

ANALYSIS OF IDENTITY ANXIETY OF COLLEGE STUDENTS FROM THE PERSPECTIVE OF CONSUMERISM

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With the rapid development of Chinese economy and the improvement of people's living conditions, consumption problems have been widely concerned. As a special youth group, college students are the key stage of individual socialization. Their consumption concepts are infused with consumerism labels such as symbolic consumption, advanced consumption and brand fashion consumption. Anxiety can be summarized from different perspectives, so there are many inconsistencies in its definition. Lewis (1970) believes that anxiety is a stimulus, a motivation, a state, a trait, and that anxiety is closely related to individual subjective fear. In addition, Miceli (2007) also put forward a definition of anxiety, that anxiety is a state of mind, which is characterized by the belief that something in the future implies a possible and uncertain risk, in order to avoid the risk and clarify whether the risk will be realized. This study mainly through the emotional priming method, psychological and social stress exposure method to start the anxiety of the subjects, explore the influence of anxiety on the individual 's self-improvement consumption intention, and the mediating effect of sense of control, coping style and implicit personality concept in which the moderating effect. This study enriches the related research on the influence of anxiety on consumer behavior, further increases the theoretical and empirical research on compensatory consumption behavior model, coping style and implicit personality concept, and provides some directions and ideas for merchants to promote consumers to buy self-improvement products in practice.

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THE RELATIONSHIP BETWEEN COLLEGE STUDENTS ' PROFESSIONAL IDENTITY, ACADEMIC ACHIEVEMENT AND ACADEMIC EMOTION

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In order to explore the relationship between college students' academic achievement motivation, academic emotion and professional identity, it is hoped to explore and establish the calculation model between them on the basis of investigation and study, so as to guide the education and teaching practice, improve the level of students' academic development, and promote the growth of students' mental health. In this study, College Students General Academic Emotion Scale and Learning Motivation Scale were used as research tools to investigate the current situation of college students ' academic emotions and learning motivation questionnaire and collect relevant data. SPSS23.0 was used to collate and analyze the data of 500 valid questionnaires. Combined with students' academic achievement, the relationship between academic emotions, learning motivation and academic achievement was discussed. There are significant differences in the degree and causes of academic burnout in demographic variables, namely: boys' academic burnout level is higher than girls; there are significant differences in academic burnout among different grades. The level of academic burnout in grade 4 is the highest, and there are significant differences between grade 4 and grade 3. The academic burnout level of out-of-school adjustment students is high, which is significantly different from that of a volunteer and school adjustment students. The academic burnout level of urban students is higher than that of rural students, which is greatly affected by their own factors. Parental education level and academic burnout were significantly positively correlated. The internal learning motivation of college students is significantly negatively correlated with anxiety, boredom and disappointment, and is significantly positively correlated with other academic emotions. External learning motivation is positively correlated with college students ' general academic emotions (except boredom) ; the total score of learning motivation is significantly negatively correlated with boredom, and is significantly positively correlated with other emotions (except disappointment). This study verifies the combined effect of professional identity, academic achievement and academic emotions, which has certain guiding significance for college students to improve learning engagement.

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THE EFFECT OF PSYCHOLOGICAL INTERVENTION ON THE EXPRESSION OF TPP1 AND POT1 IN HEPATITIS, CIRRHOSIS AND HEPATOCELLULAR CARCINOMA AND ITS CLINICAL SIGNIFICANCE

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Telomere-binding proteins are abnormally expressed in various tumors and are associated with telomere length and telomerase activity. As an important molecule in telomere-binding protein, TPP1 has been studied in a variety of tumors, including glioma, oral squamous cell carcinoma, colon cancer, and non-small cell lung cancer. POT1-TPP1, a subunit of shelterin, binds telomere overhangs, inhibits the ATR-dependent DNA damage response, and recruits telomerase to telomeres for DNA replication. Its interaction with TPP1 is required for POT1 localization to telomeres and chromosome end protection. Therefore, the POT1-TPP1 complex is essential for telomere maintenance and for the ability to synthesize intact telomerase. But the expression of POT1-TPP1 in liver cirrhosis and hepatocellular carcinoma has not been reported yet. In addition, psychological factors are considered to have a moderating role in the progression of cancer, and studies have reported that psychological intervention based on mindfulness group cognitive therapy can improve the psychological status of cancer patients, improve their medication compliance, reduce physical symptoms, and improve their life. However, it has not been reported whether psychological intervention can regulate the progression of cancer by affecting the expression of cancer genes. Therefore, this study intends to investigate the gene expression of TPP1 and POT1 in the process of hepatitis, liver cirrhosis and hepatocellular carcinoma, whether the expression level changes after psychological intervention and its clinical significance.

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DESIGN OF MECHANICAL TEACHING AIDS BASED ON CHILD PSYCHOLOGY AND USER DEMAND

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Background: With the implementation of the three-child policy in China, Chinese parents and teachers are paying more attention to quality of education for children. As such, there is an urgent need to improve the comprehensive ability of children. To cultivate the engineering mindset as well as practical and innovative ability of children aged 7-11, a mechanical teaching aid for children was designed and studied from the perspectives of child psychology and user demand.

Teaching aids for children are products that meet the educational and recreational demands of children at different growth stages and can cultivate their abilities, thereby promoting their perceptual, language, intelligence and personality development. Among them, mechanical teaching aids in particular can cultivate engineering thinking, logical thinking as well as practical and innovative abilities in children. However, the real demands and psychology of children are ignored in most current teaching aid designs for children, leading to a slow improvement in their abilities, low learning interest and difficulty in practical application of their knowledge. Hence, it is important to study the design of mechanical teaching aids for children.

Subjects and methods: This study adopted the theory of cognitive development, the analytic hierarchy process, quality function deployment (QFD) and the theory of inventive problem solving (TRIZ). User demand was obtained via observation, interviews and surveys. The analytic hierarchy process was used to calculate the weights of user demands. A house of quality was constructed to convert user demands into technical parameters for the design. Based on TRIZ, a negative correlation problem in the design technology was converted into a standard problem.

Results: When designing children's mechanical structure teaching aids, the key points of the design are the product size, mechanical parts, graphic introduction instructions, as well as the stability and reliability of connectors and high color saturation.

Conclusions: A mechanical teaching aid for children was innovatively designed in accordance with the psychological features of children, importance of design elements and innovation principles. This expands the application of mechanical principles to the field of teaching aids for children and provides a reference for the design of mechanical teaching aids for children.

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