ANALYSIS OF DYNAMIC MODELING OF THE EVALUATION SYSTEM OF PHYSICAL EDUCATION TEACHING QUALITY IN COLLEGES AND UNIVERSITIES BASED ON COGNITIVE PSYCHOLOGY

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Background: In cognitive psychology, customer satisfaction is the attitude of satisfaction or dissatisfaction formed by customers after consuming a certain product. Customer satisfaction is the customer's judgment on product characteristics and the degree to which the product meets their needs. It is hierarchical, temporal, subjective and relativity. Customer satisfaction is a measure of customer satisfaction. At present, many countries and regions in the world have developed customer satisfaction models, such as the American Customer Satisfaction Model (ACSI) and the European Customer Satisfaction Model (ECSI).

The product of colleges and universities is education services, and students are their main customers. Therefore, the degree of meeting the needs of students' learning and development should be the main basis for evaluating the quality of college education services. Some scholars have used the concept of corporate customer satisfaction to define the evaluation system. The evaluation system is the subjective evaluation of students' educational experience and gains. The evaluation system is the psychological state produced by comparing the actual perception and expectation of students.

With the help of structural variables such as school image, value perception, quality perception, student expectations, evaluation system, student complaints, and student loyalty, scholars have established higher education evaluation system models. Using the four structural variables of student expectation, quality perception, value perception, and evaluation system, a model of the physical education quality evaluation system was constructed and tested. At present, domestic and foreign scholars have achieved some results in the research of university evaluation system models, but the recognized university evaluation system model has not yet been established. A large number of empirical tests are needed in the selection of model structural variables, observation variable design and modeling methods.

Subjects and methods: This study randomly selects students in equal proportions to accept questionnaire surveys. During the investigation process, the researchers personally handed out the questionnaires to the surveyed subjects, filled in and collected them face to face. A total of 2,052 questionnaires were distributed in the survey, and 2013 were returned. 60 pieces of invalid questionnaires were eliminated (all the answers to the questions were the same option, and the answers were incomplete), and 1953 valid questionnaires were obtained.

The questionnaire compiles 32 questions, corresponding to the observed variables listed in Table 1, and uses five-level scoring to design question options, 1 point means "very inconsistent", 5 points means "very consistent". Then, a pre-survey and reliability and validity analysis were carried out, and the questionnaire was revised accordingly, and the formal questionnaire was determined.

Study design: Sample selection and data collection This study selects two universities in a certain city that are the first to carry out the quality of physical education to conduct a questionnaire survey. Among them, school A is a research university, and school A has a leading position in sports-related research in the country. School B is a teaching-oriented university. Since 2004, it started to provide physical education quality. It has gradually established a school-wide physical education quality system, and its physical education quality model is representative. The subjects of the survey are students who have taken physical education courses in two universities. According to the students' grade, major, and gender distribution, this study randomly selects students to accept questionnaire surveys.

Methods of statistical analysis: This study uses the PLS method to calculate the model. In order to test the reliability and validity of the data obtained, this study uses SPSS19.0 software to analyze the reliability and validity of the questionnaire, uses the Cronbach a coefficient to test the reliability of the questionnaire, and uses the KMO and Bartlett sphere test to analyze the validity of the questionnaire. The results show that the Cronbach a coefficient of each dimension and the overall is greater than 0.7, indicating that the questionnaire has high reliability; the overall KMO coefficient is greater than 0.8, and the Bartlett sphere test Sig. is less than 0.01, indicating that the questionnaire has high efficiency.

Results: This study uses SMARTPLS3.0 software to calculate the common factor (H^2), multivariate correlation square (R^2) and redundancy (F^2). The results are shown in Table 1.

The largest H^2 is the evaluation system (0.769), the smallest is the value perception (0.501), and the overall common factor is 0.628, indicating that the model's structural variable measurement effect is acceptable, and the observed variables have a better predictive ability for the corresponding structural variables. The R^2 of the evaluation system is as high as 0.761, indicating that the proportion of the evaluation

system explained by the school image, student expectations, quality perception and value perception has reached 76.14%, indicating that the model has high rationality. The redundancy of the entire model is 0.332, which is higher than the standard 0.325. Therefore, the model has a strong predictive ability and a better fitting effect.

Table 1. Results of the fit degree analysis.

Metric	H^2	R^2	F^2
School image (1)	0.596	-	–
Studemt expectations (2)	0.652	0.758	0.494
Quality perception (3)	0.682	0.531	0.362
Value perception (4)	0.501	0.639	0.320
Evaluation system ($)	0.760	0.761	0.495
Studemt loyalty (m)	0.584	0.561	0.328
Oveall	0.628	0.524	0.332

This study uses SMARTPLS3.0 software and Bootstrapping method to test the path coefficient of the model, and judges whether the path coefficient is significantly non-zero based on the value of r. If $|r|>1.96$ ($a = 0.05$, $df(x)$) is satisfied, it is significant; on the contrary, if $|r|<1.96$ (a=0.05, df(e)), it is not significant. The revised model was re-tested, and the results showed that the fitting index did not change much, but most of the path coefficients were improved, and all passed the significance test ($|r|>1.96$), indicating the revised model The structure is more reasonable.

Conclusions: On the basis of the higher education evaluation system model, the university physical education quality evaluation system model was constructed, using the results of a questionnaire survey of 2052 students who have participated in the physical education quality project of two typical universities in a certain city, using the PLS-SEM method An empirical analysis was carried out, and the results showed that: student expectations, quality perception, and value perception all have a direct and positive impact on the evaluation system, and the evaluation system has a direct and positive impact on student loyalty; the school image has a direct and positive impact on the quality evaluation system of college physical education teaching There is no direct impact, but an indirect impact through student expectations; the evaluation system directly and positively affects student loyalty. The evaluation system mainly originates from two aspects: one is the direct utility produced by students' expectations and quality perception, and the other is the indirect utility produced by students' expectation through influencing quality perception and value perception. According to the research conclusions, suggestions are made for improving the quality of physical education in colleges and universities.

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THE WAYS TO IMPROVE THE SERVICE QUALITY OF CULTURAL CENTERS FROM THE PERSPECTIVE OF BEHAVIORAL PSYCHOLOGY

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Background: The satisfaction of the visitor is equal to the experience value of the patient minus the value of the improvement path of the visitor. If the visitor's experience and feeling exceed the visitor's promotion path, the visitor will be satisfied and happy; on the contrary, if the visitor's experience and feeling is lower than the visitor's promotion path, the patient will be dissatisfied and even complain. The cultural center must understand the visitor's improvement path, demand for the cultural center service and its satisfaction; it must guide the visitor's expectations, so that the visitor correctly understands the level of my country's economic development and cultural center level, their own actual situation and economic affordability, Form a rational cultural museum consumption and a more realistic improvement path. This research investigates the improvement path of visitors to the cultural center's service attitude and service quality, in order to provide reference materials for the cultural center management.

Subjects and methods: Take all visitors to a cultural center in a certain city for three consecutive days as a sample. According to the general requirements of research ethics, all the enrolled subjects were