

THE DRIVING FORCE AND PERFORMANCE OF COLLEGE STUDENTS' PSYCHOLOGICAL ENTHUSIASM OF INNOVATION TEAM

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Background: College Students' innovative team psychology is a special and stable psychological state of social consciousness formed by cultivating the team's innovative thinking, innovative knowledge, innovative ability, innovative personality and innovative skills. It can enable the trainees to form psychological driving force and realize innovation. The cultivation of College Students' innovative spirit stimulates students' innovative enthusiasm through teachers' innovative consciousness, guides students' innovative learning through teachers' innovative teaching methods, cultivates students' innovative personality through teachers' innovative personality, and drives students' innovative activities through teachers' innovative practice. Scientific and innovative educational concept and good environmental atmosphere are conducive to better cultivate college students' innovative spirit. Innovative spirit is a high generalization and expression of innovative psychology. The diversified social development and the continuous reform and innovation of higher education affect the training mode of talents in colleges and universities, and then affect the innovative psychological driving force of contemporary college students. At present, the common phenomena of college students are: lack of psychological motivation, unclear innovation objectives, poor teamwork, and even lack of team cohesion. Psychology shows that in the process of establishing the psychological driving force mechanism of team innovation, students' innovation ability, positive thinking ability and team cooperation spirit have been greatly improved, and students reshape themselves better in team growth.

The purpose of this study is to analyze the psychological driving force mechanism of team innovation. How to use innovative psychology to improve the performance of College Students' team driving force can further stimulate their own innovative ability and form a stable source of innovation.

Subjects and methods: This paper takes college students' team as the research object, and improves college students' team psychological enthusiasm and performance ability by establishing a team innovation psychological driving force mechanism. The research method of questionnaire, statistics and interview is adopted. Calculate and count the effective questionnaires, draw charts for analysis and induction, and form a survey report. Further understand the motivation of College Students' team innovation psychology.

Study design: Taking a university student as the survey object, this paper designs a questionnaire, randomly selects 500 students to ask questions, obtains the final data for statistical analysis, and draws charts for induction.

Methods of statistical analysis: (1) Distribution of questionnaires: the total number of questionnaires is 500, and the number of returned questionnaires is 486, with an effective rate of 97.2%, which is in line with the statistical standard. (2) Overview of the questionnaire: the questionnaire raised 20 questions, which were asked from the importance of teamwork, psychological enthusiasm and innovation driving force.

Results: Through the survey and statistics of 500 students, the following table data can be obtained.

Table 1. Questionnaire on psychological motivation of college students' innovation team.

Investigation content	Total number of people investigated	Valid questionnaire	Number of people	Proportion
Teamwork	500	486	109	21.8
Psychological enthusiasm			216	43.2
Innovation driving force			161	32.2

Through the investigation and analysis of college students, psychological enthusiasm plays an important role in college students' team innovation. Personal ability is limited. Integrating into the team and having good psychological enthusiasm not only promotes the cohesion of the team, but also improves the performance of the driving force of the team.

The enthusiasm and driving force of team innovation psychology are a circular process of interaction and interaction. However, in the face of many problems of contemporary college students' innovative psychological motivation, such as one-sided pursuit of their own development and self-realization, lack of necessary team consciousness and responsibility, it is necessary to coordinate with factors such as society, school and family. Under the environment that society encourages innovation, school education and family education correctly guide students' innovation, and student teams are proud of innovation and compete for innovation, it can stimulate college students' psychological driving force of innovation to the greatest extent.

Combined with the above questionnaire survey of college students, this paper further analyzes the questionnaire situation in recent three years, and obtains the following data chart.

Table 2. Proportion of questionnaire survey of college students from 2019 to 2021.

Investigation time	Proportion of teamwork	Proportion of psychological enthusiasm	Proportion of innovation driving forces
2019	21.8	43.2	32.2
2020	21.2	44.2	32.8
2021	19.6	46.4	33.6

From the chart, we can intuitively show the choice of college students for the importance of various factors in recent three years. The overall trend is still to focus on psychological enthusiasm. From 2019 to 2021, there is a downward trend in teamwork, and the other two aspects show an upward trend. This is closely related to the nature of the team. The prerequisite for becoming a team is the need for cooperation. Therefore, at present, college students basically put forward innovative exploration views and development direction based on cooperation. This paper makes a systematic analysis from two aspects: psychological enthusiasm and innovation driving force.

