

psychology, in order to improve the current situation of ideological and political education, and to explore the impact of the innovative development of ideological and political education in colleges and universities on the positive psychology of college students under the new media environment.

Subjects and methods: The study randomly selected 80 people from 5 universities as the research objects. All the research objects selected college students with certain negative psychology through the University Personality Inventory (UPI), and made 400 of them participate in the experiment of the psychological impact of ideological, political and educational innovation on college students in the new media environment. The experiment was divided into two groups, one group was the control group of traditional ideological and political education teaching, and the other group was the experimental group of ideological and political education teaching combined with new media. The number of people in each group was 200, and the duration of the experiment was 5 months. During the experiment, the subjects were also psychologically evaluated through UPI. UPI included a total of 60 symptom items, including 4 items of false test. If each symptom item was satisfied, 1 point would be obtained. if it was not satisfied, no point would be obtained. The total evaluation score was 56 points, and the lowest score was 0. The higher the score, the healthier the psychological condition. Before and after the experiment, the psychological impact of the experiment on college students was interpreted through the scores.

Results: Table 1 shows the change results of the number of test scores in the control group and the experimental group. It can be seen from Table 1 that the number of people in the control group with low scores is positively correlated with the experimental time. The number of people in the [14,27] range accounts for the highest proportion. In the fifth month, the number of people in this range accounts for 64%. The number of people with high scores in the experimental group showed an increasing trend, of which the number of people in the [28,41] range accounted for 55.5%.

Table 1. Change results of test scores in control group and experimental group

Experimental grouping	Score	Proportion of people per month (%)				
		The first month	The second month	The third month	The fourth month	The fifth month
Control group	[0,13]	13	32	44	48	52
	[14,27]	87	92	96	110	128
	[28,41]	92	71	58	42	20
	[42,56]	8	5	2	0	0
Experience group	[0,13]	15	11	9	5	2
	[14,27]	93	74	50	31	8
	[28,41]	87	90	95	103	111
	[42,56]	5	25	46	61	79

Conclusions: The innovation of ideological and political education under the new media environment has overcome the problems of single teaching method and boring teaching content of traditional ideological and political education. The ideological and political education under this mode has stimulated students' interest in learning ideological and political education, established students' positive and optimistic learning attitude, and helped students' psychology develop positively.

Acknowledgement: The research is supported by: Fujian Provincial Department of Education, Green Building Construction and Management, Fujian University Engineering Research Center, min Jiao Ke [2017] No. 13.

* * * * *

RESEARCH ON THE INFLUENCE OF THE INNOVATION OF CONTINUING EDUCATION MANAGEMENT MODE IN COLLEGES AND UNIVERSITIES ON ALLEVIATING THE EMPLOYMENT ANXIETY OF COLLEGE STUDENTS

Xuhai Li & Weidong Guan*

Changzhou Vocational Institute of Engineering, Changzhou 213164, China

Background: In the environment of continuous development of science and technology and social progress, society has put forward higher requirements for talents. As the main base for cultivating

comprehensive quality talents, the education mode and management mode of colleges and universities are extremely critical, which plays a decisive role in whether college students become useful or not. In the process of talent training, colleges and universities need to always understand the requirements of the society for talents, and then timely adjust and optimize the education management mode, so as to finally achieve the goal of improving the comprehensive development ability of college students and delivering more talents for the society. As an important educational model in the training of talents in colleges and universities, continuing education has been paid more and more attention. In the current management mode of continuing education in colleges and universities, there are certain drawbacks, which have formed certain obstacles to improving the comprehensive quality of college students, and may even lead to serious employment anxiety among college students. Anxiety is a basic human emotion, which can be divided into two types: realistic anxiety and pathological anxiety. Realistic anxiety is closely related to critical situations and unpredictable threat events in the real environment. When individuals are faced with threats or unknown situations, they will have excessive worries about their own life safety and future destiny, and then produce realistic anxiety. When the threat event is resolved, the anxiety will disappear. Pathological anxiety refers to an individual's inexplicable anxiety without any objective reason, accompanied by anxiety, panic, pain and other emotional reactions. Anxiety is mainly accompanied by three types of clinical symptoms, namely, mental anxiety, somatic anxiety and exercise anxiety. Mental anxiety mainly refers to the patients' serious anxiety and worry about the trivial things in daily life, usually manifested as insomnia, dreaminess, irritability, etc. Somatic anxiety refers to the abnormal autonomic nervous function of patients, accompanied by nausea, hyperhidrosis, blurred vision and other symptoms. The main symptoms of exercise-induced restlessness include body shaking, muscle tremor, increased aimless activity, etc. For college students, anxiety is a common psychological state. When they face heavy academic pressure and fierce employment competition, they are more likely to have corresponding employment anxiety.

Objective: The research makes a comprehensive and in-depth analysis of the main causes and negative effects of college students' employment anxiety, hoping to effectively alleviate college students' employment anxiety by adopting the innovative and optimized management mode of continuing education in colleges and universities.

