

30 minutes each time is more, accounting for 51.0% of the total. In terms of exercise frequency, the number of college students who exercise 2 to 3 times per month is the largest, accounting for 32.7% of the total.

**Table 1.** Descriptive statistical results of the physical exercise questionnaire.

Exercise strength	Positive mood	Negative emotional
Slight movement	28.64±6.76	22.47±6.04
Small strength	29.01±5.95	21.97±6.20
Medium strength	29.09±6.59	22.63±7.46
Had shortness of breath but	30.64±7.36	19.75±6.11
Takes shortness of breath and lasts	28.00±8.45	20.60±6.95
<i>F</i>	0.965	2.050
<i>P</i>	0.427	0.087

**Conclusions:** The reform of physical education teaching from the perspective of behavioral psychology is uninterrupted. Cognition is a continuous process. The reform of physical education teaching methods should also be reformed in accordance with the country’s specific plans, the continuous deepening of physical education reform goals, the continuous improvement of physical knowledge, and the changes in the situation of universities and students, so as to ensure the reform of physical education. Simultaneous improvement of quality and quantity.

From the perspective of behavioral psychology, the reform of college physical education teaching methods is a complex and huge reform project. It should not only start with the ideas, goals, and methods of education, but also focus on the combination of theoretical knowledge and sports practice. It is necessary to pay attention to the subject status of students, fully respect their individuality, improve their physical ability based on the actual situation, and strive to cultivate comprehensive talents, so that the reform of college physical education has practical significance.

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## THE APPLICATION OF COGNITIVE PSYCHOLOGY IN COLLEGE ENGLISH TEACHING

Li Wei

*School of Foreign Languages and Cultures, Panzhihua University, Panzhihua 617000, China*

**Background:** Cognitive psychology is an important school of contemporary psychology research. It explains and explains how people process information when they perform cognitive activities. For example, how do people obtain information from the outside world and how the outside information is stored in the mind; how information is reproduced and converted as knowledge; how information is used and guides people’s attention and behavior when solving problems.

Cognitive psychology as the theoretical basis of cognitive methods undoubtedly makes foreign language teaching methods based on a more scientific basis. As far as foreign language teaching is concerned, cognitive psychology emphasizes the role of students’ intelligence in teaching, attaches importance to their understanding of language rules, and focuses on comprehensively cultivating students’ practical ability to use language. Cognitive psychology has five basic principles for the interpretation of psychological processes and psychological phenomena: emphasizing the structural and organizational principles in the cognitive process; emphasizing the internal process, that is, the processing of symbolic information; emphasizing the driving role of concepts; emphasizing the role of cognitive feedback; Emphasize individual differences in cognitive styles. When applying cognitive psychology theory to foreign language teaching, these five principles need to be carefully considered, and the relationship between these principles and English teaching should be handled well.

Driven by the upsurge of foreign cognitive psychology research, domestic psychology researchers have also conducted localized research. The impact of cognitive psychology on human development has been

studied by domestic researchers on cognitive psychology, social support, and subjective well-being. There are not many studies on the relationship between cognitive psychology, mental health, and academic performance, and there are limitations. It is manifested in: First, there are very few studies on the relationship between cognitive psychology and English performance. Using “cognitive psychology” and “academic performance” as keywords, we searched China CNKI for journal articles from 1979 to 2014 and found that there were only 4 articles, and these studies are inconsistent with regard to whether cognitive psychology is related to academic performance. The results of the research have not seen the relationship between cognitive psychology and English performance. Second, it is limited to the study of the correlation between the two, and rarely combines the three to explore the role of cognitive psychology and the relationship between the three. When the existing research explores the relationship between cognitive psychology and academic performance, researchers mostly use the average credit point of students as academic performance. It may be that some academic examinations are not standardized and the scoring standards are inconsistent, which leads to cognitive psychology and academic performance. The results are inconsistent whether the results are related. Because English scores account for a large proportion of college students’ academic scores, this study replaced academic scores with standardized CET-4 scores, and conducted in-depth discussions on the relationship between cognitive psychology, mental health, and English scores, in order to improve college students’ academic performance. Mental health, English performance, and interventions to further improve academic performance provide a theoretical basis.

**Subjects and methods:** The subjects used the stratified sampling method to conduct a questionnaire survey on the students of a certain college. A total of 358 valid questionnaires were collected, including 126 boys and 232 girls, ranging in age from 18 to 21 years old.

The cognitive psychology questionnaire adopts the “College Students Cognitive Psychology Questionnaire” compiled by the previous research. The questionnaire was compiled in accordance with standard norms, with a total of 61 items, including 5 subscales, including 19 introspective subscales, 11 interpersonal relationship subscales, 9 stress management subscales, and 11 adaptive subscales. General 9 questions on the cognitive subscale. The questionnaire is scored from 1 to 7, which are completely non-conforming, relatively non-conforming, somewhat non-conforming, uncertain, somewhat conforming, relatively conforming, and completely conforming. The higher the score, the higher the level of cognitive psychology. The questionnaire has good reliability and validity, and the internal consistency coefficient of the five subscales is between 0.695 and 0.806.

