

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

* * * * *

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

Kexin Liu

Academy of Fine, Baotou Teachers' College, Baotou 014030, China

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

progress of creation. A foreign scholar once said: the working people have a strong creative spirit and are full of ideals and pursuits for life. They integrate these concepts into children's hearts and stimulate the emotions generated by their inner creativity. Arousing students' interest in art learning and improving students' subjective initiative and creative thinking is an important research topic in the innovation of basic art teaching. We should take subjective creative thinking as the main body of artistic activities, and guide students' subjective perception and innovation of receiving artistic unique language and modeling, and then reflect these in art teaching, so that students seem to be in the creative trend and artistic atmosphere to experience and release their feelings, so as to enhance their creative ability and cultivate their innovative consciousness.

Table 1. Employment questionnaire for graduates of a university.

Option	Professional counterparts/%	Professional skills/%	Innovation affects work ability/%	Innovation ability/%
A	57	29.8	61	27
B	30	31.2	28	31
C	13	40	11	42
Option	Professional prospect	Professional employment situation	Need for innovation (employment)	Whether innovation is reflected in teaching (in school)
A	20	16	58	20
B	33	31	24	35
C	47	53	18	45

Conclusions: (1) From the perspective of cognitive psychology, break the thinking mode, encourage students to think hard and quickly, and improve the coherence of thinking; (2) Set up a unique classroom model to cultivate the flexibility of students' thinking; (3) Establish a high-quality creative environment and encourage students to develop their thinking independently. In the art major, the cultivation of creative thinking ability from the perspective of cognitive psychology must be effectively and realistically integrated into the basic art teaching for a long time. Provide free and unrestricted space for the teaching and creation of art. Enable students to make full use of their unique thinking mode and modeling language, take creative thinking as the main activity in art development, and excavate the perception, spirit, will and excitement of the main people to create. Therefore, cultivating creative thinking ability is the core of basic art teaching.

* * * * *

THE INFLUENCE OF POSITIVE EMPLOYEE RELATIONSHIP MANAGEMENT ON EMPLOYEES' JOB WELL-BEING AND ITS MECHANISM

Wenjing Ma

School of Business, Northwest Normal University, Lanzhou 730070, China

Background: so far, the evolutionary history of society has gone through three stages: agriculturalization, industrialization and informatization. In the stage of agriculture, the problem of food and clothing is the main problem to be solved. The main goal of the industrialization era is "prosperity and strength". In the information age, people's eternal pursuit has become "happiness". Nowadays, happiness has not only become the research focus of China's academic circles, but also clearly reflected in national policies. From putting forward the management concept of "people-oriented", to the construction of a harmonious society, and then to paying attention to the improvement of happiness index, all reflect the attention of our government to people's happiness.

Job well-being can stimulate employees' work motivation and positive state, and then improve organizational performance. At present, most enterprises only pursue the maximization of short-term profits, believe in "means fetishism", do not know to change the management mode, and ignore the happiness of employees. Various studies show that enterprises with low employee happiness are facing very serious negative behaviors that hinder the development of enterprises, such as frequent job hopping, low performance, sharp increase of conflict between employees and job burnout. As people pay more and more attention to their quality of work and life and constantly pursue happiness, the traditional management model cannot completely solve these problems. Enterprise managers must incorporate the happiness index