

“Annual output value” in Table 1 specifically refers to the average single household farmland output value of farmers in the corresponding group in the corresponding time period, “settlement rate” refers to the proportion of the number of farmers in the corresponding group who decide to use the promoted agricultural science and technology products in the corresponding time period in the number of farmers in the group. It can be seen from Table 1 that there is little difference in the settlement rate of agricultural science and technology products between the two groups before the training, and there is no significant difference in the data of annual average output value of farmland. After the training, the average settlement rate of farmers and the annual average output value of farmland in the intervention group are 85% and 43116, 32% and 58.25% higher than those in the control group respectively.

Conclusions: Aiming at the problem that the promotion of agricultural science and technology products is blocked due to various psychological reasons of farmers, this study designs and implements a comparative experiment after understanding the current psychology and promotion mode of farmers when they are promoted. The experimental results show that the average settlement rate of farmers and the average annual output value of farmland in the intervention group after training are 85% and 43116, which are 32 percentage points and 58.25% higher than those in the control group respectively. The data show that considering the psychological situation of farmers in the promotion of agricultural science and technology products can effectively improve the success rate of product promotion. After the interview, it is found that the main reason for this result is that farmers feel the concerns of extension personnel and their own concerns, and give effective responses and countermeasures, so that they can use the promotion products without worries.

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CURRENT SITUATION AND COUNTERMEASURES OF IDEOLOGICAL AND POLITICAL EDUCATION OF COLLEGE STUDENTS FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: Educational psychology is the combination of psychology and pedagogy. Psychological theory divides individual psychology into two main categories: psychological process and personality psychology. Among them, psychological process is the main research type in educational psychology. In the process of education, the psychological activities of students and teachers will affect each other, In the teaching environment, these psychological activities have unique psychological laws. Psychological process refers to the reflection process of the brain to external things and phenomena, which is divided into three main categories: cognitive process, emotional process and will process. Among them, cognitive process refers to the reaction process of the human brain to objective phenomena in the process of individual contact with the outside world. In the process of education, this is the most basic psychological phenomenon of students, that is, the change of individual psychological cognition and the law of related activities in the face of new knowledge. Individuals will have a variety of subjective attitudes and emotional experiences in the process of understanding external things. Driven by individual attitudes and experiences, people’s behavior will change accordingly with the emotional experience. In the process of education, students’ emotions and attitudes towards learning and the classroom determine whether they have motivation in the learning process, which is one of the main factors that directly affect the final learning effect. Will process refers to the process in which an individual achieves his goal by overcoming difficulties when he encounters difficulties in the objective world. This process determines whether students have enough toughness in the learning process, whether they can overcome various difficulties in the learning process and finally achieve the learning goal. By using educational psychology to study college ideological and political education, we can explore the psychological needs of students in the process of Ideological and political learning, and then take the psychological needs as the starting point, establish a more ideological and political education mode with ideological guidance, shape students’ positive mentality in the process of

ideological and political learning, and provide methodological guidance for students' learning and life.

Objective: This study uses the theory of educational psychology to analyze the psychological needs of college students in the process of Ideological and political learning, so as to help modern colleges and universities establish an ideological and political education system that can meet the psychological needs of students and has ideological guidance, so as to improve students' learning enthusiasm and learning effect.

Subjects and methods: For the group of students whose ideological and political education is difficult to reach, this study uses the random forest algorithm to classify the group, analyzes the reasons why the ideological and political education is difficult to reach, and puts forward corresponding countermeasures according to the reasons.

Study design: In the student online course selection system, this study takes the student group who selects the ideological and political education course as the object to collect data, and on this basis, uses the random forest algorithm to classify the reasons why the student group is difficult to respond to the ideological leadership, and analyzes the current situation of the ideological leadership in contemporary Ideological and political education through classification.

Methods: In this study, the online course background statistics system is used for preliminary data summary, and then the algorithm program is used for classification and statistics.

Results: The distribution of reasons why students are difficulty responding to their thought leadership is shown in Figure 1.

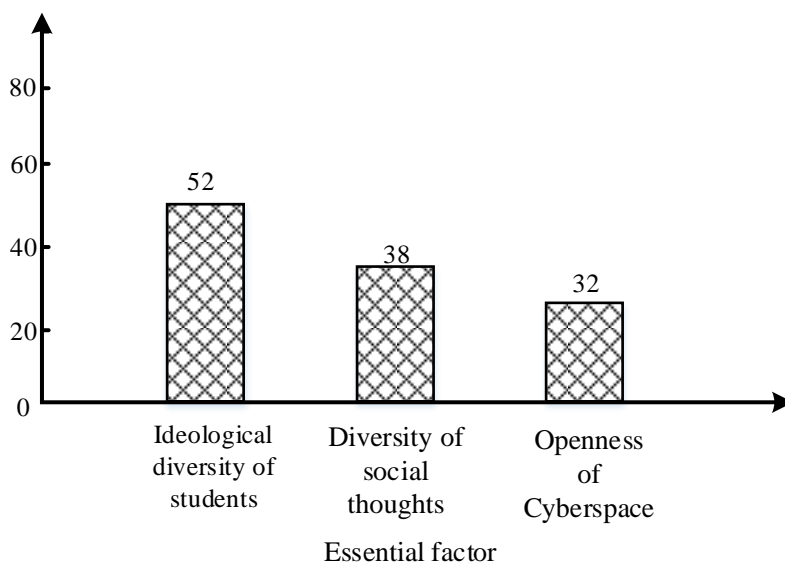


Figure 1. Reasons why students are difficult to respond to ideological leadership

In Figure 1, 52% of the students are difficult to respond to the ideological leadership due to the diversity of students' thoughts, 38% of the students are difficult to respond to ideological leadership due to the diversity of social thoughts, and 32% of the students are difficult to respond to the ideological leadership due to the openness of the network. It can be seen that in the modern social environment, the main reason affecting students' response to ideological leadership is the diversity of ideas formed by students so far. Although the diversity of social thoughts and the openness of the network will also have an impact on students' response to ideological guidance, it is relatively weak, only distributed between 30% and 40%.

