

attention to their own internal value. So as to achieve the application effect of improving students' mental health level.

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THE IMPROVEMENT OF COLLEGE STUDENTS' ENTREPRENEURIAL AND RISK-RESISTING ABILITY UNDER THE VOCATIONAL EDUCATION REFORM UNDER POSITIVE PSYCHOLOGY

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Background: Positive psychology is specially used to analyze the psychological state and psychological change characteristics of human beings when facing different problems and objects from a positive perspective. In short, positive psychology uses scientific methods to study human happiness and positive behavior, and advocates a positive and positive psychological research orientation, which is of great significance for the improvement of human positive psychological quality and the exploration of human health, happiness and harmonious development methods. At the same time, positive psychology absorbs most of the research methods and means of traditional mainstream psychology, and organically combines these research methods and means with humanistic phenomenological methods and empirical analysis. However, positive psychology takes a more inclusive attitude than traditional psychology. It focuses on empirical research methods, and does not reject non empirical research methods, which is also its better place than traditional psychology. That is to say, positive psychology inherits the reasonable core of humanistic and scientific psychology, and corrects and makes up for some shortcomings of psychology. Instead of the pessimistic view of human nature, it turns to pay attention to the positive aspects of human nature. Because of these characteristics, this discipline is widely used in the fields of education, management and so on. At present, college students' enthusiasm for entrepreneurship is high, but even under the support and protection of the government and schools, college students' entrepreneurship is still a high-risk economic behavior. Because entrepreneurs will face comprehensive tests in many aspects, they need strong psychological and emotional control ability and material anti risk ability. Before, most of the students' research projects in this field focused on improving the anti risk ability of college students to wear various materials, and paid insufficient attention to the students' own psychological state. This is the main reason why this study chose to use positive psychology to analyze the impact of vocational education reform on college students' entrepreneurial anti risk ability.

Subjects and methods: Before the formal research, the research team needs to analyze the existing research materials of the same type, that is, the literature on entrepreneurship support, positive psychology education and vocational education reform of college students at home and abroad published in recent years, so as to find out the countermeasures to use positive psychology to specifically improve the anti-risk ability of college students' entrepreneurial psychology, so as to prepare for the follow-up social experiment. Then 86 college students who are starting their own businesses are selected as the research objects from the domestic colleges and universities with a strong entrepreneurial atmosphere. Carry out vocational education and training for them in accordance with the proposed positive psychological intervention methods, mainly including the elimination methods of common negative psychological emotions in entrepreneurship, the self-encouragement methods before important speeches and communication, etc. After the training, an interview was conducted with all the subjects. The main content of the interview was completely consistent, which was the interviewees' evaluation of the impact of the intervention content on their own entrepreneurial enthusiasm, entrepreneurial social cognition and entrepreneurial anxiety. The research team rated the impact assessment according to the interviewees' interview materials. The rating is divided into five categories: no impact, small impact, medium impact, large impact and huge impact.

Results: After the positive psychology intervention training and interview for entrepreneurial college students are completed, the given impact level data are statistically analyzed to obtain Table 1.

The integer in Table 1 represents the number of people in the study who choose intervention training to have a corresponding degree of impact on the corresponding items in the anti-risk ability of entrepreneurial psychology. It can be seen from Table 1 that the entrepreneurial college students believe that the vocational education reform based on positive psychology has the most significant positive impact on the

“entrepreneurial enthusiasm”, “entrepreneurial social cognition” and “entrepreneurial anxiety” of their own entrepreneurial psychological risk factors, and the number of research subjects who choose the above factors as the “great impact” is 19, 8 and 25 respectively.

Table 1. Statistical results of impact level data

Affected psychological elements of entrepreneurial risk	No impact	Minor impact	Moderate impact	Substantial impact	Tremendous influence
Entrepreneurial enthusiasm	0	5	17	45	19
Entrepreneurial social cognition	5	18	31	24	8
Entrepreneurial anxiety	1	7	21	32	25

Conclusions: In order to reduce the probability of entrepreneurial failure of college students and improve their psychological anti risk ability, this study integrates the positive psychology theory into the reform of vocational education, and explores the impact of this new vocational education model on college students’ entrepreneurial psychological anti risk ability. The results show that the entrepreneurial college students believe that the vocational education reform based on positive psychology has the most significant positive impact on their entrepreneurial psychological risk factors, such as “entrepreneurial enthusiasm”, “entrepreneurial social cognition” and “entrepreneurial anxiety”. The number of subjects who choose the above factors as the “great impact” is 19, 8 and 25 respectively. The results show that integrating positive psychological methods and ideas into vocational education can indeed improve the psychological stress resistance of college students’ entrepreneurs.

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THE INFLUENCE OF RESEARCH AND PRACTICE OF VOCATIONAL EDUCATION SERVICE ON RURAL REVITALIZATION STRATEGY ON RELIEVING AUDIENCE’S PSYCHOLOGICAL ANXIETY

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Background: Psychological anxiety is one of the components of anxiety. Individuals in the state of psychological anxiety feel fear, worry, nervousness, worry, even panic or death. The behavior of the patients is restless, face tight, frowning, tossing and turning, sleepless at night and other phenomena. The intersection between the adverse emotional experience and cognitive impairment may lead to a vicious circle. In the rural revitalization strategy, some strategies will make farmers who live on agricultural farming lose the land they depend on for survival. In the environment where the land acquisition compensation and resettlement policies are still imperfect, farmers who lose their land have been born with anxiety due to lack of means to make a living, and the living costs of farmers who lose their land have increased, causing farmers to have economic anxiety, which is not conducive to the development of rural revitalization, and even contrary to the original intention of rural revitalization.

Education is the foundation of rural revitalization and an important means to solve the problems of rural development and transformation. From the analysis of educational attribute, the essence of education is to educate people. It can help people shape their ideas, transfer knowledge to people, improve their quality and ability and other ways to ensure the revitalization of rural human resources. From the analysis of educational function, we can build a channel between people, education and culture to alleviate the anxiety of rural education. Rural vocational education strengthens the orientation of educational objects. Its goal is to cultivate new vocational farmers. Through the construction of rural vocational schools and curriculum training system, farmers’ creative vitality can be released and their enthusiasm for construction can be stimulated. The training content of rural vocational education is gradually broad, the service field is gradually diversified, and the development mode is gradually diversified, so as to continuously cultivate technical and skilled talents and fresh blood for targeted poverty alleviation. Rural education should not only give play to the service function of basic education, but also expand and enhance the service function of higher education. For example, by narrowing the gap between rural and urban workers in receiving higher education, stimulating rural workers’ desire to acquire knowledge and skills, helping rural human capital reach a higher level of development platform, and eliminating rural farmers’ economic anxiety, educational anxiety and survival anxiety, promote rapid rural development.