

communication obstacles in international communication.

* * * * *

THE EXTENSION OF ANCIENT POETRY INTERTEXTUALITY TO PRESENT TRADITIONAL CULTURE AND ART

ZT Mao^{1, 2} & KD Mao^{2*}

¹*Xinyang College, Xinyang 464000, China*

²*Sichuan University, Chengdu 610207, China*

Background: Yu Qiuyu, a scholar, put forward in his study of Chinese culture that culture is the combination of habitual lifestyle and spiritual value. The ancient poetry berthing at Beigu hill not only has rich cultural deposits, but also rich images, which are vivid and can form a specific situation in the minds of readers, prompting readers to produce internal images of berthing at Beigu hill.

Subjects and methods: The aesthetic concepts and emotional concepts in the poetry Berthing at Beigu hill.

Results: The extension of ancient poetry intertextuality berthing at Beigu hill to present traditional culture and art. The ancient poetry berthing at Beigu hill, in addition to the beautiful natural scenery, also reflects the author's yearning for his hometown and relatives when he was wandering around the world. The poetry contains rich emotions. The homesickness described in this poem is very common in traditional Chinese poetry. The author has used words to express the love of the country, describe the scenery with a neat and amazing verse, and write about his deep feelings. In addition, one verse in the poem, the sail is hanging high in the positive wind. The poet thought the fair wind cannot show the state of a sail hanging, and only the positive wind can reflect this state.

Conclusions: Excellent traditional culture is a cultural phenomenon with national characteristics inherited by the Chinese nation through thousands of years. The ancient poetry intertextuality can promote the inheritance and development of excellent traditional culture of the Chinese nation.

* * * * *

RESEARCH ON THE EVALUATION OF STUDENTS' EMPLOYMENT PSYCHOLOGY AND SELF-EFFICACY IN IDEOLOGICAL AND POLITICAL CURRICULUM REFORM UNDER THE BACKGROUND OF INNOVATION AND ENTREPRENEURSHIP

Jun Tang

Department of Civil Engineering, Sichuan College of Architectural Technology, Deyang 618000, China

Background: At present, college students' employment psychology and self-efficacy are the key research objects of psychology. Among them, employment psychology refers to the psychological phenomenon and development law that people make when facing employment, do not get a job, and produce in the process of employment. Employment psychology is a psychological state formed under the interaction of employment-oriented system, employment dynamic system and employment function system. Employment oriented system is the values and professional ethics formed in the process of employment, which determines the individual's own employment goals and professional standards. The employment dynamic system refers to the interests, beliefs, ideals, etc. generated by individuals in the process of employment, which is conducive to strengthening their own careers and realizing the value of life. The employment function system includes the individual's humanity and ability in the employment process, and the cultivation and tempering of individual psychology when completing work and challenging tasks. Self efficacy refers to the prediction and judgment of whether an individual has the ability to complete a certain behavior. The concept of self-efficacy has been studied in psychology, sociology and other fields. Due to the differences between different fields, the skills and practical abilities required are also different. Different individuals have different self-efficacy in different fields. The influencing factors of self-efficacy mainly exist in five aspects: one is the success or failure experience of one's own behavior. The second is to substitute experience or imitate experience. The third is the ability of persuasion. The fourth is emotional arousal. The intensity of interest usually affects the level of self-efficacy. The fifth is the situational

conditions.

Innovation and entrepreneurship have become one of the important ways of employment in China. The cognitive mode of innovation and entrepreneurship, entrepreneurial behavior and the tenacity of facing challenges have a certain impact on self-efficacy. As the core step of the educational development of innovation and entrepreneurship, the teaching of innovation and entrepreneurship course has been highly valued by colleges and universities. Through the action-oriented teaching mode, college students can accumulate success or failure experience, substitute experience, verbal persuasion ability and emotional arousal ability, so as to improve their sense of self-efficacy. Through ideological and political thinking in the innovation and entrepreneurship course, we can help students correctly form their employment values and cultivate their positive employment psychology.

Objective: When facing employment, contemporary college students have great employment pressure, thus forming the psychology of employment anxiety, and the sense of self-efficacy has been reduced. Therefore, the purpose of Ideological and political reform in the course of innovation and entrepreneurship is to help college students cultivate correct values, actively face the employment pressure, adjust their employment psychology, and improve their sense of self-efficacy through practical actions.

Subjects and methods: The study selected 60 college students from three universities as the research objects, and made a total of 180 college students participate in the experiment of the impact of the ideological and political reform of the innovation and entrepreneurship course on students' employment psychology and self-efficacy. The subjects were randomly divided into two groups with 90 people in each group. One group was the control group of conventional innovation and entrepreneurship teaching, and the other group was the ideological and political innovation and entrepreneurship teaching experimental group. The experiment lasted for 5 months. In the experiment, students' employment psychology was assessed by Self-rating Anxiety Scale (SAS), and students' self-efficacy was assessed by General Self Efficacy Scale (GSEs). The SAS scale adopts the four-grade scoring system and takes the frequency of evaluation symptoms as the standard. The higher the frequency, the higher the score of the evaluation item. 4 and the scoring system correspond to 1-4 points respectively. SAS scale contains 20 items in total, and psychological symptoms are evaluated according to the total score. GSEs has 10 evaluation items in total, which are measured by Likert four grade score. The score range of each item is also 1-4 points. The final score is the sum of the scores of all evaluation items and takes one tenth as the standard. The final score is within the 1-4 partition. The critical score of GSEs is 2.5 points. When the critical score is lower than the critical score, it indicates that the subjects' sense of self-efficacy is low.