Subjects and methods: In a certain university, 75 college students with employment anxiety were randomly selected as the research objects. The innovation of college continuing education management model was used as an intervention method to intervene the college students, and the intervention time was set as 4 months. In the whole time period before and after the intervention, the employment anxiety of college students was evaluated every other month. The evaluation time was T0, T1, T2, T3, T4. General Anxiety Disorder-7 (GAD-7) and Liebowitz Social Anxiety Scale (LSAS) were used as evaluation scales to evaluate and analyze the anxiety status of college students at five-time nodes. The total score of GAD-7 is 21. When the GAD-7 score of college students is 4 or less, it means that they are in a normal psychological state. GAD-7 score is in the range of 5-9 points, indicating that it is accompanied by mild anxiety. When GAD-7 score is 10-13, it shows that it is accompanied by moderate anxiety. When GAD-7 score was 14-18, it showed that it was diagnosed as moderate to severe anxiety. When the GAD-7 score of college students is 19 or above, it means that they are accompanied by severe anxiety. The total score of LSAS ranges from 15 to 75. The score level is positively correlated with the anxiety level of college students. 60 points is used as the standard to judge whether the college students are accompanied by anxiety.

Results: Table 1 shows the changes of employment anxiety of college students before and after the intervention. According to Table 1, before the intervention, the GAD-7 and LSAS scores of 75 college students were high, about 20.14 and 69.57 respectively. At T1, GAD-7 score and LSAS score showed a certain decrease, but the decrease was small. At T2, GAD-7 score and LSAS score continued to decrease, and the decrease was large, and they decreased too about and respectively. At T3, both decreased continuously. At T4, the GAD-7 score and LSAS score of college students have respectively dropped below the score line of the evaluation standard, indicating that their employment anxiety has been completely relieved.

Table 1. Changes in GAD-7 and LSAS scores of college students before and after the intervention

Time	GAD-7 score		LSAS score	
	Mean value	Standard deviation	Mean value	Standard deviation
T0	20.14	0.45	69.57	4.59
T1	18.99	0.64	58.43	6.78
T2	13.26	0.52	47.62	6.14
T3	6.18	0.58	43.55	5.57
T4	3.87	0.44	39.11	4.92

Conclusions: Although college students' employment anxiety is a common phenomenon, it will have a serious negative impact on college students' job hunting and employment, self-affirmation, and the improvement of comprehensive quality and ability. In order to explore the impact of the innovation of the management mode of continuing education in colleges and universities on alleviating the employment anxiety of college students, this study takes the innovation of the management mode of continuing education in colleges and universities as an intervention means, and evaluates and analyzes the anxiety level of college students before and after the intervention. The results show that after the innovation and optimization of the continuing education management model, the GAD-7 score and LSAS score of college students are significantly reduced, which shows that the innovation of the continuing education management model can effectively alleviate the employment anxiety of college students.

Acknowledgement: The research is supported by: Study on the Construction of Lifelong Study System of the Entire People through Vocational and Continuing Services, 2021-2022 key project of Jiangsu vocational education research (No. XHZDB2021001).

* * * * *

RESEARCH ON THE INFLUENCE OF THE GUIDING FUNCTION OF IDEOLOGICAL AND POLITICAL EDUCATION ON THE POSITIVE PSYCHOLOGICAL DEVELOPMENT OF COLLEGE STUDENTS

Yanni Luo^{1*} & Xiaoling Liang²

¹*Pingxiang University, Pingxiang 337000, China*

²*Nanchang University, Nanchang 330031, China*

Background: Positive psychology is a positive and optimistic psychological tendency of individuals to treat people, things or things. Positive psychology is a healthy and constructive psychological state. It specifically refers to students' active and positive psychological quality at the levels of cultural quality education, psychological education and psychological counseling. Positive psychology is the key content of positive psychology research, dealing with positive experiences such as past research satisfaction and satisfaction. The positive experience of happiness and happiness in the current research. Positive experiences such as optimism and hope for future research. Positive psychology attaches great importance to the prevention of mental diseases, and believes that the shaping ability of individual internal system has made great progress in the prevention of mental diseases. Positive psychology advocates the study of human virtues, fills the gap in the research of psychology in the psychological activities of ordinary people, and builds the positive side of human nature.

Ideological and political education plays an important role in establishing morality and cultivating positive values. Ideological and political education has three guiding functions. First, we should adhere to the problem-based approach and improve the political literacy, ideological vision and practical ability of college students through the reform of ideological and political courses. Second, the ideological and political course should adhere to the goal orientation, shoulder the multiple tasks of knowledge transmission and value shaping, cultivate socialist builders with all-round development of morality, intelligence, physique, art and labor, strengthen ideals and beliefs, cultivate the spirit of struggle, innovate teaching models, and improve the teaching effect of the ideological and political course. Cultivate new people of the times in an all-round way, help students establish moral quality, improve intellectual education, improve physical exercise and create an aesthetic atmosphere. Third, adhere to the results oriented, follow the law of teaching and educating people, and give play to the enthusiasm of ideological and political education. Follow the law of students' growth and stimulate students' initiative. Follow the law of ideological and political work and give full play to the creativity of ideological and political courses. Through the three guiding functions of ideological and political education, we can help college students establish a positive and healthy personality and cultivate high-quality talents with all-round development.

Objective: By mastering the guiding function of ideological and political education, strengthening ideological and political education courses and creating a learning atmosphere for ideological and political education, the research aims to solve the psychological and physiological needs of college students, help college students cultivate positive and healthy psychological conditions, and promote the comprehensive development of college students in morality, intelligence, physical education, art and labor.

Subjects and methods: The self-made mental health evaluation scale was used to evaluate the students in 5 colleges and universities. Students with certain negative psychology were randomly selected as the research objects. A total of 200 students were selected from 5 colleges and universities to participate in the