

strengthen their motivation for curriculum construction, and influence their attitude in the process of curriculum construction. However, in the current practice of school curriculum construction, teachers rarely have the opportunity to participate in the school curriculum construction work, even if there is, it is mostly formal participation, and there is a widespread phenomenon of absence of teachers. The inner world and inner landscape of teachers are the most fundamental factors to enable teachers to exert their subjective initiative and play the main role in school curriculum construction.

**Objective:** At present, there are some defects in UAV mission planning course, which leads to students' inability to fully understand and master some complex theories, and then suffer from anxiety. Based on educational psychology, the research improves the teaching mode of UAV mission planning course, so as to improve the teaching quality of the course, improve students' learning efficiency and avoid students' anxiety caused by excessive pressure.

**Subjects and methods:** From the perspective of educational psychology, teacher efficacy in school curriculum construction is divided into four dimensions: general curriculum construction efficacy, curriculum design and development efficacy, curriculum implementation efficacy and curriculum evaluation efficacy. A convenience sample of 330 primary and secondary school teachers, draw lessons from social psychologist Albert Bandura's seven different task situation of teacher efficacy questionnaire and Guo-liang Yu, a Chinese professor of efficacy questionnaire compiled by the teachers, to compile the teachers in the school curriculum construction efficacy questionnaire, combined with interviews and investigation on the current situation of teacher efficacy in the construction of the school curriculum, to explore the influencing factors. And based on the analysis of the status quo and influencing factors, find strategies and methods to improve teacher efficacy, promote the development of school curriculum construction.

**Results:** After teaching, the SAS score, SDS score and HADS score of the students in the research group were lower than those in the control group, and the difference was significant ( $P < 0.05$ ). The SAS scores of the two groups are shown in Table 1.

**Table 1.** SAS scores of two groups of students

Timing	SAS score		<i>t</i>	<i>P</i>
	Research Group	Control group		
Number of students	58	56	-	-
Before teaching	65.3±12.3	66.1±12.9	0.403	0.762
After teaching	44.6±6.2	65.3±10.1	4.354	0.042
<i>t</i>	8.019	0.431	-	-
<i>P</i>	0.000	0.437	-	-

**Conclusions:** From two aspects of internal and external causes to explore the factors influencing teacher efficacy in the construction of school curriculum: course will drive internal factors mainly include teachers, hold direct experience and indirect guidance and training, peer learning and exchange of experience acquired. The external factors include practical difficulties obstacle, lack of school support and improper evaluation of teachers. Therefore, to improve teacher efficacy in school curriculum construction, first of all, teachers' willingness to curriculum should be encouraged appropriately. Second, teachers should be encouraged to fully participate in curriculum construction and promote the acquisition of direct experience. Thirdly, strengthen training and exchange, increase teachers' indirect experience. Fourth, provide material support to solve practical difficulties. Fifthly, promote teachers' self-study and improve their professional quality.

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## THE INFLUENCE OF COMMUNICATION AND ADAPTATION BARRIERS OF ANTI-CORRUPTION PERSONNEL ON THE EFFECT OF WORK

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**Background:** The communication adaptation barrier in the social psychological relationship is expressed in the form of a certain gap in the psychological cognition between the two sides of communication. In the process of communication, this gap is enlarged under the psychological screening and psychological barrier, which leads to the failure of communication information to achieve the interactive effect between the two sides smoothly. Communication adaptation barriers mainly come from three aspects: communication barriers caused by information sender, communication barriers caused by information receiver and communication barriers caused by information communication channels. From the perspective of the information sender, the communication adaptation obstacle comes from the communication understanding problem of a certain degree in the communication process, which leads to the problems of information error, incomplete information and untimely information transmission at the starting point of information transmission, and then leads to the problems of psychological cognition in the next transmission process; From the perspective of information receiver, communication adaptation disorder refers to the psychological cognitive deviation of information receiver in the process of receiving information. This deviation may be due to the information understanding or psychological obstacles of the receiver itself, or the unintentional psychological screening of information after receiving information. From the perspective of information communication channels, communication adaptation barriers are mainly reflected in the way of information sending and receiving and psychological cognition between communicators. In the process of information sending and receiving, the cognitive differences between communication parties and psychological factors in the process of communication may lead to communication barriers between communication parties. In the anti-corruption work, the communication for the people involved occupies a very important position in the overall work. Once the communication information cannot achieve the effective transmission effect, it will lead to errors in the anti-corruption work, which will have a serious impact on the whole work process. Therefore, in the development of anti-corruption work, we should actively intervene in the communication mode and relevant psychological cognition of staff, ensure the reliability of communication work of anti-corruption staff, improve communication efficiency, and then achieve the effect of improving the overall effect of anti-corruption work.

**Objective:** By exploring the impact of communication adaptation barriers of anti-corruption personnel on the development effect of anti-corruption work, this study provides a theoretical basis for the intervention of communication psychology and communication methods of anti-corruption communication staff, helps anti-corruption staff improve communication efficiency and ensure the communication quality in the process of work.