Conclusions: The traditional ideological and political education is too rigid in the process of education, and the way is old, which cannot meet the psychological needs of students in the learning process of the new era, resulting in the lack of ideological guidance in Ideological and political education. It is difficult for students to fully combine ideological and political learning with their own learning life, resulting in a lax attitude towards ideological and political learning. The new ideological and political education method designed according to the theory of educational psychology can fully meet the psychological needs of students, provide methodological guidance for students through the educational method of practical learning and life, improve the ideological guidance in the process of education, and help students apply the content of Ideological and political education to their own learning and life.

Acknowledgement: The research is supported by: This paper is a research result of the project Research on the Ideological and Political Realization Path of "Building Morality and Cultivating Talents" in Agricultural Related Majors in Vocational Colleges (Project No.: 20YJE710002) sponsored as the 2020 humanities and social sciences research project by the Ministry of Education; The research result of The Ministry of education of Humanities and Social Science project "A comparative study on the historical process and

realistic path of youth values education in Guangdong, Hong Kong and Macao” (No. 20YJE710002); Guangdong Philosophy and Social Science Program (No. GD20XXY05), Guangdong Philosophy and Social Science Program (No. GD18XXY04); The Ministry of Education of Exquisite Project of Ideological and Political Work “Building a platform for rural revitalization and comprehensive talent training”; 2019 Guangdong party construction in university (No. 2019GZ067); Guangdong Nanhua Vocational College of Industry and Commerce 2021 research project (No. 2021LD09, No. 2021LD03); Guangdong educational programming project (No. 2021JKZG074), Guangdong educational programming project (No. 2021GXJK641).

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EFFECT OF TRADITIONAL PHYSICAL TRAINING ON ALLEVIATING ANXIETY DISORDER OF IDEOLOGICAL AND POLITICAL STUDENTS

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Background: Anxiety is a complex psychological state composed of anxiety, tension, worry and other psychological experiences. According to different classification standards, anxiety can be divided into state anxiety and trait anxiety from the duration. State anxiety refers to anxiety with a relatively short duration caused by specific situations. This anxiety is more common in modern people’s daily life. When people associate the perceived threat with their own success at this stage, they will feel nervous and uneasy temporarily, and even produce physiological pain symptoms in severe cases. State anxiety can help people quickly perceive the surrounding crisis and force people to take immediate action. Therefore, moderate state anxiety is beneficial to the study and life of Ideological and political students. Trait anxiety, on the contrary to state anxiety, is long-term continuous anxiety. This excessive anxiety will have a great adverse impact on the study and life of Ideological and political students. Ideological and political students have been in the process of theoretical learning for a long time, and they lack exercise. Due to the particularity of their discipline, the guidance at the conceptual level is likely to have an insufficient effect on the anxiety symptoms of Ideological and political students. Therefore, this study proposes to take traditional physical training as the main way to alleviate the anxiety of Ideological and political students. Besides strengthening the body and enriching life, physical exercise also has a certain positive impact on mental health. Because physical exercise itself is an activity that constantly challenges their physical conditions, ideological and political students can exercise their sensitivity to sense of crisis and worry through physical exercise, which can effectively reduce students’ anxiety sensitivity. At the same time, physical exercise can improve the self-efficacy of Ideological and political students. Through the effective cycle of formulating sports goals, implementing sports goals and completing sports goals, students’ self-confidence and sense of achievement can be continuously improved, and then the habit of implementing the cycle can be substituted into daily learning to enhance their ways and means to fight anxiety.

Objective: According to the discipline characteristics of Ideological and political students, this study applies traditional sports training to the intervention behavior of anxiety symptoms of ideological and political students, improves students’ comprehensive quality through the positive impact of traditional sports on students’ psychological status, and then gives students the means to fight anxiety, so as to alleviate anxiety symptoms.

Subjects and methods: This study uses the methods of difference analysis and intermediary effect analysis to analyze the correlation between physical exercise and students’ state anxiety and characteristic anxiety.

Study design: This study takes the state-trait anxiety questionnaire data as the research data basis, on which the difference analysis is carried out. At the same time, the intermediary effect analysis method is used to establish a relationship model for the impact of physical exercise on anxiety symptoms under the influence of student behavior intermediary effect, and analyze the action relationship between the elements through the relationship model.

Methods: SPSS20.0 was used in this study sort out and descriptive analysis of basic research data, and analyze the basis of difference analysis, and then use Mplus8.0 to analyze the intermediary effect of the data.

Results: The difference analysis results of Ideological and political students are shown in Table 1.

There are two coping styles with statistical significance ($P < 0.05$) in Table 1: solving and asking for help. It can be seen that what is helpful to the anxiety symptoms of Ideological and political students is often the response in practical action. It can be seen that physical exercise is a reliable intervention way to provide