What's more, the TV station provides us with so many choices that the audience can change the content at any time by holding the remote control. Even if you choose to watch this TV play, you can also do other things at the same time, such as chatting, eating, doing handicrafts and so on. Most of the time you are not absorbed in watching this TV play.

(3) A survey found that the TV audience is streaming, and women are the main audience of Korean dramas, so as long as we grasp the female psychology, that is to seize the main ratings.

(4) When the audience formed a group because of the inspiration of Korean drama, these audiences are no longer just themselves, but as a group, showing many collective characteristics. When everyone, such as colleagues in an office, classmates in a class, neighbors, their own circle of friends, many people in the society, or media publicity and so on, takes an event as the topic, people who do not know anything about it are naturally excluded from the mainstream communication circle. At this time, most people's choice is to get to know what they have missed. This is the initial herd behavior, and then my own point of view also changes with the view of "everyone", which is a deeper herd behavior. When everyone says yes, it's hard for an individual to say no. In normal social life, everyone doesn't want to be different, so try to find common ground with the group and cover up differences.

Conclusions: To sum up, the intention and tendency of Korean film and television creation mainly include: Daily life, including daily life and female abnormal or daily alienation characteristics, etc. Interest is always the main motive of screenwriters; Entertainment is always the first motive of audience psychology; The psychological state of female audience, female is the main audience group of Korean film and television, so the tendency of Korean film and television creation should also consider the narrative characteristics of feminization.

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NECESSITY OF ANALYZING THE CHARACTERISTICS OF STUDENTS' PSYCHOLOGICAL QUALITY IN THE PROCESS OF RURAL EDUCATION

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Background: Psychological quality is the basis and subject of a person's overall quality. It permeates various qualities and affects and restricts the formation and development of various qualities. The development of good psychological qualities is achieved through education. As middle school students, they must have good psychological quality. Due to the excessive pursuit of enrollment rate in some middle schools and the neglect of the mental health problems that have a great impact on the body and mind in the process of students' growth, the detection rate of students' psychological obstacles is rising, and the problems of learning anxiety, loneliness tendency, self blame tendency and allergy tendency emerge in endlessly. Rural middle school students are a special group. Due to the restriction of environmental conditions and the weak economic foundation, the closedness of their psychological problems has always been difficult to change, and they should arouse the attention of the whole society. Therefore, this article will focus on the characteristics of rural middle school students' psychological problems, study the status of psychological quality in the cultivation of middle school students' quality, and analyze the necessity of analyzing the characteristics of students' psychological quality in the process of rural education.

Objective: To improve the psychological quality of students as the research purpose, to understand the characteristics of rural middle school students' psychological quality, and to investigate the characteristics of their grades, to provide a certain reference for teachers' teaching work.

Subjects and methods: The subjects of this survey are 5 rural middle schools in a county. A total of 500 students in the first, second and third grades of junior high school were randomly selected. Among them, 235 boys accounted for 47% of the total number of students, and the number of girls was 265. It accounts for 53% of the total number; the number of juniors is 187, accounting for 37.4% of the total; the number of juniors is 187, accounting for 37.4% of the total; There are 126 students in the third grade, accounting for 25.2% of the total. This research is mainly carried out by sampling questionnaire survey, and the questionnaire is designed on the basis of referring to the relevant domestic measurement scales. Use SPSS13.0 software for data management and analysis.

Study design: The questionnaire mainly includes two aspects: one part is a survey of rural middle school students' learning anxiety, anxiety, autism, self-blame, allergy, etc.; the other part is a survey of rural middle school students' psychological problems Investigate closed. In the survey, 500 questionnaires were issued, 485 valid questionnaires and 15 invalid questionnaires were recovered.

Results: (1) Overall situation

Table 1 shows the detection rate of the mental health scale for rural middle school students. The data in the table: less than 2 means normal mental health; 2-7 means mild psychological symptoms; greater than 7 means moderate psychological symptoms.

Table 1. Detection rate of mental health scale for rural middle school students.

Score	Number of people / one	Proportion / %
<2	47	9.4
2-7	341	68.2
>7	112	22.4

It can be seen from Table 1 that most of the rural middle school students in this area have mild problems in their mental health, only a small number of students have good mental health, and 22.4% of the students have moderate or above mental symptoms.

(2) Psychological status of students in different grades.

Taking severe illness as an example, compare the proportion of students with more than one type of severe mental illness among students of different grades. Figure 1 shows the psychological status of students in different grades.
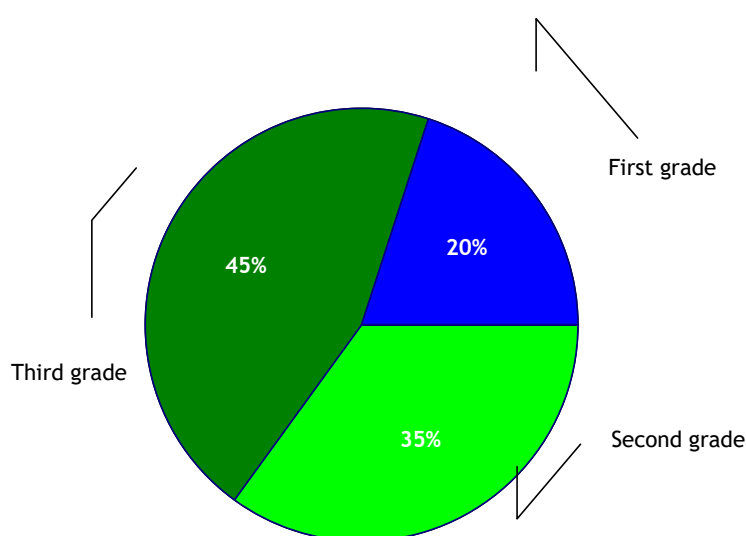

Figure 1. Psychological status of students in different grades.

