

promote the development of the news industry, and journalism practitioners should study the audience's behaviour, preferences, habits and needs, explore the audience's deep-rooted mental mechanisms, create a news communication context that meets the audience's mental needs, maintain a good interactive relationship between the communicator and the receiver, ensure that most of the audience can be attracted to the news information, pay attention to the news information, take the initiative to give feedback, continuously adjust the news communication strategy according to the mental characteristics analysis and the audience's feedback, and achieve the goal of improving the quality of news communication.

Subjects and methods: The object of the study is the mental of the news communication audience, including the types, characteristics and laws of audience mental, the relationship between audience mental and the effect of news communication, and the general trend of audience mental in the new era. The methods of research mainly include literature survey method and interview survey method, etc. Investigate and study the literature on the mental of the audience of news communication, grasp the current situation of research and relevant conclusions in this field, communicate with the audience, understand the mental characteristics of the audience when receiving news information, summarise the mental characteristics of different audiences from the interview survey, divide the audience mental into different types, combine the mental characteristics of the audience to research news innovative ways of news dissemination, and ultimately achieve the purpose of the study to ensure that news information can be spread quickly and form a good propaganda effect.

Result: After the research, we found that there are various types of mental characteristics of news communication audiences, such as newness mental, audiences hope to learn new things and the latest information through the news; truth seeking mental, audiences are very much in the water whether the news information is true, only to ensure the truth of the information can make the news persuasive and influential; nearness mental, refers to the heart, emotional aspects of the nearness, audiences can be from the news This will make the audience more receptive to news; rebellious mental, if certain information is over-promoted and inappropriate publicity is adopted, it may have the opposite effect; authoritative mental, the audience is more likely to accept information released by authoritative platforms, such as CCTV news; herd mentality, news communication in the new era is very interactive, the audience can view the comments and views of other audiences on the Internet, and if most audiences hold the same views, individuals are easily influenced and people are more willing to accept information that is accepted by all.

Conclusion: When audiences are exposed to news information from unused sources, they are influenced by their own mental. Different audiences have different mental characteristics, and analysing the common characteristics of audience mental can make news information more accepted and understood by more people. Journalists can innovate the way of dissemination, using WeChat public number and short video platform to disseminate, and also innovate the content of dissemination, improve the quality of news information, and appropriately promote some new and strange events to meet people's curiosity mental. In news dissemination, the needs of the audience should also be taken into consideration. People are more concerned about those things related to their own lives, work and education, and there is a benefit mentality among the audience, so if news information can be released in a timely manner that is related to people's own interests, it is often possible to obtain a better dissemination effect. News disseminators need to establish prestige and ensure their professionalism and the authenticity of their information to increase the trust and loyalty of their audiences.

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THE USE OF EMOTIONAL EDUCATIONAL PSYCHOLOGY IN TEACHING IDEOLOGICAL EDUCATION IN HIGHER EDUCATION

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Background: Under the new situation, China's economy is developing at a high speed, the structure of our society as well as the face of society is changing, and the standards and requirements for talents are being upgraded. Therefore, in order to improve the competitiveness of students and meet the needs of society for talents, teachers in colleges and universities should actively study and learn the psychology of emotional education, and should improve the overall quality of students by carrying out ideological education, so that students can really know what they are doing and apply what they have learned. Based

on this, this paper focuses on the methods of using emotional education psychology in the teaching of ideological education in colleges and universities.

Objective: Emotional education psychology plays an important role in students' development, not only in enhancing their emotional intelligence, but also in enabling them to increase their own self-control. Therefore, universities should also pay attention to carrying out emotional education when teaching subjects, and should pay attention to studying the psychology of emotional education to improve students' emotional intelligence and enable them to better adapt to the rapidly changing social environment. Secondly, the content of emotional education is more diversified, including the adjustment of students' emotional ability, students' correct understanding of self, respect for others and the ability to deal with interpersonal relationships, etc. Teaching in universities should not only focus on the teaching of students' theoretical knowledge, but also on the cultivation of students' emotional education, so that students can know how to respect others, form a sound and independent personality and cultivate university students of the new era. Therefore, the development of emotional education in colleges and universities has a very important role to play.

Emotional education psychology occupies a large proportion in the teaching of ideological education in colleges and universities, and can effectively coordinate interpersonal relationships, promote harmony and stability between teachers and students, and improve students' ability to control their emotions themselves. Educational activities are purposeful, organised and planned practical activities, and students can accelerate their growth by receiving guidance and assistance from teachers on campus. In the new situation, combining emotional education psychology with university education can achieve the goal of students' positive and healthy growth, and can achieve the good teaching effect of unity of knowledge and practice and application of learning. When carrying out ideological education in schools, university teachers should pay attention to local conditions, pay attention to the characteristics of students in the education process, and provide more diversified and targeted teaching activities for students, so that students can actively participate in teaching activities, improve students' enthusiasm for participation, feel their own value in the process of participating in ideological education, and learn to deal with interpersonal relationships.

