

* * * * *

THE EFFECT OF DIFFERENT INNOVATIVE TALENT TRAINING MODELS ON STUDENTS' SOCIAL ANXIETY IN MATHEMATICS EDUCATION IN HIGHER VOCATIONAL COLLEGES

Qin Liu

Department of Mathematics, Yangjiang Polytechnic, Yangjiang 529500, China

Background: Social phobia can also be called social anxiety disorder. Relevant data show that nearly 1% of students nationwide suffer from social phobia, and more than 60% of students claim to suffer from mild social phobia. The causes of the disease include withdrawn personality, fear of setbacks, personal experience and so on. Social phobia has a lot to do with personality. In the process of communicating with others, they are easily misunderstood by the other party, resulting in the failure of normal dialogue. In the past, patients with social phobia often encountered setbacks, troubles, failures, or ridicule, satire, rejection, etc., which left a deep shadow on their psychology. When talking with others, they will feel nervous, anxious, uneasy, etc. Patients with social phobia often suffer great harm in their previous communication. This failure experience will make them lack self-confidence and afraid to interact with others. The performance of social phobia is that they don't like to say hello actively, don't like to go to a crowded place, don't dare to look directly at each other when talking, and don't like to meet new friends. The common types of social phobia are ugliness phobia, insight phobia, communication phobia, visual phobia, red face phobia, etc.

Some studies have pointed out that different innovative talent training modes in mathematics education in higher vocational colleges can alleviate students' social phobia. At this stage, the main problems in the teaching of mathematics education in higher vocational colleges are as follows: the teaching cannot meet the needs of students of science and engineering or special classes, and the number of courses is small. In the case of reducing theoretical class hours, college mathematics is only a tool and auxiliary subject. The traditional undergraduate mathematics teaching is mainly to cultivate students' practical ability. However, there are some excellent students here, so the "one size fits all" teaching method is certainly not conducive to these special students. The innovative talent training mode in mathematics education in higher vocational colleges includes optimizing the construction of teachers, innovating the construction of regular teaching classes, and building mathematics curriculum resources. According to students' different future plans, needs and wishes, teachers carry out teaching work at different levels. It is a teaching mode of differentiation and teaching students according to their aptitude. The teaching content includes not only conventional mathematics courses, but also comprehensive and improving contents. After the adjustment of basic theory courses, teachers need to adjust the mathematics syllabus, but the needs of each major for mathematics courses are inconsistent, and the quality of mathematics teaching cannot be reduced. Therefore, teachers should teach students according to their aptitude.

Objective: This paper puts forward different innovative talent training modes in mathematics education in higher vocational colleges, and analyzes the effect of this mode on students' social phobia, in order to improve students' interpersonal communication level.

Subjects and methods: The study selected 300 students from three cities. The intervention time was 3 months. The data analysis software used was NOSA. This paper analyzes the effect of different innovative talent training modes on students' social phobia in mathematics education in higher vocational colleges through fruit fly optimization algorithm. In order to enhance the authenticity and reliability of the test results, the students selected by the research include students from grade one to grade four. The innovative talent training modes in mathematics education in higher vocational colleges include optimizing the construction of teachers, innovating the construction of regular teaching classes and building mathematics curriculum resources, which are respectively expressed in mode 1-3. The evaluation index is the impact value, with a value range of 50-100. The higher the value, the higher the degree of positive impact. In order to facilitate the display of results, the mean \pm standard error of all objects in the study area is taken as the final results.

Results: Table 1 refers to the effects of different innovative talent training modes on students' social fear in mathematics education in higher vocational colleges. On the whole, the proposed innovative talent training modes in mathematics education of different higher vocational colleges can improve students' social fear level, and the effect of the construction mode of Optimizing Teachers' strength is the most significant. After the three-month intervention of different innovative talent training modes in mathematics education of higher vocational colleges, the impact value is 18.

Table 1. The effect of different innovative talent training modes on students' social fear in mathematics education in higher vocational colleges

Type	After 1 month	After 2 months	After 3 months
Mode 1	14.23±2.13	16.23±2.36	18.58±3.16
Mode 2	13.03±2.36	15.26±3.21	16.36±2.55
Mode 3	12.05±2.03	15.28±2.96	17.16±2.23

Conclusions: College mathematics should not lower the requirements for some science and engineering students and special students who are interested in taking part in the postgraduate entrance examination and mathematics competitions. On the contrary, we need to reform the teaching mode reasonably. The three innovative talent training modes in mathematics education in higher vocational colleges can improve students' social fear level, and the construction mode of optimizing teachers' strength has the most significant effect, with an impact value of 18.

* * * * *

RESEARCH ON THE INFLUENCE OF IDEOLOGICAL AND POLITICAL EDUCATION SOCIAL PRACTICE EDUCATION OPERATION MECHANISM ON COLLEGE STUDENTS' EMPLOYMENT ANXIETY

Yi Chen

Wuhan College, Wuhan 430212, China

Background: As a special social group, college students play a vital role in the development and stability of society. However, the knowledge, collectivity, timeliness, policy and legality of college students determine that they will play a leading role in the process of building a socialist harmonious society. Due to the characteristics of college students and the general recognition of the society, the number of college students is increasing. In the process of employment, college students often face the common competition of multiple job seekers for a job and are eliminated. Therefore, in each job search process, they will always feel inferior to others, always in a state of tension, resulting in excessive psychological burden. At present, the employment anxiety of college students has become a hot issue concerned by society, schools, parents and teachers. Every year, the state invests a lot of money in college students' psychological problems. How to solve the problem of college students' employment anxiety has become a thorny problem for psychologists at home and abroad. At present, the research on anxiety problems mainly focuses on the psychological aspects of the concept and characteristics of anxiety, the theoretical analysis of anxiety factors, the testing of anxiety and the alleviation of anxiety. The exploration of a single discipline should comprehensively analyze the psychological problems of anxiety from multiple disciplines. China's national development is inseparable from the strength of young people. In the ideological and political education of college students, in order to improve the quality of college students' education, make the education targeted and improve the effectiveness, it is necessary to give full play to the ideological and political education of college students. At present, in the new historical development period, the ideological and political education for college students must have the characteristics of the times. It is very necessary to build up the practical education mechanism, and take education interaction as the core to improve the value of educational practice. The practical education of college students' ideological and political education is to extend theoretical education to practical education, which requires an in-depth understanding of relevant theories before it can be well implemented in practice. There is a certain law in the practice of ideological and political education, and the cognitive law can play a certain role in promoting the science of practical education. The main purpose of ideological and political education practice is to ensure the systematic operation of college students' ideological and political education. This is a dynamic operation system, and it is also a dynamic operation system that needs to be constantly improved. The continuous innovation of college students' education in practice can play a certain role in promoting the realization of college students' educational goals. In a specific social environment, the theory of ideological and political education in colleges and universities can no longer be limited to ideological and political publicity, but should take action to carry out moral education for college students from specific work, so as to enrich the content of education, and expand the content of education in the field of practice, so as to make the content of education more grounded, so that college students can accept and deepen their understanding of the content of education, and be reflected in action.