**Subjects and methods:** This study combines the factor analysis method with the index weighted analysis method. The index weighted analysis method is used as the main quantitative method to convert qualitative indicators into quantitative indicators for analysis, while the factor analysis method is used as an analysis tool.

**Study design:** This study uses the index weighted analysis method to quantify the communication psychological tendency of people with communication adaptation barriers in anti-corruption work, and uses the factor analysis method to analyze different factors on this basis.

**Methods:** This study uses Excel to analyze the impact of communication and adaptation barriers of anti-corruption personnel on the performance of work.

**Results:** The score table after calculating the weight of different communication barrier characteristics is shown in Table 1.

**Table 1.** Weight distribution

Features	Information receiver	Information sender	Information dissemination channel	Weight (%)
Psychological characteristics	5.7	4.4	5.4	40
Communication style pressure	4.7	2.2	3.5	30
Peer pressure	4.5	1.4	3.9	30

As shown in Table 1, because the psychological characteristics of staff have the most influence on the path and effect of communication barriers, the psychological characteristics of communication style tendency and peer pressure occupy a greater weight than that of peer pressure. In the process of calculating the weight distribution of different communication barrier characteristics, it should be distributed according to the characteristics of staff, so as to form an evaluation system that can more comprehensively reflect the communication adaptation barriers and working conditions of anti-corruption

staff.

**Conclusions:** The anti-corruption work requires the staff to maintain a rigorous working attitude and accurate working method in the communication process. Therefore, the communication adaptation obstacles of the staff will have a serious impact on the effect of the anti-corruption work. This study combines the factor analysis method with the index weighted analysis method to form an anti-corruption staff communication adaptation barrier evaluation system by transforming qualitative measurement indicators into quantitative measurement indicators. On this basis, the factor analysis method is used to analyze the specific impact path and effect of anti-corruption staff communication adaptation barriers on the effect of anti-corruption work. The detection of communication adaptation obstacles and the analysis of the negative impact of work effect for anti-corruption staff can provide a theoretical basis for the process reliability test in the process of anti-corruption work to a great extent, indirectly improve the communication efficiency and reliability of anti-corruption staff, and improve the level of work quality.

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## RESEARCH ON THE INFLUENCE OF COLLEGE IDEOLOGICAL AND POLITICAL EDUCATION REFORM ON STUDENTS' EMPLOYMENT ANXIETY BASED ON SOCIAL PSYCHOLOGY

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**Background:** Employment psychological anxiety belongs to the general category of anxiety psychology. It is a kind of psychological state anxiety with specific direction produced by specific external stimuli. Employment psychological anxiety refers to the lack of sense of security, inner anxiety, anxiety and even fear for future employment when individuals are facing the competition and threat brought by the external employment environment and realize that there is a certain distance gap between their internal subjective ability and external reality obstacles. Employment anxiety has three main characteristics. Firstly, employment anxiety has a clear origin of external events and a clear external orientation, that is, employment anxiety only arises from the difficulties faced by anxious individuals in the process of employment, and in the process of anxiety development, the direction of emotional development always points to their own future employment form. Secondly, employment anxiety is closely related to the environment in which anxious individuals live. Among them, individuals with high degree of employment anxiety often face large enterprises with better treatment. Better treatment means greater obstacles in the process of competition, which will cause higher degree of employment anxiety. When individuals face small enterprises with relatively low treatment, due to the less competitive pressure of the external environment. Therefore, the employment anxiety is relatively small. The last feature is the difference between employment anxiety and anxiety disorder. Individuals with employment anxiety do not have symptoms such as psychomotor anxiety or mental dysfunction. For this special group of college students, college students' employment anxiety refers to the psychological anxiety and turbulence generated by college students when they face the external employment situation and competitive pressure, which leads to a variety of psychological and physiological adverse phenomena, such as decreased sleep quality, low spirits, tension, vomiting and so on. The reform of Ideological and political education in colleges and universities Based on social psychology can carry out psychological correction for college students with less social experience from the perspective of social psychological guidance, improve students' psychological toughness, make them have stronger psychological pressure resistance in the face of employment pressure, and indirectly improve students' job competitiveness.

**Objective:** This study explores the impact of college ideological and political education reform of social psychology on students' employment anxiety, improves students' psychological toughness in the process of job hunting from the perspective of social psychological guidance, reduces the interference of students' employment anxiety on students from the perspective of psychological quality training, and indirectly improves students' job competitiveness.

**Subjects and methods:** The neural network method is used to analyze the characteristics of students' anxiety, and the neural network method is mainly used to analyze the characteristics of students' anxiety.

**Study design:** Because the artificial neural network algorithm still has strong robustness and fault tolerance in the face of the data set containing a large amount of noise data, this study uses the artificial neural network algorithm to classify the characteristics of students' employment psychological anxiety, and on this basis, uses the multi factor analysis method to analyze the influence path and effect of different