

Table 1. Comparison table of changes in the proportion of people in the experiment of perceiving the impact of Party member image on their own behavior

Experience group	Proportion of no impact (%)	Proportion of mild impact (%)	Proportion of moderate impact (%)	Proportion of severe impact (%)
Group 1	90	10	0	0
Group 2	40	30	20	10
Group 3	10	40	30	20
Group 4	10	50	40	0
Group 5	10	30	30	30

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REFLECTIONS ON COLLEGE MATHEMATICS TEACHING BASED ON THE PSYCHOLOGICAL CHARACTERISTICS OF CONTEMPORARY COLLEGE STUDENTS

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Background: Psychological characteristics belong to a kind of psychological phenomenon, which are often expressed in psychological activities. Psychological characteristics are different due to personal ability, temperament and personality. According to the performance stability, psychological characteristics are divided into conditional reflection and non-conditional reflection. Through the performance of personality tendency, psychological characteristics are divided into three levels: human nature, personality traits and personality accomplishment. The manifestation of psychological characteristics is directly reflected by the formed psychological state, that is, the situation of psychological state directly reflects the actual psychological phenomenon. The generation of psychological characteristics. A certain psychological state forms a long-term stable state after many psychological state experiences. This state has different degrees of influence according to the actual situation.

In the long-term situation, the students' psychological will not meet the new requirements of mathematics teaching, which will have a negative impact on the students' psychological characteristics, which will lead to a negative impact on the students' psychological will in the long-term process of mathematics teaching. This psychological characteristic not only delays the learning efficiency, but also affects the living state, and even is not conducive to personal development. There is a great contradiction between the traditional teaching system and the psychological characteristics of modern college students. As the cognitive subject, students are the builders of the knowledge framework. The degree of students' active learning is the key to achieve mathematics results. The way of mathematics teaching should help and promote the construction of students' knowledge from a psychological point of view. For example, by adjusting the teaching content, teaching can reduce students' sense of distance and resistance to college mathematics, increase students' self-confidence and eliminate their wrong cognition of college mathematics psychologically. Integrating the history of mathematics development into teaching, increasing story teaching and reducing students' fear of difficulties. Adjust teaching and training methods, guide students patiently and actively, and reduce students' rebellious psychology. Therefore, college mathematics teaching methods not only reflect students' psychological characteristics, but also cultivate students' positive and healthy psychological characteristics.

Objective: This paper analyzes the psychological characteristics of contemporary college students in the process of college mathematics learning, and aims to achieve good results for college students in mathematics learning and help college students establish positive and healthy psychological characteristics by adjusting mathematics teaching mode.

Subjects and methods: In five higher vocational colleges, 50 college students with psychological characteristics of emotional fluctuation were selected respectively, and 250 of them were taken as the research object to participate in the experiment of affecting college students' psychological characteristics different from the traditional mathematics teaching mode. The experiment was divided into two groups, 1225 people in each group. The first group was the control group of traditional mathematics teaching, and the second group was the experimental group of innovative mathematics teaching. Learning mathematics is a long-term process, and the change of psychological characteristics also needs to be influenced by the environment for a long time. Therefore, the experimental cycle is 6 months. The experimental results are

tested by sixteen personality factors of cartel. The test contains sixteen evaluation indexes. Each index has a corresponding score. The evaluation level is divided into four levels. According to the evaluation score, it is divided into 0-20 points, 20-40 points, 40-60 points and 60-80 points. The evaluation score is positively correlated with emotional fluctuation. The higher the score, the more serious the characteristics of emotional fluctuation. Finally, Support Vector Machine (SVM) is used to classify the improvement effect, and four classification indexes are set, which are “no effect”, “general effect”, “good effect” and “obvious effect”. In order to ensure the reliability of the research results, the score is expressed by taking the average score of all objects.

Results: The impact of traditional teaching methods and innovative teaching methods on college students’ mental health is shown in Table 1. From the results of Table 1, the average score of the traditional teaching control group in the personality factor test results increases month by month, and the emotional fluctuation psychological characteristics of the subjects in the first group become more and more obvious. On the contrary, the score of the personality factor test results in the second group decreases month by month through the innovative and optimized teaching methods. It shows that the psychological characteristics of emotional fluctuation of college students in the experimental group have been alleviated. Therefore, the innovative and improved mathematics teaching methods can effectively alleviate the negative psychological characteristics of college students and cultivate positive and healthy psychological characteristics.

Table 1. Influence of traditional teaching methods and innovative teaching methods on college students’ mental health

Number of experimental groups	The first month	The second month	The third month	The fourth month	The fifth month	The sixth month
Group 1	52	58	61	63	65	69
Group 2	55	53	48	42	39	36

Conclusions: The boring traditional mathematics teaching methods and the high difficulty of mathematics itself bring a lot of emotional fluctuations to contemporary college students and form negative psychological characteristics for a long time. The innovative and improved teaching methods alleviate the negative psychological characteristics of college students and help college students cultivate and establish positive and healthy psychological characteristics, so as to improve the quality of learning.

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RESEARCH ON THE PATH OF INNOVATION AND ENTREPRENEURSHIP EDUCATION AND ABILITY TRAINING FOR STUDENTS FROM THE PERSPECTIVE OF PSYCHOLOGY

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Background: Psychology is a subject that mainly studies human behavior and psychological activities. It has many branches of disciplines and is applied to many fields of life. Psychology can explain psychological phenomena and their own behavior, and point out the causes of psychological activities and the law of psychological development and change. People’s psychological characteristics are not only stable to a certain extent, but also plastic. Therefore, psychology can eliminate adverse factors, create a favorable environment and trigger positive behavior. Among them, educational psychology is a discipline that studies education and teaching. By studying the psychological activities of the subject and the law of psychological change, we can build a new teaching model. Educational psychology is of great significance to innovation and entrepreneurship education and ability training. In order to promote social and economic development, promote the comprehensive reform of higher education and promote the high-quality entrepreneurship and employment of college graduates, innovation and entrepreneurship education and ability training need to be paid great attention.

Most of the learning subjects of innovation and entrepreneurship education come from college students, and their psychological changes are closely related to college educators. At present, there are many problems in innovation and entrepreneurship education in colleges and universities. Most college students do not correctly understand innovation and entrepreneurship education, have low interest in relevant courses and hold an incorrect attitude, and think that relevant courses are less important than their own professional courses. College students’ family factors also hinder innovation and entrepreneurship