

civilization. The relationship between students' ideological and political quality and their mental health is closely related to their own development and social progress. Under the influence of a variety of internal and external factors, college students show unstable spiritual emotions, which seriously affects their life and daily learning activities. Research on the integration of production and education of ideological and political education in colleges and universities can effectively give play to the ideological and guiding nature of ideological and political education, improve college students' negative emotions and negative psychological states, and improve their mental health level and emotional regulation ability. In the future ideological and political education classroom, college teachers should actively explore various forms of classroom teaching, and pay attention to the changes of students' individual psychological activities in time.

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RESEARCH ON THE EMPLOYMENT PRESSURE OF COLLEGE GRADUATES IN THE NEW ERA AND ITS COUNTERMEASURES

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Background: The reform of the education system and the development of the socialist market economy have accelerated the change of China's employment market. With the increase of the number of college graduates, the phenomenon of oversupply in the employment market, the over saturation of the labor market and the high recruitment standards of employers have virtually increased the employment competition pressure of students, and caused them to have negative employment emotions such as anxiety, worry and depression. Stress is a reflection of a psychological state within people, which is mainly caused by physical and mental stimulation. Employment pressure is a kind of psychological feeling generated by the stimulation of employment environment, employment policy and employment situation under the employment situation based on individual evaluation and understanding. There are many factors causing employment pressure, including social environmental factors, employer factors, school factors and individual cognitive psychological factors. Social factors are the increase in the number of college graduates due to the expansion of university enrollment, and some jobs have greater restrictions on the gender and age of graduates. The unbalanced employment level and regional structural contradictions make it difficult for graduates to find suitable jobs. In addition, the improvement of recruitment standards of employers and the lack of employment guidance in schools make it difficult for students to correctly evaluate their employability and employment value when choosing jobs. The individual differences of students make them have different employment mentality when facing employment problems. High self-evaluation and low self-evaluation will make it difficult for college graduates to find suitable and satisfying employment opportunities. As a source of stress in special situations, employment pressure will cause great damage to individual career planning, employment problems and physical and mental health if it is not timely intervened. However, excessive employment pressure will affect students' employability, including employment psychology, professional ability improvement and so on. Employment anxiety is a comprehensive reaction of students' negative emotions caused by cognitive deviation between internal cognition and objective reality in the process of employment. Excessive employment anxiety will affect their objective assessment of job demand and their recognition of their own value, and make employment choices blindly or choose to avoid employment. In the long run, negative emotions will produce certain behavioral barriers for students, making them miss the best period of employment and career selection, and then urge students to continuously reduce employment standards, which is not conducive to students' long-term employment planning. Under the development background of the new era, the society has a large demand for talents, and the employment pressure of college graduates is not conducive to the improvement of their own comprehensive quality. Therefore, it is an urgent task for colleges and universities to strengthen the exploration of the causes of the employment pressure of college graduates and put forward effective mitigation and intervention measures. Therefore, based on this background, the research is committed to exploring the employment stressors of college graduates and helping them actively guide their employment problems and employment psychological problems, so as to help them actively obtain employment and improve their mental health level.

Subjects and methods: The study randomly selected two colleges and universities. First, the information about the anxiety and self work ability of the graduating students was collected with the help of the anxiety scale and the vocational ability evaluation scale, and the students with employment pressure

and negative employment emotion were taken as the research objects. Then, after reasonably evaluating and grading the negative employment emotion and employment pressure of the research object, the factor analysis is carried out on the influencing factors of students' employment anxiety with the help of principal component analysis, and an employment pressure relief mechanism model is constructed from the two aspects of school education and the adjustment of students' own psychological quality, so as to realize the active intervention on students' employment psychology and self cognition level. In addition, psychological and emotional counseling, employment practice training and other intervention means were used to help the subjects relieve the employment pressure and improve their employability. The experiment lasted for one month. After the experiment, the students' employment pressure relief and relevant employability data were statistically analyzed and evaluated, and the data were processed with statistical analysis tools, in order to better provide countermeasures for the alleviation of the employment pressure of college graduates.

Results: When college graduates who are about to graduate face job selection and employment, they often have employment pressure and negative employment emotions such as fear, worry and anxiety due to changes in the market environment and differences in their professional ability evaluation. The experiment shows that there are many factors influencing the employment pressure of college graduates, among which low self-efficacy is one of the main factors. Table 1 shows the statistics of the impact of employment stressors on graduates.

Table 1. Statistics on the proportion of graduates' employment stressors

	Academic qualifications	Lack of professional skills	Opaque employment information	Unclear employment planning	Low employment self-efficacy
Value (%)	18.74	21.38	16.28	17.49	26.11

The results in Table 1 show that there are many factors that cause the employment pressure of college graduates, including subjective and objective factors. The experimental results show that the effects of educational restriction, lack of professional skills, opaque employment information, unclear employment planning and low employment self-efficacy account for 18.74%, 21.38%, 16.28%, 17.49% and 26.11% respectively. Among them, the low evaluation of graduates' own value is the main reason for their employment problems.

Conclusions: There is a high correlation between employment pressure, employment anxiety and employability. Colleges and universities should actively help graduates do a good job in employment planning and employment guidance, and help students correctly evaluate their professional ability and employment situation on the basis of understanding the current situation and requirements of the employment market, that is, do not set too high expectations, nor deny their own values and abilities. At the same time, colleges and universities should actively intervene and guide the employment anxiety and psychological problems of college graduates, so as to improve their mental health and employment ability.

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CREATIVE APPLICATION OF CALLIGRAPHY AND PAINTING ART ELEMENTS IN THE DESIGN OF CULTURAL AND CREATIVE PRODUCTS FROM THE PERSPECTIVE OF AESTHETIC PSYCHOLOGY

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Background: Aesthetic psychology is a branch of psychology that studies and explains the laws of human psychological activities in the aesthetic process. The aesthete refers to the production and experience of aesthetic feeling, and psychological activities are the comprehensive feelings of knowledge, emotion and meaning in the aesthetic activities and aesthetic experience. As a marginal subject of aesthetics and psychology, aesthetic psychology can be broadly divided into the psychological activities and characteristics of human beings engaged in various literary and artistic activities. The narrow sense is divided into the characteristics of psychological activities limited in aesthetic activities. Aesthetic psychological elements include form intuition, psychological distance, empathy or reflection, that is, through the change of the