

second group was the ideological and political education integrated into the red culture. The experiment lasted for 4 months. The experiment was evaluated by University Personality Inventory (UPI). UPI contains 60 evaluation items, mainly for mental state and physical symptoms. Each item has only positive and negative options. The positive option is recorded as 1 point, the negative option is recorded as 0 point, and 60 items contain 4 false test questions. Therefore, the highest score is 56 points and the lowest score is 0 points. Results the evaluation was divided into three levels, in which the grade A score was more than 25, indicating that there were serious psychological problems. Grade B means that the score is between 15 and 25, indicating general psychological problems. Grade C means that the score is between 0 and 14, indicating that there are no psychological problems or minor psychological problems. Naive Bayes Model (NBM) algorithm is used to classify the improvement of psychological problems.

Results: Table 1 shows the results of the psychological impact of the ideological and political education integrated into the red culture on college students. From Table 1, it can be concluded that the first group of college students have more people teaching between 15-25 districts, and there is no clear line change in the number of students in the first two months. From the third month, the number of people with scores of more than 25 points has an increasing trend. At the beginning of the experiment, the scores of most college students in the second group were also in the range of 15-25 points, but from the second month, the number of grade C students increased significantly.

Table 1. The influence of ideological and political education integrated into red culture on college students' psychology

Number of experimental groups		Number (pcs.)			
		First month	The second month	The third month	The fourth month
Control group	[0,14]	18	16	9	3
	[15,25]	108	110	116	120
	[25,56]	24	24	25	27
Experience group	[0,14]	13	45	84	127
	[15,25]	111	88	63	23
	[25,56]	26	17	3	0

Conclusions: Under the guidance of educational psychology theory, promoting the deep integration of red culture and ideological and political education can improve the psychological state of college students and have more initiative in Ideological and political learning, so as to help college students enhance their self-confidence and establish correct values.

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RESEARCH ON THE INFLUENCE OF RED CULTURE ON CONTEMPORARY COLLEGE STUDENTS' IDEOLOGICAL AND POLITICAL EDUCATION FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: Red culture is the concentrated embodiment of countless revolutionary martyrs' dedication and unremitting struggle for the country. It is the cultural gene flowing in the bones of the Chinese people. Over the past century since its founding, the Communist Party of China has led the people to create a unique and precious red culture. This culture represents the spirit of hope, courage, hard work and fear of sacrifice, and has inspired generations of Chinese people to move forward. Red culture is not born out of thin air. It is the spiritual crystallization of the combination of Marxist philosophy and China's specific reality. The core of red culture, such as Jinggangshan spirit, Yan'an spirit, Lei Feng spirit, Manned spaceflight spirit and Earthquake relief spirit, are derived from the great practice of China's revolution, construction and reform. It is the party that overcomes many difficulties on the road of governance and always cares for the people. It is a concentrated embodiment of continuous efforts for the great rejuvenation of the Chinese nation. As President Xi stressed, the prosperity of the country and the nation is supported by cultural prosperity. The great rejuvenation of the Chinese nation needs to take the development and prosperity of Chinese culture as the premise, and improve the cultural soft power and competitiveness by constantly

enriching the people’s spiritual world and enhancing the people’s spiritual strength.

Educational psychology helps teachers pay attention to students’ learning and development and improve the level of teaching quality by studying the basic psychological laws of education and teaching in education and teaching situations. From this perspective, the ideological and political education curriculum in colleges and universities integrates the theory of psychology and focuses on the changes of students’ psychological activities in the learning process, so as to adjust the teaching plan at each stage. With the continuous development of society and the intensification of social competition, contemporary college students will inevitably have negative emotions such as anxiety and psychological depression in the process of learning. Telling the red culture in the ideological and political education curriculum can enhance the theoretical persuasion of the ideological and political curriculum. The red deeds of the revolutionary martyrs provide a rich source and deep strength for the ideological and political curriculum. This spiritual strength can guide students to establish ideals and beliefs, alleviate their negative emotions and build a healthy and developing spiritual personality. At the same time, with the theoretical support of educational psychology, teachers can adjust the teaching method of red culture combined with ideological and political education by observing the psychological changes of students in the learning process, change the traditional cramming and preaching teaching methods, let students feel the historical temperature, accept the baptism of mind and spirit, achieve the resonance of thought and emotion, and make students deeply perceive the revolutionary power.

Objective: Research and use the spiritual power of revolutionary martyrs in red culture to assist ideological and political education and teaching, combine ideological and political education with revolutionary practice, help students establish correct values and outlook on life, and face life adversity positively and optimistically.

Subjects and methods: 70 people were randomly selected from each of the three colleges and universities as the experimental objects. The 210 college students were divided into two groups with 105 people in each group. One group was the control group, which received the traditional ideological and political education course, and the other group was the experimental group, which received the innovative course of integrating red culture into ideological and political education. The teaching experiment cycle was 5 months. Hamilton Anxiety Scale (HAS) was used to evaluate the psychological anxiety level of college students every month. Finally, Excel, SPSS23.0 and other software were used to statistically analyze the experimental results.

