

research, exhibition and display of red archives resources to help them establish a correct view of party history.

Objective: This paper analyzes the role of the party's scientific construction plan in higher vocational colleges on students' psychology, in order to improve the red spirit of students in the red revolutionary base and spread the red spirit and culture.

Subjects and methods: This paper selects students from two schools in six red revolutionary base areas as the research object, and analyzes the role of the party's scientific construction scheme in higher vocational colleges on students' educational psychology through adaptive enhanced machine learning algorithm. The evaluation includes five aspects: quality, will, cognition, memory and emotion. The value range of contribution value is 0-1. The larger the value is, it shows that the scientific construction scheme of the party in higher vocational colleges has a great impact on psychological factors. In order to ensure the reliability of the results, the average value of the evaluation results of all research objects is taken as the final result.

Methods: Through Das data statistical analysis software, this paper analyzes the role of the party's scientific construction plan in higher vocational colleges on students' educational psychology.

Results: Table 1 refers to the impact of the party's scientific construction plan on students' educational psychology in higher vocational colleges. It can be seen from Table 1 that the contribution value of the party's scientific construction plan in higher vocational colleges is high in five aspects: quality, will, cognition, memory and emotion. This shows that after the introduction of educational psychology theory, the scientific construction of the party in higher vocational colleges has a good effect.

Table 1. The influence of the party's scientific construction plan on students' educational psychology in higher vocational colleges

Base area	Quality	Will	Cognition	Memory	Memory
Base area 1	0.88	0.90	0.88	0.88	0.88
Base area 2	0.82	0.93	0.82	0.82	0.82
Base area 3	0.86	0.88	0.88	0.86	0.82
Base area 4	0.82	0.87	0.93	0.82	0.83
Base area 5	0.83	0.83	0.87	0.87	0.86
Base area 6	0.84	0.86	0.86	0.86	0.85

Conclusions: The party's scientific construction plan in higher vocational colleges has a particularly obvious impact on students' educational psychology, especially in the aspect of will. In order to improve the scientific construction level of the party in higher vocational colleges, schools need to fully combine the theory of educational psychology, which plays an important role in the education of senior government.

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APPLICATION OF EDUCATIONAL PSYCHOLOGY IN THE TEACHING REFORM OF MARXIST PHILOSOPHY

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Background: Educational psychology is a branch of social psychology, and it is closely related to general psychology and pedagogy. Its main research object is the learning and educational psychology of educates and the teaching psychology of educators in the environment of receiving education. By studying the psychology of educates and educators, the application of educational psychology can achieve many purposes, such as improving teaching methods, stimulating students' learning motivation, assisting students to face difficulties in the learning process and so on. It is also helpful to adjust the teaching mode and improve the teachers' ability to solve the existing problems in the teaching process according to the teaching theory and research, and to improve the teachers' ability to solve the existing problems in the teaching process. Marxist philosophy course is of great significance for college students to build a materialistic world outlook and improve their ability to understand and transform the world. However, the

knowledge content of Marxist philosophy course is relatively difficult, and some teachers' expression ability is insufficient, which leads to the fact that a considerable number of students can not accurately understand the teaching content in the actual teaching process. When they cannot keep up with the teaching progress, they are prone to anxiety, depression and other adverse psychological emotions, which is not conducive to the development of teaching work.

Objective: To understand the views and learning difficulties of Chinese college students on the current Marxist philosophy course through offline interviews, telephone consulting experts and literature analysis, and to design and carry out the teaching experiment of Marxist philosophy course combined with educational psychology, so as to explore the impact of integrating educational psychology into the course on students' learning anxiety and depression. It provides a reference for relevant national departments to reform the teaching methods and contents of Marxist philosophy.

Subjects and methods: A general undergraduate school was selected from an administrative city with a medium level of economic development in China, and then 216 college students with non-philosophy related majors were selected as the research objects. The selected college students were divided into experimental group and control group, with 108 students in each group, and then the basic information statistics and difference significance analysis were carried out, if there are items with significant differences in students' basic information, students in each group need to be adjusted or regrouped. Note that all measurement type features in the study are displayed in the form of mean \pm standard deviation for *t*-test, and counting type features are displayed in the form of number or proportion of number for chi square test. The significance level of difference is taken as 0.05. Then carry out the teaching experiment of Marxist philosophy course. During the experiment, the research team does not interfere with the teaching of the teachers in the control group, but requires the teachers in the experimental group to observe the students' learning state in real time in combination with the methods of educational psychology. Once the students are found to have learning anxiety and depression, immediately suspend the teaching, repeatedly explain the teaching content, give examples to help explain. Directly ask the reason of the object and other methods to deal with it. The teaching experiment lasts one semester. Two sets of scales were designed to test the severity of students' anxiety and depression symptoms respectively. The two sets of scales used 1-5 five digits to express the five symptom levels of asymptomatic, mild, medium, heavy and severe. All students should be tested with the above two scales before and after the teaching experiment.

Results: After the teaching experiment and scale test, the statistical data were obtained in Table 1.

As shown in Table 1, after the experiment, the *t*-test *P* values of the anxiety scale score and depression scale score data between the two groups of college students were 0.002 and 0.001 respectively, both of which were less than the significance level, indicating significant data differences. Moreover, the anxiety scale and depression scale scores of the experimental group were lower than those of the control group.

Table 1. Statistical results of two groups of students' scale test data after the experiment

Scale type	Experience group	Control group	<i>t</i>	<i>P</i>
Anxiety psychology	2.64 \pm 0.22	3.17 \pm 0.18	0.458	0.002
Depressive psychology	1.36 \pm 0.17	2.52 \pm 0.25	0.337	0.001

Conclusions: In order to explore the effect of applying educational psychology theory and method in Marxist philosophy teaching on students' psychology. This study attempts to understand Chinese college students' views on current Marxist philosophy courses and learning difficulties through offline interviews, telephone consulting experts, literature analysis and other methods, and to design and carry out Marxist philosophy course teaching experiment combined with educational psychology. The experimental results showed that after the experiment, the *t*-test *P* values of the anxiety scale score and depression scale score data between the two groups of college students were 0.002 and 0.001 respectively, which were both lower than the significance level, indicating that the data were significantly different. Moreover, the anxiety scale and depression scale scores of the experimental group were lower than those of the control group. It shows that teachers can reduce students' anxiety and depression in learning Marxist philosophy course by using educational psychology method to adjust teaching strategy, and thus improve students' learning efficiency.

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INFLUENCE OF EPIDEMIC SITUATION ON THE DEVELOPMENT OF SPORTS EVENTS AND WORKING MOOD