In addition, there is a close relationship between the ideological behaviour of some students, their practical and educational experiences, and the fact that some students may behave differently towards the same thing, or even have different emotions towards the same thing. Therefore, in order for students to form correct cognition and establish correct three views they should pay attention to students' ideological education and their psychology. Targeted ideological education activities should be carried out according to students' actual needs and psychological health needs, so that students can really improve and exercise themselves in college education activities, truly control their thoughts and emotions and achieve the goal of college ideological education.

Subjects and methods: Educational activities are a two-way interactive process, that is, while imparting experiential knowledge to students they are also able to obtain feedback from them on their learning. Students can give feedback on their emotions and their own thoughts to teachers, who carry out targeted emotional teaching based on the results of the feedback and carry out emotional catalysis according to the actual psychological needs of students. Therefore, when carrying out emotion education in colleges and universities, college teachers should focus on forming a trusting relationship with students, to make students respect teachers and consider them as elders worthy of being close to, and be able to actively and consciously express themselves to teachers and express their own knowledge and emotions, so that teachers can carry out targeted mechanisms of ideological education activities, college teachers should adhere to the principle of enthusiasm, to link emotional psychology knowledge with students' actual lives They should change the way knowledge is conveyed, add interest, create a positive and healthy classroom atmosphere and stimulate students' enthusiasm for learning. The teacher can also use story-based cases to bring students closer to each other and allow them to exercise their skills in the process of listening to stories. It also allows students to feel the charm of emotional psychology through easy-to-understand teaching methods, stimulating students' intrinsic desire for knowledge and truly achieving the teaching objectives of ideological education.

In addition, university teachers should insist on adopting the principle of pleasure, change the traditional teaching methods, fully demonstrate the personal charm and cultural heritage of teachers in the ideological education classroom, and use artistic language to enrich the teaching content of the course, so that students can really feel the teacher's knowledge reserves in the classroom, respect the teacher and improve the prestige of the teacher. Secondly, university teachers can also take physical actions and carry out ideological education. They can strengthen the persuasive power of teachers' teaching through expressions, gestures and other body language, so that students can trust university teachers more and thus complete subsequent teaching work. Teachers should also actively carry out practical activities, innovate the way of holding practical activities, and carry out targeted practical activities according to the actual situation of students. They can cultivate students' class consciousness and collective consciousness through class meetings, debates and competitions, so that students can exercise their skills and learn the art of handling interpersonal

relationships in the process of activities, so as to better improve students' emotional intelligence and complete the educational content of emotional Psychology education content.

Result: Traditional university teachers are bent on imparting theoretical knowledge in the classroom, the teaching content is boring and the teaching method is too single, which leads to a distance between teachers and students, and they are not able to carry out real emotional communication and emotional interaction with students, resulting in the failure to achieve the goals of emotional psychology as well as ideological education. Therefore, university teachers should take emotional psychology as the basis, hold colourful teaching activities, create a positive and lively teaching atmosphere, and express the abstract and objective concepts of psychology through the use of interesting and artistic language. At the same time, when explaining theories, students can better understand and accept them through practical cases. Secondly, university teachers should actively study and explore emotional psychology, close the distance between them and their students, always communicate and interact with them emotionally, and guide them to express themselves in a pleasant and relaxed classroom atmosphere, ask inspiring questions and let them learn and think on their own, so that they can look at themselves positively and understand themselves correctly. In addition, university teachers should not only focus on ideological education to help students develop a high level of emotional intelligence and achieve the goal of emotional education, but also on imparting skills and teaching learning methods so that students can clarify specific ways of learning. If teachers only adopt a single teaching approach and are strict with students, without focusing on their emotional expression, they will risk playing the piano to the bull and fail to achieve the goals of ideological education and implement the content of emotional psychology. Therefore, university teachers should create a positive and pleasant teaching atmosphere through diversified teaching methods, and convey to students the basic theoretical knowledge by taking different teaching methods, so that students can truly understand ideological education and emotional psychology. In addition, university teachers should focus on combining the course content, to clarify students' emotional needs, and combine students' emotional needs with the teaching syllabus, to solve students' emotional problems in the classroom, to strengthen teacher-student interaction, to cultivate a good learning atmosphere, and to help students establish a positive and healthy psychological state.