Results: The results of the influence of red culture on contemporary college students’ ideological and political education from the perspective of educational psychology are shown in Table 1. It can be seen from Table 1 that in the control group, the number of people with anxiety symptoms did not change significantly in the first two months, and the number of people with anxiety symptoms increased in the next three months, with an increase rate of 9.2%. In the experimental group, the improvement effect of teaching on anxiety disorder in the first two months was not obvious, and the number of people with anxiety symptoms did not change significantly. In the third month, the number of people with anxiety symptoms showed an obvious downward trend, with a downward rate of 60.3%.

Table 1. Changes in the number of college students affected by educational psychology after teaching reform

Group	Changes in the number of people with anxiety symptoms				
	First month	The second month	The third month	The fourth month	The fifth month
Control group	76	77	79	82	83
Experience group	78	75	62	44	31

Conclusions: Red culture can expand the practical teaching methods of ideological and political theory course and enhance students’ confidence in the road of socialism. In the new media era, some undercurrents of ideas are emerging on the Internet in an attempt to undermine the theoretical confidence of the Chinese people. Due to its strong theoretical and political nature, ideological and political course has a certain distance from students’ psychology, coupled with the impact of the network, it is easy for students to have some misunderstandings about Ideological and political course. Making full use of the spiritual power of red culture and infiltrating this spirit into ideological and political practice teaching can well melt students’ misunderstanding.

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RESEARCH ON STUDENTS' EMPLOYMENT PSYCHOLOGICAL PROBLEMS AND COUNTERMEASURES UNDER THE MODE OF INDUSTRY EDUCATION INTEGRATION OF HIGHER VOCATIONAL EDUCATION

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Background: Employment psychology is a variety of psychological phenomena produced during people's consideration of employment problems and preparation for employment. At present, college students generally have anxiety, inferiority, conformity and dependence in employment psychology. Anxiety is mainly a kind of anxiety caused by their own setbacks. Most universities are confused about their own employment prospects before graduation. Some students are proud of themselves, overestimate their ability, can't meet their own wishes for job hunting, and don't fully understand the difficulties they face, so they are prone to anxiety. Inferiority complex is mainly the emotion of patients' too self-denial. Such students are easy to underestimate their own strength, resulting in the inability to give full play to their own talents. Inferiority complex may distort the personality of college students and prevent them from normal communication with others. Herd mentality is that individuals are forced by the pressure of the masses, their views and choices are affected by the majority, have no own ideas, and have no plans for future development, so they blindly follow the flow of people, resulting in hesitation when facing suitable jobs, and then take good measures. Dependence psychology is because college students lack initiative and rely too much on the suggestions of teachers and parents in their employment choices, which is difficult to shape their independent character.

The integration mode of industry and education is that the school actively sets up the professional industry of learning according to the majors opened, combines the industry with teaching, supports and promotes each other, and forms a school running mode integrating the school and the enterprise. This model is a new path for the development of the school, which is conducive to stimulate students' creativity and innovation, create favorable conditions for students' employment, promote the healthy development of vocational education, cultivate high-quality talents, and solve the problems of students' lack of employment skills. At present, most college students have different degrees of anxiety in the face of employment. Serious anxiety brings psychological diseases to college students, affects their normal life and is not conducive to personal development. Therefore, through the mode of production and education integration of higher vocational education, this paper explores the changes of college students' psychological status in the face of employment.

Objective: In the early stage of development, the mode of industry education integration of higher vocational education will inevitably face many problems, including the uneven attitude of schools and enterprises towards industry education integration, the short-term behavior and formalization of industry education integration, and the imperfect management mechanism of industry education integration. The research adopts corresponding countermeasures according to different problems to promote the development of industry education integration, and then explores the impact of industry education integration on college students' psychological problems.

Subjects and methods: In the three universities, 80 college students were selected to participate in the experiment of the psychological impact of higher vocational industry education integration mode on students' employment. The selected 240 college students were divided into three groups, with 80 students in each group. The first group was the conventional education mode, the second group was the mode under the improvement of the industry education integration management mechanism, and the third group continued to improve the industry education integration mode on the basis of the second group, with a test cycle of 3 months. The experiment was evaluated by Hamilton Anxiety Scale (HAMA). HAMA contains 14 evaluation indexes, which are mainly used to evaluate somatic anxiety and mental anxiety. All items of HAMA are scored by five-level scoring method, with a score of 0-4, "0" indicates no symptoms, "1" indicates mild symptoms, "2" indicates moderate symptoms, "3" indicates severe symptoms, and 4 "indicates extremely severe symptoms. The symptom level is also divided into five levels. If the total score of each index is less than 7, it means no anxiety symptoms, 7-13 indicates possible anxiety symptoms, 14-20 indicates anxiety symptoms, 21-28 indicates obvious anxiety, and more than 28 indicates serious anxiety. Through the Clustering Using Representative (CURE) algorithm, the improvement effect of college students' employment psychology is classified into "no improvement", "a little improvement", "more obvious improvement" and "obvious improvement".

Results: It can be seen from Table 1 that the number of students in the first group has not improved significantly with the passage of time. In the experiment of the second group, the number of people who thought there was no improvement decreased significantly, and the number of people who thought there was a little improvement and more obvious improvement showed an increasing trend. The third group had