

on the two dimensions of consumer psychology: consumer responsibility psychology and consumer cognition psychology.

Table 1. The regression analysis between the costumes and tourists' consumption psychology

	Consumer responsibility psychology		Consumer cognitive psychology	
	Beta	<i>t</i>	Beta	<i>t</i>
Cultural thought of national characteristics clothing	0.193*	0.941	0.217	1.405
National characteristics clothing values	0.352**	3.865	0.231*	2.147
<i>F</i>	9.356		13.174	
<i>R</i> ²	0.387		0.462	

Note: * means $P < 0.05$, ** means $P < 0.01$.

Conclusions: In the tourism consumption of tourist destinations with national characteristics, consumer behavior is the main driving force to promote local economic development. Therefore, in order to achieve the rapid economic development of tourist attractions, it is necessary to put forward product consumption strategies based on consumer psychology. In the research, the national characteristic clothing is the main consumer product, and the dimensional influence between national characteristic clothing and consumer psychology is analyzed. The results show that the cultural thoughts and values of ethnic costumes significantly affect the two dimensions of consumer psychology: consumer responsibility psychology and consumer cognition psychology. Therefore, in order to promote the economic growth of ethnic tourism destinations, it is of great value to analyze the consumer psychology.

Acknowledgement: The research is supported by The 13th five year plan project of Educational Science in Guangdong Province: Research on the ideological and political education path of embedding Chinese excellent traditional Chinese clothing culture into higher vocational clothing professional courses, Project No. 2020gxjk585; Key scientific research platform project of colleges and universities in Guangdong Province: 3D digitization of garment industry and c2m personalized customization industry education integration innovation platform, Project No. 2021cjpt018.

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EXPLORATION ON THE INFLUENCE OF THE DEEP INTEGRATION OF “POST-COURSE CERTIFICATE COMPETITION” TALENT TRAINING MODE ON COLLEGE STUDENTS’ POSITIVE PSYCHOLOGY

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Background: In the training of talents in colleges and universities, on the one hand, it is to cultivate students' professional level, on the other hand, it is to improve students' positive psychology. Therefore, for the training of talents in colleges and universities, positive psychology is proposed in psychology. Positive psychology was first put forward in 2000. The theory holds that positive psychology is a science of tapping human potential and virtue, and advocates a positive attitude towards the potential and quality of ordinary people. From the perspective of positive psychology, the reform path of educational work in China has a new direction, and it is more widely used in the teaching reform of colleges and universities. Young people in China generally refer to college students, who are full of vitality and play an important role in the construction of the motherland. Therefore, in higher education, we should strengthen the ideological and political education of college students, pay attention to the psychological guidance of college students, and cultivate a group of college students with self-esteem, self-confidence and positive. College students, as an important part of the future development of the country, whether their ideals and beliefs are clear and firm is directly related to the prosperity of the country and the nation. In the current education of college students, it is emphasized to stimulate students' positive psychology. Therefore, from the perspective of positive psychology, it is of great significance to analyze the changes of students' positive psychology while improving students' professional and technical level.

However, the independent application of positive psychology is difficult to significantly improve students' positive psychology. Therefore, with the increasing emphasis on talent training in colleges and

universities, a talent training mode of “post course certificate competition” is put forward. The deep integration of “post course certificate competition” refers to the teaching mode of integrating course teaching and professional competition in college teaching on the basis of the current situation of regional economic development and social development, determining the requirements of market vocational skills and comprehensive quality. In the “post course certificate competition” in-depth integration of talent training mode, it emphasizes the three steps of course teaching. First, it is to carry out basic professional teaching courses to promote students to learn the theoretical basis. The second is to carry out comprehensive quality training, combine classroom teaching with skill training, and vigorously carry out various professional skill competitions in this stage. The last is to cultivate students’ professional ability, and apply students’ professional ability in classroom learning and professional competition to post practice and social practice activities. However, in the current research, it can be found that there are few studies on the impact of the “post course certificate competition” in-depth integration of talent training mode on students’ positive psychology. Therefore, based on positive psychology and from the perspective of positive psychology, this study analyzes the impact of the “post course certificate competition” in-depth integration of talent training mode on students’ positive psychology.

Objective: This paper probes into the influencing factors of college students’ positive psychology in college teaching, understands the application status of the “post course certificate competition” in-depth integration of talent training mode in colleges and universities, and analyzes the impact of the “post course certificate competition” in-depth integration of talent training mode on college students’ positive psychology.

Subjects and methods: 200 students in a university were selected as the research objects, and the students in the experimental group and the control group were randomly analyzed. The students in the experimental group adopted the talent training mode of “post course certificate competition” to improve their comprehensive quality, and the students in the control group adopted the conventional talent training mode to improve their comprehensive quality. From the perspective of positive psychology, we use the positive psychological quality scale of college students to understand the current situation of students’ positive psychology, and compare the changes and differences of the two groups of students’ positive psychology before and after teaching. Self-rating Anxiety Scale was used to evaluate the students’ negative emotions, and the changes and differences of the two groups of students’ negative emotions before and after teaching were compared. All data were statistically analyzed with SPSS24.0, and the difference was statistically significant with $P < 0.05$.