Conclusion: The use of emotional education psychology in the teaching of ideological education in colleges and universities is of great value. When teachers in colleges and universities innovate their teaching methods, they can use social practice activities as the main teaching method. They should carry out targeted teaching based on emotion education in colleges and universities, so that students can really adjust their emotions through social practice activities, improve their emotional experience and achieve the goal of ideological education. When carrying out social practice activities, colleges and universities should clarify the specific types of social practice activities, which can be carried out within the teaching plan, and carry out social research and public welfare activities according to the teaching theme, so that students can improve their professionalism in the process of participating in public welfare activities. Secondly, teachers in universities should pay attention to carrying out targeted teaching, and should combine students' personalities and interests to guide targeted social practice projects. They should encourage students to participate in practice activities through diversified practice methods, and students can work in groups or in teams under the guidance of professional teachers, so that students can choose their own activity methods and thus increase their enthusiasm for participation. Secondly, in the process of participating in practical activities, teachers should give full play to their own guidance role, so that students can enhance their own emotional experience and continue to explore the emotional factors in practical activities. For example, teachers can guide students to participate in teaching activities, and also let students go to social welfare institutions to take care of the elderly, so that students can obtain real emotional experience through diversified activities, so that students can form the virtue of respecting the elderly and loving the young, improve students' comprehensive quality, strengthen students' sense of responsibility, and truly achieve the goal of ideological education in universities. In addition, university teachers should focus on cultivating students' sense of responsibility, so that students can learn to think from the perspective of others in the process of participating in social practice activities, so that they can make a correct understanding and judgment of their own value and the value of others, thus encouraging students to analyse problems from diverse perspectives, truly master the art of handling interpersonal relationships, and provide more diverse and comprehensive talents for social development.

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A STUDY OF GROUP PSYCHOLOGICAL RECONSTRUCTION IN CORPORATE MERGERS AND ACQUISITIONS

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Background: The current global economic integration process continues to advance, causing the market environment to change repeatedly and the competitive pressure to expand. In order to seek breakthroughs and development, enterprises often choose to adopt mergers and acquisitions to extend their survival time. At this time, employees are under great psychological pressure, which, if not effectively guided, will have a negative impact on the quality of M&A.

Objective: The objective of this study is to respond effectively to the psychological changes of employees and to actively promote the psychological reconstruction of the contract, which is the most important factor in the long-term sustainable development of an enterprise. In practice, if employees are unable to adapt to the changes caused by a merger or acquisition, and are unable to bear the psychological pressure of the change, conflicts may easily arise, leading to the failure of the merger or acquisition. It is therefore necessary to strengthen this area of research.

Subjects and methods: The author's research is based on practical experience of companies that have carried out mergers and acquisitions. From a realistic point of view, the actions taken by the company initiating the M&A can be seen as aggressive and proactive, whereas the opposite is true for the company being acquired, and this difference is also reflected in the psychology of the employees. However, for employees on both sides of the merger, the impact of the merger on the company's development and on their professional development is significant, and this has led to a number of common psychological phenomena. For example, there is a surge in fear, anxiety and helplessness, and a serious problem of psychological contractual imbalance. At the root of this, the psychological changes in the group during a merger or acquisition are related to the disruption of economic interests, vested interests, interpersonal relationships and career development normality triggered by the merger or acquisition. At this point, employees are forced to face changes in the environment brought about by the M&A, and uncertainty about their future development is greatly increased, and with exaggerated group emotions, this negative emotion can spread rapidly.

Result: As a result of the study, it was found that changes in group psychology in M&A stem from psychological contract imbalance and development anxiety, and that reconstructing the psychology of the employee group contract must go through four stages: creation, bonding, cohesion and integration, and achieve benefit, normative, cognitive and emotional reconfiguration.

In this paper, the reconstructive process and reconstructive methods are derived after the study, which can play an important role in helping to achieve the research objectives, as follows: Reconstructive process. The psychological contract is rich in connotations and will directly affect the mindset and behaviour of employees, the focus of group psychological reconstruction in corporate M&A. To strengthen the reconstruction of the psychological contract of the whole group, it is necessary to emphasise the integrity of the process and the scientific nature of the method. It is easy to see from practical experience that group psychological reconstruction in M&A requires four stages, which are interlinked and indispensable. Firstly, the creation phase, when morale is high and enthusiasm for work is high. However, due to the tacit understanding of the members and internal and external factors, it is difficult to guarantee the effectiveness of the work; therefore, the group psychology in this period is mainly characterised by a mixture of excitement and anxiety. The second phase is the bonding phase, where turmoil and conflict are the most obvious features of this phase, the essence of which is the formation of "we" while maintaining self-reliance; therefore, interpersonal tensions, low morale and uncertainty about the future are the norm, but the overall productivity of this phase is steadily increasing. Thirdly, the cohesion phase, when the organisational style has been established, resource allocation, interpersonal interaction and collaboration are maturing; there is a mixture of autonomous working and teamwork, the working environment is tense and orderly, and organisational cohesion, discipline and efficiency have increased significantly. Fourthly, the integration period; the effective integration of several informal groups within the organisation is needed to enable employees to abandon stereotypes and existing habits and to re-establish a new sense of community, thus forming a new identity.

Reconstruction methods. In order to carry out effective group psychological reconstruction, companies must attach great importance to reconstructing the interest pattern during the M&A process; to reshape the group psychology in a benefit-oriented manner, so that employees can work towards the same interest