

and students' psychological state of the two groups were compared.

**Research design:** The two groups of students were given ideological and political education for a period of one month, and the class duration was two hours every three days. The two groups of students were tested for their psychological state and ideological and political teaching results before the start of the course, during the course and after the end of the course, to compare the differences in the performance of the two groups, and to confirm the validity of positive psychology ideas through statistical methods. The psychological measurement tools used in this study are the 90-item symptom list and the self-made ideological and political teaching effect evaluation form.

**Methods:** The relevant data were analyzed by Excel and SPSS20.0 for calculation and statistics.

**Results:** The results show that the experimental group using ideological and political teaching under the idea of positive psychology has better ideological and political teaching effect than the control group using traditional ideological and political teaching, and its average score is 8.5 points higher, and the difference is statistically significant ( $P < 0.05$ ).

**Table 1.** Comparison of ideological and political teaching results

Item	Control group	Experimental group	<i>P</i>
Score	77.2	85.7	0.039

**Conclusions:** The teaching strategy of ideological and political education combined with the idea of positive psychology is a new development direction of ideological and political education. Positive psychology can theoretically provide targeted improvement methods for many problems faced by the teaching of current ideological and political education. Through comparison, it is found that students who receive ideological and political teaching combined with positive psychology ideas perform better in psychological state than students who receive traditional ideological and political teaching, and the assessment scores of the two groups of students in ideological and political education are also students who combine positive psychology teaching have more advantages. Positive psychology can bring considerable optimization to the effect of ideological and political teaching in colleges and universities, and students' acceptance of this teaching method and learning efficiency are also higher.

**Acknowledgement:** The research is supported by: 2020 Ideological and Political Education Project of Colleges and Universities in Guangdong Province: Research on the integration of craftsman spirit into ideological and political education in higher vocational colleges in the new era. (No. 2020GXSZ187); The 22nd Batch of Educational and Scientific Research Projects in Qingyuan City (2021): Research on the integration of media enabled ideological and political courses in higher vocational colleges.

\* \* \* \* \*

## ANALYSIS OF THE RELIEVING EFFECT OF THE INNOVATION OF IDEOLOGICAL AND POLITICAL EDUCATION TEACHING MODE IN COLLEGES AND UNIVERSITIES ON THE ANXIETY OF COLLEGE STUDENTS FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

Xiang Teng

*Huaiyin Normal University, Huai'an 223300, China*

**Background:** Anxiety disorders are the result of the accumulation and synthesis of multiple negative emotions and negative psychological states. People with severe anxiety may have a variety of physical and psychological adverse reactions. Common physiological symptoms include insomnia, weakness, dizziness, loss of appetite, frequent urination, etc., common psychological symptoms include inability to concentrate, thinking disorders, extreme emotions, etc. The adverse reactions of people with severe anxiety will further stimulate their anxiety, resulting in a vicious circle of increased anxiety. The proportion of college students with severe depression is not low due to the mental health problems of college students due to the pressure of study, emotion, social interaction, economy, etc. If the anxiety of college students is not intervened and alleviated in time, it may lead to their psychological serious health problems.

Ideological and political education is an important part of the educational concept of the comprehensive development of colleges and universities. It is a teaching of cultivating socialist successors according to the needs of the country for talents and the needs of students themselves. The teaching content is mainly ideal and belief education, patriotism education, ethics education and all-round development education.

Although ideological and political education has achieved good results so far, with the development of the times and the diversification of current value orientations, the applicability of traditional ideological and political education to contemporary college students has declined. There is also a lack of attention, so the teaching model of ideological and political education in colleges and universities needs to innovate around these issues. Educational psychology, as a science combining psychology and education, studies the basic psychological laws in teaching situations and the methods to improve teaching effectiveness. Educational psychology can be applied to optimize the teaching mode of ideological and political education in colleges and universities, and it can also pay attention to the psychological problems of students. Therefore, it is necessary to study the innovation of teaching mode of ideological and political education in colleges and universities and its impact on students' anxiety from the perspective of educational psychology.

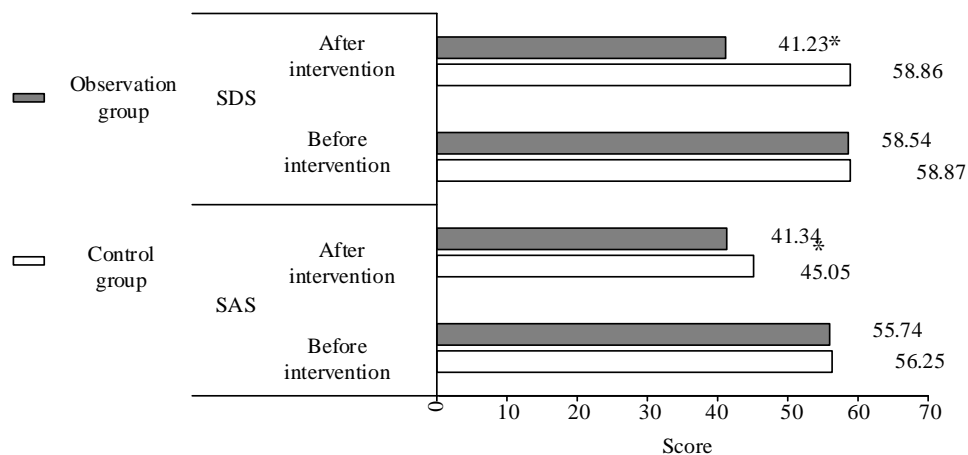
**Objective:** The research discusses the innovative ideas of ideological and political teaching models from the perspective of educational psychology, analyzes the effect of innovative teaching models on the anxiety of college students, and aims to study whether the ideological and political teaching combined with educational psychology can effectively improve the psychological state of college students.