Results: Table 1 shows the scores of employment psychology and self-efficacy of the two groups of subjects in the experiment. It can be seen from Table 1 that the employment psychological score of the control group in the experiment increased over time, the number of high scores increased, and the score of self-efficacy decreased. In the experiment, the score of employment psychological evaluation in the experimental group decreased month by month with time, and the score of self-efficacy showed an increasing trend.

Table 1. The scores of employment psychology and self-efficacy of the two groups of subjects in the experiment

| Experimental grouping | Evaluation type | Score | | | | |
|-----------------------|-----------------------|-----------------|------------------|-----------------|------------------|-----------------|
| | | The first month | The second month | The third month | The fourth month | The fifth month |
| Control group | Employment psychology | 45.3 | 53 | 60.7 | 68.4 | 76.1 |
| | Self-efficacy | 2.6 | 2.4 | 2.1 | 2 | 1.8 |
| Experience group | Employment psychology | 48.2 | 44.5 | 40.8 | 37.1 | 33.4 |
| | Self-efficacy | 2 | 2.3 | 2.6 | 3.1 | 3.3 |

Conclusions: At present, many college students show a negative psychological state when facing employment, and reduce their sense of self-efficacy, which is not conducive to the development of college students' entrepreneurship and employment. Research on the reform of ideological and political education in the context of innovation and entrepreneurship. Through comparative experiments, the reformed teaching can alleviate students' employment psychology, improve students' sense of self-efficacy, enable students to correctly recognize their employment and entrepreneurship ability, make reasonable judgments, and promote their own and social development.

* * * * *

RESEARCH ON THE INFLUENCE OF THE STRENGTHENING OF COLLEGE STUDENTS' LABOR EDUCATION IN THE NEW ERA ON THE PSYCHOLOGICAL PRESSURE OF COLLEGE STUDENTS' EMPLOYMENT

Li Wang

Changzhou Vocational Institute of Industry Technology, Changzhou 213164, China

Background: At present, many college students are facing great employment psychological pressure when they graduate. The sources of employment psychological pressure come from many aspects, including their own factors, social factors, school factors and family factors. The main factors of college students are that they do not understand the employment situation clearly, and their psychological endurance and self-regulation ability are poor; The social factors are as follows: the employment market is imperfect, there are many problems in the employment market, such as injustice, neglect of training and lack of humanistic care. The school factor is mainly reflected in the lack of employment guidance for graduates, and the lag in graduate entrepreneurship education, job-hunting ability training and employment psychological counseling, which makes graduates rush for employment and only to complete the employment indicators. Family factors mainly show that parents' expectations are too high. In life, most students will respect their parents' opinions, thus losing their employment concept. The psychological pressure of employment is mainly manifested in four aspects: anxiety, inferiority complex, dependence and pride. For students in remote areas, introverted or with physical defects, they will show excessive anxiety, which makes them bear the heavy burden of choosing jobs and feel nervous and irritable; Some students also feel inferior because they are not a famous university, a popular major, no financial support, no contacts and other factors, so they lack correct understanding of themselves, confidence and courage; Most of the students lack subjectivity, their independent decision-making ability is weak, and their lack of enterprising spirit leads to dependency psychology, which is easy to lead to job opportunities. Some college students aim too high when looking for a job, and their pride is seriously divorced from the actual situation. In the face of the contrast in reality, their emotions often fluctuate greatly, resulting in psychological phenomena such as loss, irritability and depression.

Labor education is one of the research contents of labor psychology. As one of the branch Sciences of psychology, labor psychology combines labor process to study the psychological reflection, psychological activities and development law of workers. Labor psychology contains a variety of theoretical bases of psychology. It takes workers as the main body, centers on their needs, motivation, behavior and psychological quality, and combines the actual situation of the labor process to explore the psychological phenomenon of workers and how to use the scientific knowledge to stimulate the enthusiasm of workers in labor management. On the basis of labor psychology, labor education plays a positive role in building individual physical and mental health, cultivating positive psychology, enhancing practical ability, improving self-efficacy, and overcoming the psychological pressure of college students' employment.

Objective: At present, the difficult employment environment, coupled with the common characteristics of students, makes college students face great psychological pressure on employment when they graduate. By using the theoretical knowledge of labor psychology, the study strengthens labor education for students, changes and trains students' correct employment values, and enhances students' practical ability, with the purpose of helping students improve their psychological pressure on employment.

Subjects and methods: The study selected 80 college students from 5 colleges and universities as the research objects. The 400 college students were all prospective graduates to participate in the experiment on the impact of labor education optimization on students' employment psychological pressure. The experiment lasted for 6 months. The research objects were randomly divided into two groups. The first group was the control group without labor education, and the second group was the experimental group with labor education optimization. The experiment was conducted by using the self-made employment psychological evaluation scale. The scale contains 40 evaluation items, each of which has a corresponding score of 1-4 points. The total score of the scale is 160 points, and the lowest score is 40 points. The higher the score of the scale, the lower the employment psychological pressure of the subjects. In order to ensure the reliability of the experimental results, the subjects were all college students who were close to graduation. The experimental results were statistically analyzed by SPSS23.0 statistical software.

Results: Figure 1 shows the results of the self-made employment psychological evaluation scale in the experiment. In Figure 1, before the experiment, the employment psychological evaluation score of the control group was 80.7. As it was getting closer to graduation, the evaluation score gradually decreased. At