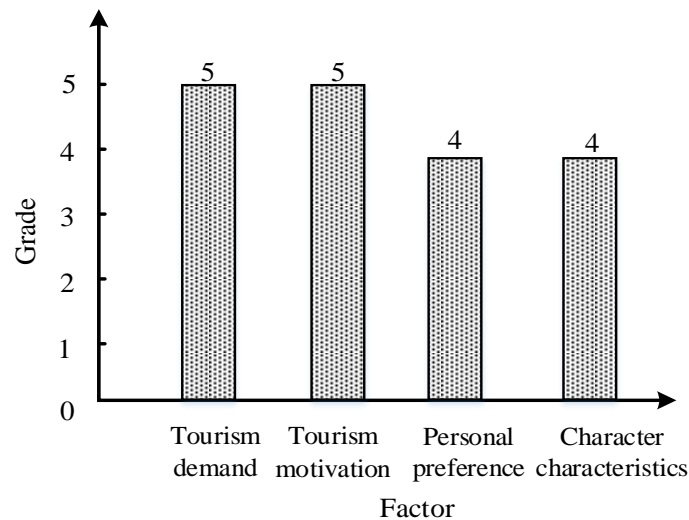


seen that consumers' choice of cultural tourism consumption scheme is mainly based on the two-driving psychology of consumers' tourism demand psychology and tourism motivation psychology. Although the personal preference and personality characteristics of tourism consumers will also affect the consumption choice behavior, the influence is not enough compared with the first two.



**Figure 1.** Consumer psychological analysis

**Conclusions:** Grasping the consumption psychology of tourism consumers can greatly help the modern cultural tourism industry to specify personalized cultural tourism schemes suitable for consumers. This study combines convolution neural network with factor analysis method, studies the use of convolution neural network to classify the online preference data of tourists who are willing to share tourism information, specifies personalized cultural tourism schemes on this basis, and collects the psychological feedback results of research objects. The results show that the positive impact of tourism consumers' tourism demand psychology and tourism motivation psychology on tourism consumers' consumption positive psychology reaches level 5 of the quantitative level, forming a significant impact. It can be seen that grasping the tourism demand psychology and tourism motivation psychology of tourism consumers can help the cultural tourism industry improve consumers' consumption enthusiasm.

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## THE EFFECT OF HIGHER VOCATIONAL PRACTICAL TEACHING MANAGEMENT MODE UNDER TEACHING PSYCHOLOGY ON ALLEVIATING STUDENTS' EMPLOYMENT ANXIETY

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**Background:** Educational psychology is an applied psychology discipline derived from psychological theory. Educational psychology mainly focuses on the educational situation in the educational environment, and explores the basic psychological law and phenomenon function relationship between teaching and students in the teaching relationship, so as to form many psychological branches such as moral education and aesthetic education. Educational psychology pays attention to the psychological phenomenon of middle school students in the relationship between teaching and learning, and student anxiety is one of the adverse psychological phenomena widely distributed in contemporary student groups. Contemporary students' anxiety can be divided into two main types: disease anxiety and reality anxiety. Disease anxiety refers to students' widespread anxiety symptoms without source and object due to the oppression of anxiety or psychological anxiety for a long time. This widespread anxiety is more pathological and needs to be alleviated by pathological intervention. Another type of anxiety is realistic anxiety. Realistic anxiety is the type of anxiety that can be produced by different social groups in contemporary times, that is, the adverse psychological reaction to the event at the internal level of the individual in the face of external negative

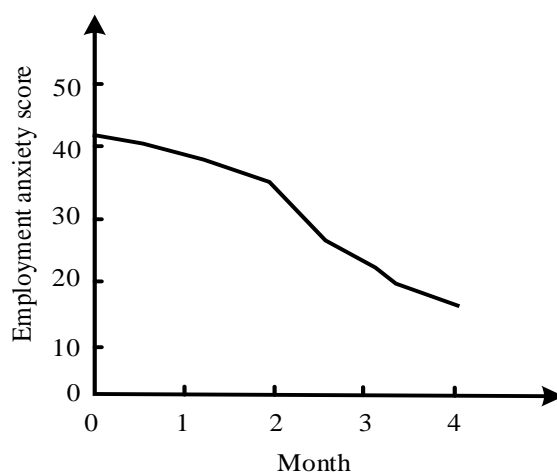
events, which is fed back by the emotion of anxiety. Once the external anxiety is eliminated, it will be reduced to a certain extent. For college students, the external employment environment has deteriorated continuously in recent years, and the employment of students after graduation has become a difficult problem. As a practical negative event, the employment problem has seriously affected the students' psychological balance and formed the psychology of employment anxiety. This study applies educational psychology to the employment practice teaching of higher vocational students, and intervenes students' anxiety by solving external negative events from the perspective of reality.

**Objective:** This study explores the impact of higher vocational practical teaching management mode under educational psychology on students' employment anxiety, provides systematic intervention strategies for modern college students' employment anxiety, helps the school form a developmental employment practical education system that pays more attention to students' health, and then improves students' mental health level.

