

athletes to participate in training and competition. In training, it can stimulate the consciousness and enthusiasm of athletes and make them realize the importance of shooting skills. Only in this way can they complete the tasks assigned by coaches consciously and with high quality in training, so as to improve the shooting percentage.

(2) Cultivate strong will and quality. The modern basketball competition is becoming increasingly fierce, so coaches should arrange physical training purposefully. After endurance training, the players feel muscle fatigue, flexibility is reduced and the shooting training is strong. It plays a better role in overcoming fatigue and improving willpower and shooting hit rate, and at the same time, it makes athletes realize the importance of strong will.

(3) Strengthen the difficulty of simulated confrontation in training. In the training, we can set different scenes, technical states, tactical States and confrontation States, strengthen the antagonism of shooting, improve the stability of shooting, and carry out the training of playing less and playing more.

On the basis of fully understanding and understanding the psychological activities, the specific scheme of carrying out the psychological stability training of shooting with a plan, a purpose and a science is worked out.

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INFLUENCE OF PERSONALITY PSYCHOLOGY ON THE PROGRESS OF COGNITIVE LANGUAGE

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Background: Studying the relationship between personality traits and language learning can play a meaningful guiding role for teachers to better understand educational objects and choose effective teaching strategies. In the 1970s, a large number of studies on the relationship between personality traits and language learning emerged. Studies have proved that the individual's emotional state directly affects the individual's learning effect on cognitive language. Scientific research shows that there are two states of mental state: positive state and negative state. Positive states refer to self-esteem, self-confidence, empathy, motivation, pleasure, surprises, etc., which are mental states that are conducive to learning; negative mental states refer to anxiety, fear, shyness, tension, anger, frustration, doubt, disgust, etc. Affect the normal development of learning potential. When the individual is in a certain negative mental state, cognitive activities automatically stop. In essence, the mental state is input into the brain as a kind of emotional information and language information and stored in the memory structure, which has the effect of integrating or destroying the information combination in the memory structure. Because the individual's cognition of language is an active psychological operation process of absorption, processing, and output. The amount of input, processing level, and automatic output of language information are restricted by the individual's emotional state. By studying the input and output theory, it can be known that the input language information will exist in the memory bank, and then the language information will be output. Individual positive mental states can promote the language input process in the process of language cognition, and increase the amount of input information. It can be seen that mental state plays a very important role in the memory link of language cognition. It is the influence of mental state on memory that leads to the different levels of effects of individual language acquisition.

Objective: The existing research in the field of cognitive language only considers the teaching methods of teachers or the language learning ability of learners. For example, the innovation of teachers' teaching methods promotes the improvement of learners' learning ability in reading, speaking, vocabulary, etc. However, the psychological state or emotional aspects of students are rarely mentioned in most studies, and even not mentioned in some studies. Therefore, this paper explores the differences in cognitive language learning progress of different individuals from the perspective of human personality and psychological status.

Subjects and methods: Since many factors may affect the progress of an individual's cognitive language learning, this research needs to explore the impact of different individuals' personalities and psychological conditions on their cognitive language learning. Therefore, other factors and variables need to be controlled. In the selection of experimental subjects, it is necessary to select learners of the same age as the experimental samples to suppress the influence of different ages on language learning ability. In addition, the level of teachers varies in different regions. This will affect the learner's cognitive language ability. For this reason, it is necessary to control the sampling range of samples in the same area and classes under the management of the same teacher.

Study design: Random sampling is used to select a class in a school. Before the experiment, in order to understand the basic language ability of the experimental subjects and ensure that there is no significant difference in the language ability of the experimental subjects before the experiment, the pre-test is used to test the language ability of the students. In the experimental results, students whose scores are within 20 points are regarded as experimental subjects. Through a combination of questionnaire surveys and interviews, the psychological state of the experimental subjects was investigated. According to the survey results, they were divided into positive extrovert group, negative introvert group, positive introvert group, and negative extrovert group. Positive/negative is determined by the individual's psychological status. Extroversion/introversion is determined by the personality of the student. In a normal teaching environment, after two months of paper, observe the changes in student performance and draw conclusions.

Methods: After two months of language teaching, the same English test paper was used to test the students' learning outcomes during the two months. A score below 60 is considered a fail, a score of 60-80 is a pass, a score of 80-90 is good, and a score of 90 is excellent. In order to analyze the influence of individual personality and psychological status on the progress of cognitive language learning.

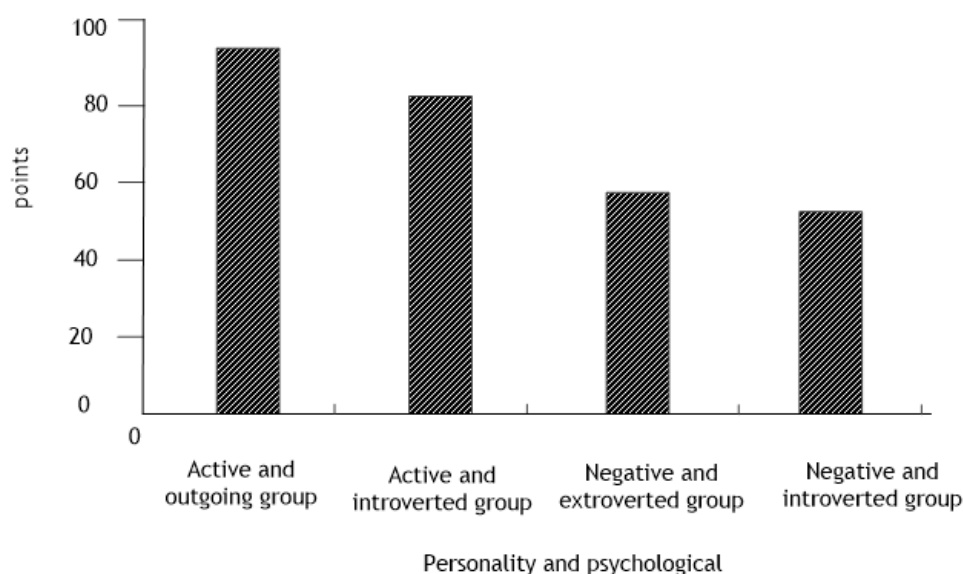


Figure 1. The influence of personality and mental state on language learning.

Results: It can be seen from Figure 1 that the students in the active extrovert group have an average score of 90 points or more, and their language learning effect is the best. The active introvert group is slightly worse, with an average score of 80-90. The two groups of negative personality have poor performance. Among them, the average score of the negative and introverted group is about 50 points. It can be seen that an extroverted personality and a positive attitude can help promote language input and speed up the progress of language learning.

Conclusions: Personality is an individual's subjective reaction to objective things and situations. Psychological state is the degree to which an individual's needs and intentions coincide with each other and the resulting emotional changes, which play a very important role in an individual's learning. Therefore, understanding the psychological and cognitive characteristics of students in the process of language acquisition can help improve the efficiency of foreign language teaching. Teachers can help students improve their learning efficiency by adjusting their learning psychology at different stages of learning.

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COLOR DESIGN OF CHILDREN'S INTEREST IN KINDERGARTEN BASED ON VISUAL PSYCHOLOGICAL EFFECT