

video algorithm to form a technical team to build a short video recommendation system based on convolutional neural network, then download at least 100000 short video data on entertainment, gender, sports, learning, family, friendship and other topics from the public data platform without copyright disputes, and build a mobile phone application used in the experiment. Then, 100 adults aged 18-65 without the habit of using the short video application were selected from China as the research objects. They were required to use the short video application at least 5 times a week for at least 30 minutes each time. The experiment lasted for 3 months. MMSE (Mini Mental State Examination) surveys were conducted on all subjects before the experiment, in the first month, in the second month and in the third month after the experiment (i.e., after the experiment). Moreover, MMSE score data should be displayed in the form of mean \pm standard deviation, and t-difference significance test should be carried out. The significance level is set to 0.05

Results: After the 3-month experimental period and investigation, the researchers collected all the test data and removed the invalid samples. Input the remaining valid samples into the computer, and use Amos23.0 software for statistics, and then sort out Table 1.

Table 1. MMSE scores of subjects in short video usage experiment

Project	Before the experiment	The first month after experiment	The second month after experiment	The third month after experiment
Score	28.6 \pm 2.4	28.1 \pm 2.6	27.4 \pm 2.3	25.3 \pm 2.0*
Psychological cognitive level	Normal	Normal	Normal	Mild cognitive impairment

The “*” in Table 1 indicates that the difference between this test and the test data before the experiment is statistically significant. It can be seen from Table 1 that with the progress of the experiment, the MMSE scores of the subjects showed a downward trend as a whole, and after the third month of the experiment, the MMSE scores of the respondents were significantly different from those before the experiment. The average scores of the two groups were 25.3 and 28.6 respectively, belonging to mild cognitive impairment and normal cognitive psychology, and the former was 3.3 points lower than the latter.

Conclusions: Short video applications, especially short video applications that combine artificial intelligence technology to build a recommendation system, will have a great impact on users’ cognitive psychology. In order to explore the specific situation of this impact and put forward some useful suggestions, this study has carried out a social experiment based on the use of short video. The experimental results showed that the MMSE scores of the subjects showed a downward trend as a whole with the progress of the experiment, and after the third month of the experiment, the MMSE scores of the respondents were significantly different from those before the experiment. The average scores of the two groups were 25.3 and 28.6 respectively, belonging to mild cognitive impairment and normal cognitive psychology. It shows that long-term frequent use of short video applications based on convolutional neural network recommendation system will reduce the cognitive psychological level of users, and may even make users suffer from cognitive disorders to varying degrees. Therefore, this study proposes that the government should issue relevant policies to require short video companies to provide customizable functions of forcibly restricting the use time of applications to minors and groups with self-discipline needs, so as to reduce the negative impact of short video applications on them.

Acknowledgement: The research is supported by: Guangdong Provincial Department of Education, Key Scientific Research Projects of Colleges and Universities in 2020 (2020ZDZX3106).

* * * * *

RESEARCH ON THE INFLUENCE OF CHINESE TRADITIONAL CULTURE INTEGRATING INTO COLLEGE STUDENTS’ IDEOLOGICAL AND POLITICAL EDUCATION ON RELIEVING COLLEGE STUDENTS’ PSYCHOLOGICAL PRESSURE

Jinglu Zhu^{1,2}

¹*Changxin International College of Art, Yunnan University, Kunming 650000, China*

²*School of Architecture and Design, Lishui Vocational and Technical College, Lishui 323000, China*

Background: Nowadays, college students are in the early stage of youth. This stage is the most active stage of life centered change, and it is also a period of psychological contradictions and stress. Some studies

have found that 72.2% of college students bear great or great psychological pressure in their daily study and life, and 70.5% of college students cannot correctly understand and face the pressure. College students' sense of stress is the psychological tension caused by some bad experiences in their daily life. Psychological studies have shown that moderate physical tension is helpful to the body in the face of difficulties, but if it is in a state of tension for a long time and exceeds its own adjustment range, it will lead to disorder of its own system and various disease states. The pressure of college students is mainly divided into academic pressure, environmental pressure, emotional pressure, interpersonal pressure and so on. A variety of pressures will lead to overburden of college students and serious psychological problems. Therefore, colleges and universities need to take action to relieve the pressure of college students. Some studies have shown that ideological and political education in universities can help college students determine their future goals, reduce setbacks, and establish correct values and good psychological quality for college students in the future. In addition to this method, Chinese traditional culture can also alleviate the psychological pressure of college students. Because of its rich connotation and positive values, Chinese traditional culture can give college students positive energy to improve their stress. Both traditional culture and ideological and political education can improve college students' stress emotions. Therefore, the research will integrate Chinese traditional culture into ideological and political education in colleges and universities, explore the specific impact of this model on alleviating college students' stress emotions, help college students establish correct psychological construction, and improve their mental health.