According to the survey results, students with more than one mild mental illness in the first grade accounted for 20% of the total number, and students in the second grade with more than one mild mental illness accounted for 35% of the total number. Students suffering from more than one mild mental illness accounted for 45% of the total number. It can be seen that the overall psychological condition of the first and second grade students is better than that of the third grade students.

Based on the above analysis, it can be seen that the psychological quality of junior high school students decreases with the increase of grade. The psychological quality of junior high school students in lower grades is generally better than that of senior junior high school students. The psychological quality of junior high school students tends to decrease with the increase of grade. The psychological quality of junior high school students is generally good. The psychological quality of students in the second and third grades of junior high school. The reason, on the one hand, may be related to the changes in students' thinking style and self-evaluation standards. The younger the age, the relatively simple way of thinking. When evaluating oneself, it is often evaluated by external standards, which tends to be overestimated.

Conclusions: Schools may have a tendency to test-oriented education, while neglecting the cultivation of psychological quality. The proportion of quality education may gradually decrease from the first grade to the third grade. This decline firstly reflects the two factors of willfulness and learning adaptability, and lays down hidden dangers for the fact that college students lack the ability of independent learning and innovation and the fragile will in the subsequent stage. Secondly, schools should pay attention to cognitive

quality, personality quality, adaptability and psychological quality, divergence and boldness, purposiveness, adaptability, expressiveness and transference of practice, consciousness and monitoring of metacognition, intellectual pursuit of motivation, self-control of will, self-regulation, adaptability of physiology, society and occupation, etc., which should arouse the attention of educational work We should pay full attention to it.

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MODELING RESEARCH ON THE INFLUENCE OF LITERARY APPRECIATION PSYCHOLOGY ON SCULPTURE AESTHETIC ORIENTATION

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Background: The process of artistic creation is the process of the artist's psychological activities. If the psychological activities in the creative process are not revealed, the secrets of artistic creation will never be revealed, which will lead to various mechanistic theories harmful to creation continue to gallop in the field of literature and art. Use psychological theories and methods to study the laws of people's psychological activities in the appreciation and creation of beauty, and examine the aesthetic psychological structure, aesthetic ability, and the formation of aesthetic experience on the basis of aesthetic experience, including aesthetic experience. Aesthetic taste, aesthetic concepts, aesthetic ideals and other aspects make aesthetic research continue to deepen into people's inner world, which is the inevitable trend of contemporary aesthetic research and the main trend of aesthetic research flourishing under new historical conditions. In recent years, with the in-depth development of aesthetic research, literature and art appreciation psychology has been paid more and more attention by the aesthetic and literary circles. However, due to the influence of traditional painting, the evaluation standard of sculpture art is based on the aesthetic and creative concept of painting, which permeates with distinct traditional painting characteristics and genetic genes. In order to improve the aesthetic level of sculpture, aesthetic theory should be applied to psychological research.

Objective: To accurately grasp the essence of the aesthetic requirements of sculpture, and to study its influence on the aesthetic orientation of sculpture based on the psychology of literary appreciation.

Subjects and methods: 160 sculpture creators were randomly selected, including 98 males and 62 females, with an average age of 35±8.9 years. The 160 subjects were divided into two groups, the experimental group and the control group, respectively. 80 people each were tested for 10 weeks. The specific test content is to conduct a 5-week literary appreciation psychology intervention for the experimental group, infiltrate the related content of literary appreciation psychology into the sculpture creation, and the control group conduct sculpture creation in a normal environment. The creation content of the two groups of members is analyzed every two weeks. Finally, it analyzes the influence of literary appreciation psychology on the aesthetic orientation of sculpture through the mathematical model.

Study design: Take the urban cultural, regional, entertaining, iconic, and aesthetic indicators embodied in the sculpture works of the experimental group and the control group as the evaluation criteria to analyze the aesthetic value of the sculptures before and after the experiment.

Methods of statistical analysis: All data are analyzed by Pentiun-487 microcomputer, and each group of data is described by the mean ± standard deviation, and the influence of literary appreciation psychology on the aesthetic orientation of sculpture is analyzed according to the numerical change of each index.

Results: Table 1 shows the overall evaluation of the influence of literary appreciation psychology on the aesthetic orientation of sculpture.

According to the data in the above table, the difference between the experimental group and the control group was not significant ($P>0.05$) only in the first two weeks, and it was not statistically significant. After the intervention of literary appreciation psychology, the subjects' sculpture aesthetic level was significantly higher than before the experiment ($P<0.05$), indicating that the difference between the experimental group and the control group was statistically significant.

Table 2 shows the comparison results of the aesthetic evaluation of sculptures between the experimental group and the control group.

According to Table 2, it can be seen that the experimental group has higher aesthetic scores of sculptures