

twice the result with half the effort.

(3) Cultivate good psychological quality and establish harmonious interpersonal relationship and atmosphere. Secretary involves a wide range of work, often dealing with superiors and subordinates, which requires the secretary in the work of training, maintain a good attitude, to maintain a positive and optimistic attitude.

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THE APPLICATION OF COGNITIVE PSYCHOLOGY IN ENGLISH GRAMMAR TEACHING IN COLLEGES AND UNIVERSITIES

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Background: Cognitive psychology in a broad sense is used to study human higher mental processes, especially cognitive processes, including attention, perception, representation, memory, creativity, speech and thinking. In the narrow sense, cognitive psychology is equivalent to contemporary information processing psychology, which studies cognitive process from the perspective of information processing. Different from behaviorist psychology, cognitive psychology studies internal mechanisms and processes that cannot be directly observed, such as memory processing, storage, extraction and memory changes. To study cognitive process from the perspective of information processing is the core of cognitive psychology, which is equivalent to information processing psychology. It regards human as an information processing system, and considers cognition as an information processing process, including the whole process of encoding, storing and extracting sensory input. Human cognition can be broken down into stages. Each stage is a unit that performs certain operations on the input information, and the reaction is the product of this series of stages and operations. The components of an information processing system are all related to each other in some way. Based on the above analysis, it can be concluded that cognitive psychology can be used to design relevant teaching process system in college English grammar teaching. With the progress and development of the society, the demand for English talents in various fields is also increasing, so it is very important to cultivate students' English application and communicative ability. Grammar is the foundation and necessary component of English subject, and English grammar teaching plays an important role.

This study mainly USES cognitive psychology analysis of psychological conditions of college teachers and students, teachers and students with attention in grammar learning process as the object, through mining the concentration distribution, transfer, characteristics such as long as the foundation, design the teaching process and management process, testing and evaluation, so as to improve the effect of college English grammar teaching from various angles.

Subjects and methods: In this paper, we study the process of college English grammar teaching from the viewpoints of both teachers and students, using the theory of cognitive psychology analysis of teachers and students in the process of learning grammar attention assignment, transfer, length and other characteristics, combined with the characteristics of the analysis results to design the teaching process, test and evaluation process management process, the teaching effect.

Study design: Research on college English grammar teaching can be divided into three parts of teaching, management, examination and evaluation, after creating the teaching process through the construction of teachers and students to understand the psychological classification model, using management process supervision and the related behaviors of teachers and students, and out of the classroom performance, task involvement, the teaching effect, grades, etc, to generate comprehensive evaluation results.

Methods of statistical analysis: After designing relevant teaching modules, management modules, and teaching effect detection and evaluation modules, the study puts them into practical application, and verifies the teaching effect of college English grammar teaching process with the application of cognitive psychology through a diachron-comparative experiment. A total of 300 students and 20 teachers were selected. These students were evenly divided into experimental group and control group, and teachers were equally divided into experimental group and control group. Among them, the experimental group applied cognitive psychology theory in the teaching process, while the control group did not apply cognitive psychology theory in the teaching process. Three times of evaluation data were randomly selected for analysis, and independent sample T-test was used. The two samples to be compared were required to be independent of each other and there was no pairing relationship. The confidence interval was set as 0.96, and the significance level was 0.05. Because the sample size was more than 50, the T value was 1.645.

Results: The relevant evaluation results of students and teachers in different groups are shown in Table

1 and Table 2:

Table 1. Test results of English grammar learning effect of different groups of students.

Test	Group	Average points/points	Value of <i>T</i>
First test	Experimental group	88.54	0.15
	Control group	88.08	
Second test	Experimental group	90.10	1.65
	Control group	88.84	
Third test	Experimental group	94.23	2.09
	Control group	90.06	

Table 2. Results of English grammar teaching effectiveness test for different groups of teachers.

Test	Group	Average points/points	Value of <i>T</i>
First test	Experimental group	93.54	1.66
	Control group	88.91	
Second test	Experimental group	95.10	1.73
	Control group	89.24	
Third test	Experimental group	98.05	1.95
	Control group	91.13	

As can be seen from Table 1, in the first test, the average score of the experimental group was slightly higher than that of the control group, but the *T* value was $0.15 < 1.645$, indicating that there was no significant difference in English learning effect between the two groups in the first test. In the second test, the *T* value of the experimental group was $1.65 > 1.645$, indicating that the results of the two groups were different. In the third test, the scores of the experimental group were significantly higher than those of the control group, indicating that the students in the experimental group had better grammar learning results.

Table 2 shows that in the three tests, the *T* value of the experimental group is always greater than 1.645, indicating that the average score of the experimental group teachers is always higher than that of the control group, indicating that the experimental group teachers have better grammar teaching effect.

To sum up, it is effective to apply cognitive psychology to English grammar teaching in colleges and universities, but the specific methods and application methods still need to be further studied.

Conclusions: Cognitive psychology attempts to unify all cognitive processes. It believes that cognitive phenomena such as attention, perception, memory and thinking are interwoven together, and understanding one group of phenomena helps explain another group of phenomena. Because of their interdependence, it is possible to discover a unified processing pattern of human cognitive processes. Because of this, the application of cognitive psychology to English grammar teaching in colleges and universities has produced effective results, which further expands the application scope of cognitive psychology.

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THE INFLUENCE MECHANISM OF E-COMMERCE USERS' DECISION-MAKING FROM THE PERSPECTIVE OF CONSUMER PSYCHOLOGY

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Background: Consumer psychology is an important branch of psychology, its purpose is to study people in the process of life consumption, in the daily buying behavior of psychological activities and personality psychological characteristics. Consumer psychology of learning content including psychological activity in the consumer, the consumer's personality psychological characteristics, the psychological factors affecting consumer behavior, consumer buying process of psychological activity, the social environment's influence on consumer psychology and consumption trend and consumption psychology, commodities and consumer psychology, marketing, communication and consumer psychology and so on. It can be said that any kind of consumption activity contains both consumer psychological activities and consumer behavior. Accurately