Subjects and methods: The research design is to carry out a teaching experiment based on semi-structured interview. The subjects of this study were from a domestic university. The research objects were divided into three groups: The combination of traditional culture and ideological and political education course group, the ideological and political education course group, and the non ideological and political education course group. In the study, the measurement type features are displayed by means of mean \pm standard deviation, and the difference level is verified by F test. The difference significance level is taken as 0.05. Carry out the course education of combining traditional culture with ideological and political education for college students who participate in the course group of combining traditional culture with ideological and political education. Participate in the ideological and political education course group to carry out traditional ideological and political education; Do not participate in the ideological and political education course group and do not carry out any ideological and political education. The course duration is 3 months. Before and after the experiment, semi-structured interviews should be conducted with all the subjects to understand the students' psychological stress level. According to the interview results, students' psychological stress level is divided into five categories: very high, high, general, low and very low, and five integers of 0,1,2,3 and 4 are given to realize numerical value in order to improve the accuracy of statistical results.

Results: The scores of mental health level of students in each group before and after the ideological and political education course intervention experiment are counted, and the results are shown in Table 1.

Table 1. Score of psychological stress level before and after the experiment

	Combination group of traditional culture and ideological and political education	Ideological and political education group	No ideological and political education group	<i>P</i>
Before experiment	2.03 \pm 0.32	2.04 \pm 0.28	2.06 \pm 0.33	1.205
After experiment	3.54 \pm 0.23	2.72 \pm 0.18	1.97 \pm 0.37	0.021

It can be seen from Table 1 that before the intervention experiment of ideological and political education curriculum, the p value of F-test of the stress scores of the three groups of college students was 1.205, indicating that there was little difference in the stress levels of the subjects in each group before the experiment. After the experiment, the P value of the three groups of college students was 0.021, with significant difference, indicating that after the intervention experiment, the psychological stress scores of the students in each group changed significantly. Among them, the overall psychological stress level scores of the two groups of college students who participated in the ideological and political education course were higher than those of the non ideological and political education course group, and the average psychological stress score of the college students who participated in the traditional culture and ideological and political education combined course group was 3.54, which was higher than the average stress score of the college students who participated in the traditional ideological and political education group. The results showed that the traditional culture and ideological and political education combined course really helped to alleviate the psychological stress of college students.

Conclusions: In order to solve the increasingly serious problem of college students' psychological

pressure, this paper studies the integration of Chinese traditional culture into the ideological and political education curriculum, uses the curriculum to alleviate college students' psychological pressure, and tests the effect of the curriculum. The results showed that before the intervention experiment of ideological and political education curriculum, there was no significant difference in the stress level scores of the three groups of college students. Three months after the intervention experiment, there was a significant difference in the stress level scores among the three groups. Among them, the scores of the two groups of students who participated in ideological and political education were higher than those of the students who did not participate in ideological and political education, and among the two groups of students who participated in ideological and political education, the scores of the students who participated in the combination of Chinese traditional culture and ideological and political education were significantly higher than those who participated in the traditional ideological and political education. The results show that the ideological and political education after integrating into Chinese traditional culture has more positive emotions, which can bring more positive energy to college students and neutralize their negative emotions, so as to reduce their own negative psychology and relieve their stress emotions.

* * * * *

RESEARCH ON THE POSITIVE EFFECT OF HIGHER VOCATIONAL EDUCATION REFORM ON THE DEVELOPMENT OF STUDENTS' PERSONALITY PSYCHOLOGY

Jun Chen

Changzhou Vocational Institute of Mechatronic Technology, Changzhou 213164, China

Background: The shaping of psychological personality is to promote the positive and healthy development of psychological personality through external help and self practice. Some studies have divided the main problems of personality into two categories. One is the problem of personality development, which is a common problem encountered by individuals in the process of personality development, and the other is the personality disorder, which needs to be treated by professional therapists. The main influencing factors on the development of higher vocational students' psychological personality are biological genetic factors, family environment factors, school education factors, social and cultural factors and self-regulation factors. These factors will have a greater impact on the shaping of higher vocational students' personality. From the perspective of higher vocational schools, we can only optimize and improve the school education, so as to have a positive impact on the cultivation of higher vocational students' personality psychology. In the traditional sense, school education is based on exam-oriented education. It only pays attention to the development of specialty and intelligence, and ignores the cultivation of students' good personality. Therefore, the research will reform higher vocational education, focus on the all-round development of students, pay more attention to the mental health problems of each student, relax the requirements for students' grades, reduce the pressure on students from the school level, and pay attention to the correct shaping of students' psychological personality. By exploring a new mode of higher vocational education, it will have a positive impact on the cultivation of Higher Vocational Students' correct personality psychology.

Objective: By analyzing the impact of the reformed higher vocational college education on the cultivation of students' personality psychology, this study provides an effective and correct education method for the cultivation of students' personality psychology for higher vocational colleges, and helps improve the psychological health level of higher vocational students.

Subjects and methods: The research adopt the combination of K-means clustering algorithm and experimental method to explore the positive effect of higher vocational education reform on the cultivation of higher vocational students' personality. The research object is the higher vocational students who participate in the reformed higher vocational education courses. The main data source of the research is the data obtained by the experimental method, while the K-means clustering algorithm is to classify the elements in the data obtained by the experimental method. Analyze the influence path of elements by classification. The experimental method used in the study is an intervention experiment. The research team records the experimental process according to the changes of students' psychological state, and uses K-means clustering algorithm to classify the types of students' personality psychological changes. And two classification methods are used to study the personality psychology of higher vocational students. The two classification methods are horizontal experimental classification for different application types, and the other is to use k-means clustering algorithm to classify students' psychology, and conduct factor impact analysis in the form of double classification. SPSS software was used to analyze the data recorded in the