**Study design:** Using the Symptom Self-Rating Scale (SCL-90), the scale includes 9 factors of somatization, obsessive-compulsive symptoms, interpersonal sensitivity, depression, anxiety, hostility, horror, paranoia, and psychosis, with a total of 90 items. Each item is scored with 5 grades, 1 to 5 points in turn represent asymptomatic to severe symptoms. According to the national norm standard, any factor with a score of more than 2 points is defined as positive, indicating that there may be a mild psychological problem represented by the factor, a score of more than 3 indicates that there may be more obvious psychological problems, and a score of more than 4 indicates that there may be Serious psychological problems.

**Methods of statistical analysis:** Researchers number the returned questionnaires, and eliminate blank and incomplete questionnaires as invalid questionnaires, and use SPSS 20.0 for data management and statistical analysis.

**Results:** Statistical analysis shows that the scores of the cognitive psychology subscales of college students in descending order are: interpersonal relationship (4.72±0.59), adaptability (5.04±0.64), stress management (5.29±0.99), introspection (5.41± 0.77), general cognition (5.50±0.98).

This study used independent sample t-test and analysis of variance. The results found that there were no significant differences in gender, family location, and independent sample t-tests of whether or not they were only children, but there were significant differences between students of different grades, as shown in Table 1.

**Table 1.** Statistical difference in students for different grades.

Project	High grouping	Low grouping	t
Self-examination	5.75±0.84	5.29±0.65	2.472*
Interpersonal relationship	4.88±0.59	4.55±0.60	2.337*
Pressure management	5.75±0.80	5.27±1.19	1.910
Adaptation	5.23±0.45	4.95±0.67	2.011*
General cognition	5.81±0.74	5.50±0.78	1.673
Cognitive psychology	5.46±0.51	5.11±0.56	2.509*

The multiple comparison results of the post-analysis showed that in the introspection subscale, the scores

of grade 3 and 4 were significantly higher than those of grade 1, and the introspection score of grade 4 was the highest; in the interpersonal relationship subscale, the scores of grade 4 were significantly higher than those of grades 1 to 3, 2. The grade has the lowest score; in the stress management, general cognitive subscale, and cognitive psychology total scores, grades 3 and 4 are significantly higher than grade 1, and are not significantly different from grade 2, and both show the lowest scores in grade 1.; In the fitness subscale, grade 4 has the highest score and is significantly higher than grade 1, which is not significantly different from other grades.

The students' English scores are ranked, the top 30% are in the high group, and the last 30% are in the low group. Independent sample t-tests are performed on the cognitive psychology subscales, total scores, and mental health scores of college students in the high and low groups respectively. The results are shown in Table 2. There are significant differences in introspection, interpersonal relationships, adaptive subscales, and cognitive psychology scores between the high and low English score groups, but the mental health scores are not significant. In the cognitive psychology subscales, cognitive psychology total scores and mental health scores, the scores of the high English score group are higher than those of the low group.

**Conclusions:** Cognitive psychology believes that human cognitive process is the processing process of symbolic information system, and its theoretical goal is to explain and explain how people process information when they complete cognitive activities. As far as English teaching is concerned, the theories and methods of cognitive psychology emphasize the role of students' intelligence in teaching, emphasize students' understanding of language rules, and focus on comprehensively cultivating students' practical ability to use language.

In the comparison of the cognitive psychology and mental health of college students with different English scores, it is found that the cognitive psychology subscales and the total cognitive psychology scores of students with high English scores are also high, especially in the scores of introspections, interpersonal relations, and adaptability. The difference is significant, indicating that improving the introspection, interpersonal relationship and adaptability of college students will play a very important role in achieving good English performance. The mental health scores of students in the high English score group are higher than those in the low group, indicating that the mental health of students with good English scores is worse than that of the low group. This shows that teachers should pay attention to students' psychological development and academic performance. Mental health of students.

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## AN ANALYSIS OF THE AWAKENING OF WOMEN'S CONSCIOUSNESS IN MODERN AND CONTEMPORARY CHINA FROM THE PERSPECTIVE OF SOCIAL PSYCHOLOGY

Kuifen Zeng

*School of Culture and Media, Zhanjiang University of Science and Technology, Zhanjiang 524000, China*

**Background:** Contemporary women's frustration psychology refers to contemporary women who have grown up under a diverse social background and a unique family environment. When they face pressure, obstacles and self-development in the process of personal development and self-development, such as learning, life, emotion, interpersonal and employment, etc. The negative emotional experience that arises when perplexity experiences frustration and cannot achieve the goal smoothly. Researches on the frustration psychology of contemporary women have emerged in endlessly at home and abroad. In the 20th century, Rosenzweig first proposed the concept of "frustration tolerance", and at the same time, did related experiments on frustration tolerance.

Zhang Xiaoxian wrote in "As long as you are strong enough" that you can be self-willed, you can be romantic, you can rather grow old in love rather than live in love, you can still distinguish between love and hatred, and you can continue to pursue love in marriage. You can do what the world thinks should not be done at this age. Everything, as long as you are strong enough. It is advocated that women should have a sense of self-love and compassion, but this sense of self-love and compassion is not only manifested through self-love, but may also be self-sentimental or even self-abandoning self-harm. This article uses Zhang Xiaoxian's "As long as you are strong enough" as an example to explore the relationship between contemporary women's ability to resist frustration, coping styles and self-strengthening consciousness.

It is hoped that contemporary women can enhance their awareness of self-improvement and optimize their coping styles while improving their ability to resist frustration, using active coping methods to deal with