

tested by sixteen personality factors of cartel. The test contains sixteen evaluation indexes. Each index has a corresponding score. The evaluation level is divided into four levels. According to the evaluation score, it is divided into 0-20 points, 20-40 points, 40-60 points and 60-80 points. The evaluation score is positively correlated with emotional fluctuation. The higher the score, the more serious the characteristics of emotional fluctuation. Finally, Support Vector Machine (SVM) is used to classify the improvement effect, and four classification indexes are set, which are “no effect”, “general effect”, “good effect” and “obvious effect”. In order to ensure the reliability of the research results, the score is expressed by taking the average score of all objects.

Results: The impact of traditional teaching methods and innovative teaching methods on college students’ mental health is shown in Table 1. From the results of Table 1, the average score of the traditional teaching control group in the personality factor test results increases month by month, and the emotional fluctuation psychological characteristics of the subjects in the first group become more and more obvious. On the contrary, the score of the personality factor test results in the second group decreases month by month through the innovative and optimized teaching methods. It shows that the psychological characteristics of emotional fluctuation of college students in the experimental group have been alleviated. Therefore, the innovative and improved mathematics teaching methods can effectively alleviate the negative psychological characteristics of college students and cultivate positive and healthy psychological characteristics.

Table 1. Influence of traditional teaching methods and innovative teaching methods on college students’ mental health

Number of experimental groups	The first month	The second month	The third month	The fourth month	The fifth month	The sixth month
Group 1	52	58	61	63	65	69
Group 2	55	53	48	42	39	36

Conclusions: The boring traditional mathematics teaching methods and the high difficulty of mathematics itself bring a lot of emotional fluctuations to contemporary college students and form negative psychological characteristics for a long time. The innovative and improved teaching methods alleviate the negative psychological characteristics of college students and help college students cultivate and establish positive and healthy psychological characteristics, so as to improve the quality of learning.

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RESEARCH ON THE PATH OF INNOVATION AND ENTREPRENEURSHIP EDUCATION AND ABILITY TRAINING FOR STUDENTS FROM THE PERSPECTIVE OF PSYCHOLOGY

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Background: Psychology is a subject that mainly studies human behavior and psychological activities. It has many branches of disciplines and is applied to many fields of life. Psychology can explain psychological phenomena and their own behavior, and point out the causes of psychological activities and the law of psychological development and change. People’s psychological characteristics are not only stable to a certain extent, but also plastic. Therefore, psychology can eliminate adverse factors, create a favorable environment and trigger positive behavior. Among them, educational psychology is a discipline that studies education and teaching. By studying the psychological activities of the subject and the law of psychological change, we can build a new teaching model. Educational psychology is of great significance to innovation and entrepreneurship education and ability training. In order to promote social and economic development, promote the comprehensive reform of higher education and promote the high-quality entrepreneurship and employment of college graduates, innovation and entrepreneurship education and ability training need to be paid great attention.

Most of the learning subjects of innovation and entrepreneurship education come from college students, and their psychological changes are closely related to college educators. At present, there are many problems in innovation and entrepreneurship education in colleges and universities. Most college students do not correctly understand innovation and entrepreneurship education, have low interest in relevant courses and hold an incorrect attitude, and think that relevant courses are less important than their own professional courses. College students’ family factors also hinder innovation and entrepreneurship

education. Most families believe that strengthening professional knowledge learning and stabilizing employment is the primary choice, which leads to college students losing their interest in innovation and entrepreneurship education. Through the psychological changes of college students, educators can accurately analyze and stimulate students' interest in learning innovation and entrepreneurship knowledge, guide students to master the learning skills of innovation and entrepreneurship courses through investigation and research, cultivate college students' innovation and entrepreneurship ability through practice, make full use of relevant theories in educational psychology, and accurately grasp college students' learning psychology, so as to improve the importance of innovation and entrepreneurship education. Guide teachers in innovation and entrepreneurship teaching through psychology, help teachers improve the teaching ability of relevant majors, and make innovation and entrepreneurship education more scientific.

Objective: According to the relevant knowledge theory of psychology, create an environment conducive to innovation and entrepreneurship education, stimulate college students' interest in the course, cultivate college students' entrepreneurial ability, and promote the high-quality entrepreneurial development of graduates.

Subjects and methods: 60 college students were selected from each of the five colleges and universities as the experimental objects. A total of 300 college students were divided into three groups with 100 people in each group to participate in the experiment of innovation and entrepreneurship education optimized from the perspective of psychology on the cultivation of college students' interest and ability. The duration of the experiment is three months. The first group is the traditional innovation and entrepreneurship education, the second group is the innovation and entrepreneurship education in an environment conducive to entrepreneurship, and the third group is the innovation and entrepreneurship education to cultivate innovative teachers. The experimental evaluation method adopts the self-made innovation and entrepreneurship scale. The self-made innovation and entrepreneurship scale contains 25 evaluation indexes, and each index contains four options of "A", "B", "C" and "D", corresponding to 1 to 4 points respectively. The range of 25 to 40 points indicates that college students are not interested in innovation and entrepreneurship, 40 to 60 points indicate a little interest, 60 to 80 points indicate interest, and 80 to 100 points indicate great interest. The data are statistically analyzed by JMPPro15 data statistical analysis software. In order to avoid the data deviation caused by subjective consciousness, the average value is adopted for all scores.