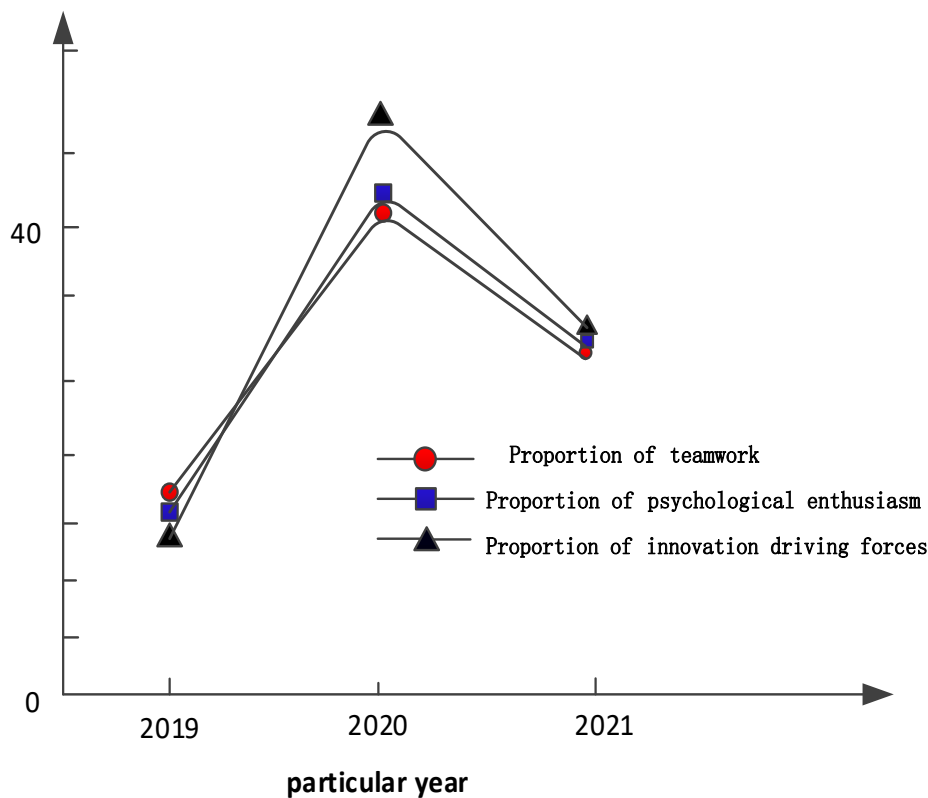


Figure 1. Proportion of College Students' questionnaire survey from 2019 to 2021.

Conclusions: The stronger the psychological enthusiasm and driving force of College Students' team innovation, the more positive and stable the innovative thinking activities and energy-saving behavior will be. The correct team innovation psychological driving force and the internalized innovation psychological driving force can make the innovation force sensitive and effective in the face of failure and difficulties, without the tendency of retreat and withering. College Students' team takes psychological enthusiasm as the driving force, guides students to pay attention to innovative psychology and team consciousness, and encourages students to actively think and solve problems. When the problem is solved, the students' sense of trust in the team will be enhanced, the overall cohesion of the team will arise spontaneously, and the overall self-confidence will be enhanced. The combination of theory and practice makes college students' team members feel that learning is useful. Solve practical problems through team cooperation and improve thinking ability and practical ability. It lays a good foundation for the development of College Students' team psychological enthusiasm.

Acknowledgement: The research is supported by: the 2018 Project for Cultural Evolution and Creation of CUMT (Grant No. 2018WHCC01).

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CULTIVATION OF CREATIVE THINKING ABILITY IN ART TEACHING REFORM FROM THE PERSPECTIVE OF COGNITIVE PSYCHOLOGY

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Background: Art “innovation” from the perspective of cognitive psychology has become a new research direction. In the process of reform, art teaching is also endowed with new connotation and personality characteristics required by psychology by the emerging cultural ideology, which is shown in the teaching methods. Art should take active creative thinking as the main activity, combine the subjective feeling and creation of art, and seek unique art forms and creative styles full of personal charm. Emphasize the visual tension, impact and personalization, ensure that students can actively participate, give full play to their unique creativity, invest in training, focus their main activities on creative thinking, make the aesthetic statement fully reflect creative thinking, and enrich the expression forms of art on the basis of cognitive psychology.

To improve the foundation of art major and the efficiency of art teaching and effectively enhance students' creative thinking ability, we need to focus on stimulating students' psychological creative thinking ability and enable students to actively participate in creative activities. However, the current situation of basic art teaching still has many defects: for example, in sketch class, teachers explain the basic knowledge of sketch, and students intuitively receive the basic knowledge of sketch; The teacher writes the skill points of sketch on the blackboard, and the students copy the skill points of sketch directly without thinking and filtering; The teacher demonstrates the steps of sketching, and the students watch the steps of sketching; After the teacher's demonstration, provide the students with still life, and the students begin to operate and practice according to the professor. This old “indoctrination” teaching method, dominated by teachers, makes students always passive, seriously imprisons students' uniqueness, inhibits students' thinking mode and affects the cultivation of creative thinking ability. As teachers of art teaching and creation, they have higher requirements for students to give full play to their subjective initiative and creativity. Modern art teaching needs to change from “teacher-centered” to “student-centered”, and from traditional teaching system to cultivating students' creative thinking ability. An excellent art classroom that can be used as a demonstration model should be the emotional exchange and mutual assistance between teachers and students, improve each other, and give students enough space to give full play to their creativity. It can not only through the intuitive feeling of the eyes, but also enable students to devote all their attention to the thinking innovation activities of teaching.

Subjects and methods: Based on reading a large number of documents on cognitive psychology theory, thinking creativity theory and innovation ability training, this paper integrates the research results and experience of thinking ability training at home and abroad into my teaching practice, consciously increases the strength of innovation ability in art teaching, and boldly reforms and innovates the past teaching contents and methods, verify that the continuous strengthening of the cultivation of creative ability is necessary for the reform of art teaching and determined by the needs of the development of society, enterprises and talents. This paper applies the research methods of literature, comparison, induction and experiment to demonstrate the necessity of cultivating creative thinking ability in the reform of Art Teaching.

Study design: This paper conducts a questionnaire on the relationship between innovative thinking and high-quality employment among the graduates of the author's University. The survey shows that nearly half of the graduates of fine arts major have professional or basic mismatches when they are employed for the first time, and the students have been fully aware of the severe employment situation, the importance of the professional ability learned in school and the necessity of innovative thinking.

Results: The following is the statistics of the data collected from the questionnaire: (see Appendix 1 for the questionnaire)

The fundamental driving force for students to consciously explore problems and devote themselves to creative activities comes from creative consciousness and creative spirit. The creative activities that run through the long river of human development are the source and driving force to promote the progress of history and the continuous development of society. The development of human history is the process and