**Subjects and methods:** The study recruited 300 college students with anxiety and no significant difference in basic information, and randomly divided them into two equal groups. One group was the experimental group to receive ideological and political education combined with educational psychology, and the other group was the control group to receive traditional thinking political education. The anxiety level and psychological state of the two groups of students were tested and analyzed before and during the experiment.

**Research design:** Two groups of college students were subjected to an ideological and political education experiment with a duration of 2 months, and the anxiety and other psychological states of the two groups were measured before, during and after the teaching, and compared and analyzed. The measurement tools involved in the study were the Self-rating Anxiety Scale (SAS) and the Self-rating Depression Scale (SDS).

**Methods:** The relevant data were analyzed by Excel and SPSS20.0 software for calculation and statistics.

**Results:** Comparing the anxiety and depression of the experimental group and the control group before and after the teaching, it was found that the anxiety and depression of the two groups were very similar, but after the teaching, the anxiety and depression of the experimental group were significantly lower than those of the control group, and the difference was Statistically significant ( $P < 0.05$ ).



**Figure 1.** Comparison of anxiety and depression levels between the two groups

**Conclusions:** Excessive anxiety has adverse effects on the body and mind of college students that cannot be ignored, and these adverse effects are likely to cause harm to the daily study and life of college students. Schools should pay attention to students' anxiety and mental health, and give appropriate interventions to students with anxiety symptoms. It is a feasible way to integrate this kind of attention and intervention into the ideological and political education in schools. After innovating the teaching model of ideological and political education in colleges and universities with educational psychology, the students who have received the new model teaching show the performance of anxiety and depression. Students have lower characteristics than traditionally taught students, and their learning interest and efficiency in ideological and political education have also increased. Combining educational psychology to innovate the teaching mode of ideological and political education is a feasible method.

\* \* \* \* \*

## ANALYSIS OF THE IMPACT OF INNOVATION AND REFORM OF TEACHING METHODS FOR BUSINESS ADMINISTRATION MAJORS ON STUDENTS' COGNITIVE AND PSYCHOLOGICAL BARRIERS

Fei Yuan

*Henan Industry and Trade Vocational College, Zhengzhou 450053, China*

**Background:** Cognitive psychological disorders are obstacles that people show in cognitive activities. Cognitive activities refer to the psychological activities that people need to acquire and apply knowledge, including attention, learning, thinking, decision-making, and understanding. Common cognitive impairments include inability to concentrate, impulsive decision-making, and difficulty remembering knowledge. Cognitive psychological disorder is based on the concept of cognitive psychology. Cognitive psychology is also known as information processing psychology. This system understands human cognitive process as a computer-like information processing system. The core of its attention is cognitive internal mechanisms of processes and behaviors. Cognition is a very important part of human psychology. It is the basis of various psychological elements and is also affected by various elements. Therefore, the influence of non-cognitive factors in psychological activities on cognition is also the research content of cognitive psychology. Students, as a group of continuous learning activities, are more obviously affected by cognitive and psychological barriers. When the cognitive and psychological barriers are more serious, students cannot study normally, and other problems may arise under the pressure of academic and psychological barriers. Students with severe cognitive impairment require intervention.

The business administration major trains talents in economics and management, and its teaching methods should conform to the needs of national economic development. At present, with the development of the economy and changes in the market, the needs of various employers for management personnel are also changing, but many businesses administration majors in colleges and universities have not made improvements to the teaching methods of students according to these changes, resulting in students in this major. The difficulty of finding a job has increased, and many employers have indicated that most of the fresh graduates have weak practical ability and lack of understanding of the most cutting-edge professional knowledge. From the current predicament of students majoring in business administration, it can be seen that the teaching method of this major need's innovation and reform, and in order to improve students' learning effect and practical ability, we should pay attention to whether the teaching method can help students overcome cognitive and psychological barriers when carrying out innovation and reform.

**Objective:** Combining the theory of cognitive psychology to study the ideas of innovation and reform of teaching methods for business administration majors, and to explore whether the innovative and reformed teaching methods have a good impact on the cognitive and psychological barriers of business administration majors, and whether they can help them improve their learning effects and practice ability.

**Subjects and methods:** A total of 180 students with obvious cognitive and psychological barriers were selected as the research objects and divided into two groups of 90 students, one of which was the reform teaching group and the other was the traditional teaching group. The two groups were taught for a certain period of time using innovative teaching methods combined with cognitive psychology and traditional teaching methods, and then their cognitive abilities before and after teaching were compared.

**Research design:** The teaching period of the two groups of students is 2 months. Before the start of teaching, during the teaching process and after the teaching, the students' cognitive ability will be tested, and the advantages and disadvantages of the two groups of students' cognitive ability and cognitive psychology will be compared and analyzed. The measurement tool used in the study is the Mini-Mental State Examination Scale (MMSE), which includes items such as memory, attention, comprehension, and time orientation. The total score is 0-30, and the score is proportional to ability.

**Methods:** The relevant data were analyzed by Excel and SPSS20.0 software for calculation and statistics.

**Results:** Comparing the changes in the MMSE results of the reformed teaching group and the traditional teaching group, it was found that the scores of the two groups of students were significantly improved ( $P < 0.05$ ), and the scores of the reformed teaching group were higher than those of the traditional teaching group. The difference was statistically significant ( $P < 0.05$ ).

**Table 1.** MMSE results of the two groups of students

Method	Test time	Traditional teaching group	Reformed teaching group
MMSE	Before teaching	12.5	11.5
	After teaching	20.5	22.7

**Conclusions:** Cognitive and psychological problems generally exist in the student population. Those with