**Subjects and methods:** This study combines K-means clustering algorithm with intervention experiment method. Intervention experiment is the main research framework to provide basic experimental data for research, and K-means clustering algorithm is a classification and comparative analysis tool used in the process of research and analysis. The research is mainly for higher vocational students who participate in employment practice learning. The intervention experiment is carried out by using the theory of educational psychology to improve employment practice teaching. Researchers will collect students' psychological change data before and after the experiment, and use K-means clustering algorithm to classify students with different anxiety performance according to students' different employment anxiety performance in the intervention process, and then classify and analyze the data on this basis. Study excel table for data statistics, and further use SPSS software for data analysis.

**Results:** The employment anxiety score of students with the increase of intervention time of higher vocational practical teaching management mode under teaching psychology is shown in Figure 1.

Figure 1 shows the change of employment anxiety of higher vocational students during the four months of higher vocational practical teaching management mode under teaching psychology. The results show that with the increase of time of higher vocational practical teaching management mode under teaching psychology, students' employment anxiety shows a gradually decreasing trend. The reduction rate in the first two months is relatively slow and the range is relatively small. The sharp reduction of scores is mainly concentrated in the middle of two to three months ago. It can be seen that this period is the best stage of the intervention effect of higher vocational practical teaching management mode of teaching psychology.



**Figure 1.** Analysis of employment anxiety

**Conclusions:** With the gradual intensification of social employment competition, the employment anxiety of higher vocational students also gradually shows an upward trend. This study combines the K-means clustering algorithm with the intervention experiment method, provides the basic data for the research through the intervention experiment, and carries out the intervention experiment by using the educational psychology theory to improve the employment practice teaching. On this basis, the K-means clustering algorithm is used for classification analysis. The results show that with the increase of time of higher vocational practical teaching management mode under teaching psychology, students' employment anxiety shows a gradually decreasing trend, and the stage of significant reduction of score is mainly concentrated in the middle of two to three months ago. The way of improving employment practice teaching by educational psychology theory can accumulate psychological capital for students from a

psychological point of view and reduce employment psychological anxiety by providing students with employment time.

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## THE VALUE OF FLEXIBLE SPIRIT IN CHINESE DANCE TEACHING FOR POSITIVE PERSONALITY BUILDING OF COLLEGE STUDENTS

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**Background:** In psychology, personality refers to the display of the overall individual psychological outlook produced by the interaction of thinking, emotion and behavior with psychological consistency and overall individual characteristics. Personality itself has consistency, that is, the development of individual personality is coherent and unified; Personality is unique. Due to the different external environment and individual congenital characteristics, individual personality will show different forms accordingly; Personality is complex. Personality is the overall response of individual thinking, cognition, emotion and behavior. Therefore, its constituent factors and changing factors are constantly changing, and the effects caused by different factors are also diverse. Personality is stable. In different space and time, individuals often maintain their own personality, but at the same time, personality is not unchanged. With the development of time, individual personality will also change accordingly. With the development of the score of positive psychology, the concept of positive personality has been put forward. The three theoretical elements of positive personality, positive emotion and positive social organization system are the three main pillars of positive psychology. Positive personality contains a series of positive personality forces, which can give full play to people’s idiosyncratic advantages in some aspects and make people obtain a happier life experience. Positive personality is not an individual trait at the genetic level, but gradually developed with the stimulation of external social culture. Therefore, in college students’ psychological personality education, actively using external cultural factors to positively affect college students’ personality can effectively promote students to form positive personality. As an excellent traditional Chinese culture, the flexible spirit in Chinese dance has good compatibility and growth in cultural nature and cultural heritage. The application of Chinese dance teaching to the cultivation of students’ personality provides the possibility of a cultural road for the formation of college students’ positive personality.

**Objective:** By exploring the influence of the flexible spirit in Chinese dance teaching on the construction of college students’ positive personality, this study provides a campus activity way to intervene the comprehensive and healthy psychological growth of students for colleges and universities, so as to provide a more perfect psychological growth environment for contemporary college students and improve the development of students’ psychological personality.

**Subjects and methods:** This study conducted a psychological intervention experiment in the form of trying to set up a Chinese dance teaching community in colleges and universities. The students participating in the community activities can enter the experimental scope only after signing the informed consent, and the researchers will record and count the psychological status of the students before and after the experiment. In addition, according to the psychological state of students in community activities, this study uses neural network algorithm to classify the types and further analyze the impact.

**Results:** The influence of flexible spirit in Chinese dance teaching on the dimension of college students’ positive personality construction is shown in Figure 1.

As can be seen from Figure 1, the influence of flexible spirit in Chinese dance teaching on the three psychological positive personality dimensions of college students’ positive emotion, positive behavior habit and positive attitude reaches a quantitative level of level 4, which is a significant influence level. It can be seen that the flexible spirit in Chinese dance teaching has the greatest influence on the three psychological positive personality dimensions of college students’ positive emotion, positive behavior habit and positive attitude; At the same time, the influence of the flexible spirit in Chinese dance teaching on the positive values of college students has reached a quantitative level of level 3, which is an obvious influence level. It can be seen that the influence of the flexible spirit in Chinese dance teaching on the positive values of college students ranks second, and the two psychological dimensions are positively affected by the flexible spirit in Chinese dance teaching.