Results: See Table 1 for the differences of positive psychological changes of all students. Table 1 shows that the positive psychological evaluation indicators of students include love, strength, courage and fraternity. Students’ positive psychology is evaluated with 0-10 points, which means poor to excellent. Before and after teaching, there is a significant difference in the positive psychological changes between the experimental group and the control group, which shows that the talent training mode of “post course certificate competition” can significantly improve students’ positive psychology.

Table 1. Positive psychological changes of students before and after teaching

Factor	Experimental group		Control group	
	Before teaching	After teaching	Before teaching	After teaching
Loving	2.73	7.16 ^{ab}	2.77	5.17 ^a
Strong	2.58	6.97 ^{ab}	2.43	5.29 ^a
Brave	2.31	7.06 ^{ab}	2.29	5.83 ^a
Friendly	2.55	7.42 ^{ab}	2.44	5.65 ^a

Note: ^a means $P < 0.05$ compared with that before teaching, and ^b means $P < 0.05$ compared with the control group.

Conclusions: The positive psychology of college students is the key factor to improve students’ learning efficiency. On the one hand, improving students’ positive psychology can improve students’ professional level, on the other hand, it can help students establish good values. From the perspective of positive psychology, the research analyzes the impact of the talent training mode of “post course certificate competition” on students’ positive psychology. The results show that under this mode, students’ positive psychology improves significantly, and the effect is far better than the conventional training mode. Therefore, in higher education, combining professional practice and curriculum teaching can not only improve students’ professional ability, but also promote students’ psychological quality, which is conducive to students’ future development.

Acknowledgement: The research is supported by: “13th Five-Year Plan” of Jiangsu Education Science in

2020 “Research on the reform of documentary evidence accommodation course of logistics management major in higher vocational colleges under the ‘1+x’ certificate system” (No. C-a/2020/03/06); 2019 Project of Higher Vocational Education Research Institute of Changzhou University “The school-based exploration of 1+x certificate system for logistics management” (No. CDGZ2019026); Research Project of Higher Education Reform in Jiangsu in 2021 “Construction and practical research on the project-based curriculum system of ‘post course competition and certificate integration, moral, technical, knowledge and element coeducation’ in vocational colleges” (No. 2021JSJG523).

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A STUDY ON THE INFLUENCE OF PARTY BUILDING AND IDEOLOGICAL AND POLITICAL EDUCATION ON COLLEGE STUDENTS’ LEARNING ANXIETY

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Background: Since the reform and opening up, China’s economy has developed rapidly, and people’s material life has been significantly improved. However, the imbalance in social development has led to different levels of anxiety in different areas of society. With the spread of anxiety, college students also began to breed different levels of anxiety. And in colleges and universities, college students’ minds are not mature relative to social groups, and their cognitive defects cause college students to be easily affected by social negative energy, which will seriously affect students’ values. In addition, some studies believe that in the new era environment, the rapid development of network technology has accelerated the speed of information dissemination, and students are difficult to identify in the mass of information, resulting in confusion and anxiety. At the same time, it is pointed out that the psychological anxiety of college students is the anxiety of individuals in the growth stage. Generally, college students already have certain personal thinking ability. In the face of the pressure of family and school tasks, students’ independent thinking will induce students to have free ideas and have the psychology of exclusion and resistance to external things. In the process of students’ growth, the psychological emotions of exclusion and resistance will lead to students’ constant anxiety in their normal life, and finally they cannot bear the corresponding responsibility, which will lead to realistic anxiety and affect students’ self-growth and development.

In order to alleviate students’ anxiety in learning and build a complete psychological system, a large number of colleges and universities have decided to take ideological and political education as the main psychological counseling courses to guide students’ psychology. From the current situation of education, carrying out the work of ideological and political education for college students can promote the correct establishment of college students’ outlook on life, world outlook and values, and lead the development of college students’ ideas towards the correct economic direction. College students are also the main body of party affairs construction. The party affairs construction in colleges and universities needs to take the characteristics of students as the starting point and foothold, organize and carry out ideological education activities related to party affairs, screen activists to join the party in a planned way, improve the ideological and political quality of the whole teachers and students, and strengthen the in-depth understanding of the party by all teachers and students. In order to alleviate the psychological anxiety of college students, various colleges and universities began to add party building in ideological and political education, and some studies have proved that the combination of Party building and ideological and political education in colleges and universities can effectively alleviate students’ anxiety. However, few studies have made a specific analysis of the mechanism and effect. Therefore, studies have explored the mechanism of the impact of college party building combined with ideological and political education on students’ learning anxiety, and analyzed the changes of students’ psychological anxiety under the combined education. Evaluate its effectiveness.

Objective: To understand the current situation of college students’ learning anxiety, investigate the current situation of Party building in colleges and universities, analyze the impact of ideological and political education on students’ anxiety in teaching, and explore the changes of students’ anxiety after the introduction of Party building.

Subjects and methods: 500 students in a university were selected as the research objects. The self-rating Anxiety Scale was used to evaluate the anxiety of students before participating in the test. Then the students were randomly divided into intervention group and control group, with 250 students in each group. The students in the intervention group were taught with Party building work combined with ideological and political education, while the students in the control group were only taught with