Results: The experimental results of innovation and entrepreneurship education optimized from the perspective of psychology on the cultivation of college students' interest and ability are shown in Figure 1. As can be seen from Figure 1, the average scores of the first group were not obvious during the experiment, and the scores were about 30 points. The average score of the second group increased month by month, from 34 to 66 before the experiment. Although the average score of the third group had no significant change in the first month and remained at about 36 points, it gradually increased with time, and the final average score was 72 points.

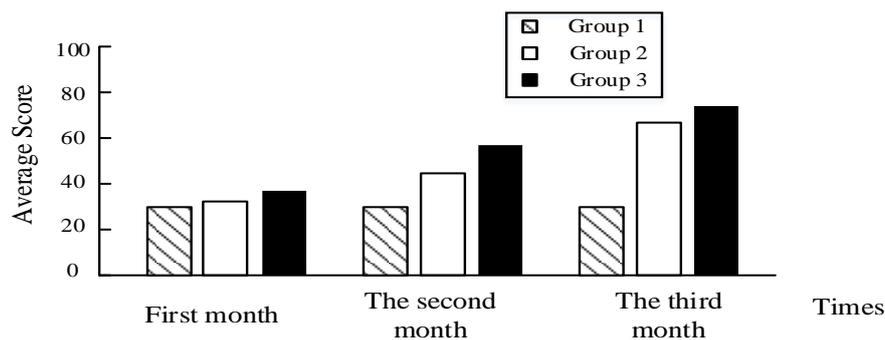


Figure 1. Change chart of innovation and entrepreneurship interest score

Conclusions: The innovation and entrepreneurship education optimized from the perspective of psychology helps college students correctly understand the discipline of innovation and entrepreneurship, stimulate college students' interest in innovation and entrepreneurship, and cultivate college students' entrepreneurial ability, which plays an important role in promoting the comprehensive reform of higher education and promoting the high-quality entrepreneurship of college graduates.

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RESEARCH ON THE PATH OF TEACHING REFORM AND PRACTICE OF WESTERN PHILOSOPHY HISTORY IN COLLEGES AND UNIVERSITIES FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: Educational psychology mainly studies people's psychology and psychological changes in the process of education. Human education mainly includes three aspects: school, society and family education. Among them, school education realizes the accumulation of scientific and cultural knowledge of personal system. Therefore, educational psychology mainly refers to the study of psychological phenomena and laws of teachers and students in the process of school education. The law of psychological phenomenon in school education refers to the basic psychological law of how students learn and how teachers teach. As a branch of psychology, educational psychology is also an intermediate science with the nature of natural science and social science. Educational psychology is a science that studies the psychological law of middle school students learning from teachers in school education situation. The particularity of its research object determines that educational psychology is inseparable from people's educational practice in the field of education. Educational psychology is regarded as a part of the educational science system. Educational psychology pays more attention to the nature of social science. The particularity of its research object determines its closeness with education and teaching practice. It is a highly applied science. How to reform the teaching of the history of western philosophy and make the teaching value of the course beneficial is the top priority in the current teaching process of the history of western philosophy, and it is also a problem that many philosophy experts and scholars have been thinking about. Philosophy educators, from the perspective of their respective times and professional fields, have made different degrees of reflection and reflection on the teaching objectives, textbook construction and teaching content of the history of western philosophy. Today, with the deepening of China's higher education reform, the educational ideas of colleges and universities are changing with each passing day. New technologies and new ideas should be reasonably integrated into the curriculum teaching system, so as to improve the teaching quality and efficiency, promote the all-round development of students and make students sublimate themselves.

Objective: Western philosophy courses have great advantages in promoting students' mental development. To a certain extent, they can stimulate students' theoretical thinking vitality, enhance their learning interest, gradually expand students' knowledge structure and cultural background, and then understand the essence of the times of Western society on this basis. From the perspective of educational psychology, this paper makes a thorough analysis and research on the channels and paths of the teaching reform of the history of western philosophy, in order to explore the impact of the teaching reform of the course on students' psychological quality.

Subjects and methods: This study randomly selected 200 college students from a university as the research object, and divided them into experimental group and control group, 100 people respectively. The experimental group was given the teaching reform plan of western philosophy history course in colleges and universities from the perspective of educational psychology, and the control group was given the conventional teaching model. Before and after teaching, students are evaluated by the student psychological well-being evaluation scale, which is mainly used to evaluate the degree of psychological well-being felt by students before and after class. Among them, the scale includes life satisfaction questionnaire and overall emotion index scale. There is only one item in the life satisfaction questionnaire, which is the score of intention satisfaction. The overall emotion index scale analyzes the emotional connotation from multiple angles, with a total of 8 items. All items adopt the 7-level scoring method. The weight of emotion index is 1 and the score is 1-7. The higher the score, the more hopeful it is. On the contrary, the more hopeless it is. The relevant data are in Excel and SPSS20.0 software for calculation and statistics.

Results: Before teaching, the comparison of the total score of the scale and the scores of all aspects between the two groups was not statistically significant ($P > 0.05$), indicating that the two groups can be compared. After teaching, the total score and scores of all aspects of the scale in the experimental group were significantly higher than those in the control group ($P < 0.05$), as shown in Table 1.

Conclusions: Reforming the teaching mode of the history of western philosophy and highlighting the role of the curriculum in improving students' mental health is not only the key in the current teaching process of the history of western philosophy, but also a problem that many philosophy experts and scholars have been thinking about. From the perspective of educational psychology and professional fields, philosophy teachers should reflect and think about the teaching objectives, textbook construction and teaching content of the history of western philosophy. Today, with the deepening of China's higher education reform, the concept of