any time, not to solve any problem, but to obtain psychological satisfaction. It often gives a sense of defending the debate process itself.

Colleges and universities are the main “power source” and “talent pump” for the implementation of innovation driven strategy. Gathering innovation resources inside and outside the university and opening the innovation and entrepreneurship service chain are of great practical significance for promoting the transformation of scientific and technological achievements, cultivating innovation and entrepreneurship talents and combining the cultivation of innovation talents in colleges and universities. At the same time, aiming at the common thinking logic obstacles of college students, constructing the training mode of innovative and entrepreneurial talents based on psychological analysis intervention is conducive to improve the thinking logic obstacles of college students, so as to help the healthy and sustainable development of innovation and entrepreneurship education.

Objective: In order to effectively improve the thinking logic obstacles of college students, this paper constructs the training mode of innovative and entrepreneurial talents in colleges and universities based on psychological analysis intervention, in order to give consideration to the coordination of college students’ physical and mental health and innovation and entrepreneurial ability.

Subjects and methods: 300 college students were randomly divided into control group and experimental group, with 150 students in each group. The control group adopted the conventional innovation and entrepreneurship education talent training mode, and the experimental group adopted the innovation and entrepreneurship education talent training mode based on psychological analysis intervention for 3 months. Combined with the thinking logic disorder scale, the measurement of college students’ thinking logic disorder was carried out. The scale includes seven factors, including symbolic thinking, contradictory thinking, sophistry, logic inversion, paranoia, obsessive-compulsive disorder and abnormal behavior. The higher the score, the more serious the symptoms of thinking logic disorder. Finally, the improvement of thinking logic obstacles of the two groups of college students is compared and analyzed.

Methods: The data is completed by SPSS23.0 statistical analysis software.

Results: Table 1 shows the improvement of thinking logic disorder of the two groups of college students. It can be seen from Table 1 that compared with the control group, the control group implementing the talent training mode of innovation and entrepreneurship education based on psychological analysis intervention has effectively improved the symptoms of thinking disorders of college students, with statistical difference ($P < 0.05$).

Table 1. Improvement of thinking logic disorder of two groups of college students

Factor	Control group	Experience group	<i>P</i>
Symbolic thinking	2.69±0.59	1.37±0.48	<0.05
Contradictory thinking	2.47±0.43	1.62±0.58	<0.05
Sophistry	3.54±0.55	1.66±0.61	<0.05
Logical inversion	2.36±0.41	1.52±0.60	<0.05
Paranoia	3.69±0.59	1.39±0.43	<0.05
Obsession	3.47±0.43	1.45±0.56	<0.05
Abnormal behavior	2.54±0.55	1.25±0.43	<0.05

Conclusions: The talent training mode of innovation and entrepreneurship education based on psychological analysis intervention can effectively improve the thinking logic obstacles of college students, and then take into account the coordinated and comprehensive development of college students’ physical and mental health and innovation and entrepreneurship.

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RESEARCH ON THE INFLUENCE OF PHYSICAL EDUCATION TEACHING BASED ON FLIPPED CLASSROOM ON COLLEGE STUDENTS' POSITIVE PSYCHOLOGY

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Background: The theoretical basis of this study includes positive psychology and positive personality traits. Positive psychology is a subject that emphasizes research to make life more valuable and meaningful. The special feature of positive psychology is the word “positive”. It believes that the advantages, virtues and disadvantages of individual life exist objectively in individuals. Psychology should not only pay attention to psychological problems and mental diseases, but also pay attention to these advantages and virtues that really exist in individuals themselves. Therefore, positive psychology mainly focuses on three related themes: first, positive subjective experience, mainly including positive emotional experience such as subjective well-being, pleasure, gratitude and achievement. Second, positive personality traits, which are the inherent personality power of individuals, including personality power, talent, interest and life value; Third, positive social relations and social institutions, happy families, effective schools, communities with good relations, etc. The theoretical basis of positive psychology's attention to these three fields is that positive social relations can promote the embodiment of the development of positive personality traits, and then promote the generation of individual positive emotional experience. Positive personality is not only the foundation of positive psychology, but also a research direction of personality psychology. Positive psychology believes that positive personality is inherent, practical, potential and constructive. It is an internal virtue and advantage. It is a personality feature that can be formed through acquired cultivation. With the development of positive psychology, more and more people believe that mental health is not only the correction of psychological problems and the treatment of psychological diseases, but also pay attention to individual subjective well-being. They believe that subjective well-being can promote the improvement of mental health level. At the same time, cultivating individual subjective well-being can consolidate mental health and finally form positive personality quality. In short, whether in theoretical research or in practical significance, we should expand the application scope of positive psychology.

Flipped classroom mainly requires students to watch the teaching video in advance before class, preview the course content and knowledge, set aside more classroom time for classroom activities and problem discussion, and let students submit questions after watching the video in advance, so that teachers can better understand students' personalized learning requirements. The classroom pays attention to the communication and interaction between teachers and students. Characteristics of flipped Classroom: flipped classroom is different from the traditional classroom teaching mode. Its characteristics are mainly reflected in the reform of the traditional teaching mode. The classroom is teaching centered. Watch videos before class to let students have class with questions, so as to be more targeted. Teaching activities are student-centered. According to the learning requirements of different students, change the teaching content and organization mode, and teach students according to their aptitude. For a long time, there are many problems in physical education teaching in China: outdated teaching methods, low teaching efficiency and low enthusiasm of students to participate in physical education courses, resulting in many students' lacks of physical exercise and team consciousness. At this stage, according to the requirements of the new curriculum reform, in order to improve teaching efficiency, improve teaching level and cultivate more excellent talents with comprehensive quality, many schools begin to reform the physical education teaching mode. One of the main ways of reform is to integrate the concept of flipped classroom into physical education teaching.

Objective: In order to improve college students' positive psychological personality, this paper constructs a physical education teaching model based on flipped classroom from the perspective of positive psychology, in order to comprehensively promote the coordinated development of college students' body and mind.

Subjects and methods: 300 college students were randomly divided into control group and experimental group, with 150 students in each group. The control group implemented the traditional physical education teaching mode, and the experimental group implemented the physical education teaching mode based on the flipped classroom. The intervention cycle was 3 months. Then combined with the positive personality scale, the students' positive personality is measured. The scale has 88 items, including 24 dimensions. The higher the score, the more stable the corresponding positive personality is. Finally, the changes of positive psychological personality of the two groups of students were analyzed and compared.

Methods: All data were statistically processed by SPSS22.0 software.

Results: Table 1 shows the changes of positive psychological personality of college students in the two groups. It can be seen from Table 1 that compared with the control group, the students in the experimental