

It can be seen in terms of evaluation methods, repeated, cross-use and self-evaluation, mutual evaluation, main evaluation and so on are made up by the dynamic structure of diagnostic evaluation, formative assessment and finality evaluation, so that form a teaching evaluation system of evaluation content, evaluation type and evaluation body with three-dimensional integration, as shown in Figure 2.

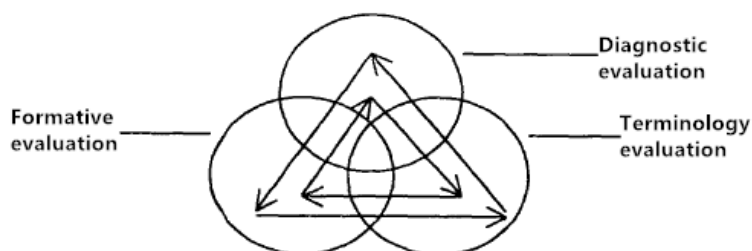


Figure 1. The structure model of College Mathematics Teaching

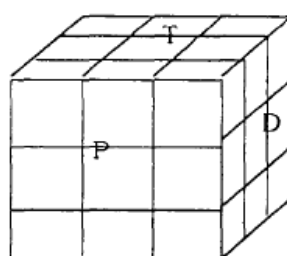


Figure 2. Teaching evaluation system model

Results: From the perspective of the structure of the teaching evaluation system and the content of the evaluation model, the purpose of mathematics teaching in colleges and universities is to cultivate students' mathematical theory literacy and mathematics application ability, so that students can give full play to their subjective initiative in the learning process. The guiding effect of the teaching evaluation system on mathematics teaching in colleges and universities is mainly reflected in the following aspects:

First of all, in terms of teaching methods, a reasonable and scientific evaluation system of mathematics teaching in colleges and universities should start from both psychological and educational aspects, paying attention to students' emotions, interests and other non-intellectual factors in order to create a good teaching environment for students. In the teaching process, teachers should design problem situations based on the abstract and logical characteristics of university mathematics courses, guide students to actively study and think, and stimulate their interest in learning.

Secondly, college mathematics teaching should emphasize the training of mathematical thinking methods and the connection and application of knowledge. This article attempts to establish a mathematics curriculum evaluation method that combines process evaluation and summative evaluation. Specifically, the process evaluation of mathematics courses can be carried out through periodic tests, extracurricular activities, mathematical modeling experiments, etc.

Conclusions: Teaching evaluation is a new subject. Reasonable evaluation methods have important enlightenment to mathematics teaching. It is the most important way to objectively and fairly evaluate teaching and learning, and it is also an important content of promoting education reform. Let students acquire good emotions, attitudes, values and other mathematical cultural literacy through mathematics learning, and also promote teachers to adopt appropriate teaching methods to realize curriculum reforms in teaching, and promote students to achieve better self-development. It can mobilize and encourage students' enthusiasm for active learning, and is conducive to cultivating students' innovative spirit and practical application ability of mathematical knowledge, so as to adapt to the requirements of the era of knowledge economy.

* * * * *

APPLICATION OF THINKING LOGIC BARRIER COURSE IN THE MANAGEMENT OF COLLEGE STUDENTS' MENTAL HEALTH EDUCATION

Zhangjun Pang

Organization Department, Nanjing University of Information Science and Technology, Nanjing 210044, China

Background: relevant research results show that students of different ages have different degrees of psychological disorders, and their manifestations are also very different. Some people are grumpy, while others are conceited and willful. And their physiological age is often very different from their normal actual age. Therefore, strengthening students' mental health education is a very important and arduous task. In recent years, many media have reported many adverse events caused by contemporary students' mental health education, which has caused great social repercussions. Therefore, whether from the perspective of social stability or from the perspective of students' mental health development, it is of great importance to carry out mental health education for contemporary students. However, at this stage, there are still some significant problems in college students' mental health education in China. First, students pay insufficient attention to mental health education. At present, many students focus their energy on their main business and rarely consider their mental health problems. On the other hand, although some college students choose mental health courses, more and more students do not pay enough attention to the teaching content of mental health because the classroom assessment of such courses is relatively simple compared with the final assessment, even there are a lot of absenteeism in their classroom, which is also one of the reasons for the problems of students' psychological quality. In addition, in many colleges and universities, the courses related to mental health are only elective courses, which makes students have the idea that "only those with psychological problems will learn these courses". Another point is that many schools think that it is enough to properly add relevant knowledge to the classes of other nonprofessional courses, but under this mode, schools do not set up special courses to explain mental health-related knowledge to students.

On the other hand, some students also have some thinking obstacles, which is one of the reasons for their mental health problems. Based on this, this study focuses on analyzing the impact of students' thinking barriers on College Students' mental health education.

Objective: To explore whether to consider the problem of students' thinking logic disorder, which has an impact on the management of college students' mental health education. Specifically, it is to integrate the content of students' thinking logic disorder coping strategies in college mental health education, and analyze the changes of students' psychological symptoms.

Objects and methods: four colleges and universities were randomly selected from China, and then 200 non psychology major college students were randomly selected from these colleges and universities as the research objects. They were evenly divided into experimental group and control group. The experimental group was given mental health education integrating students' thinking logic obstacles and countermeasures, and the control group was given only traditional college students' mental health education. The teaching experiment lasted for 4 weeks. Before and after the experiment, a questionnaire survey based on SCL-90 symptom checklist was conducted for all the students participating in the experiment to compare and analyze the changes of psychological state of the two groups of students at two times.

Results: after completing two questionnaires, the questionnaire data were counted and table 1 was obtained. Note that all measurement data in Table 1 are displayed in the form of mean \pm standard deviation, and t-test is conducted for them, and the significance level is set to 0.05.

Table 1. Investigation results of SCL-90 scale of two groups of students after the experiment

Project	Experimental group (n = 100)	Control group (n = 100)	t value	P value
Somatization	1.30 \pm 0.62	1.37 \pm 0.70	1.053	<0.05
Obsession	1.22 \pm 0.63	1.43 \pm 0.61	2.573	<0.05
Susceptibility	1.02 \pm 0.55	1.23 \pm 0.51	0.639	<0.05
Depressed	1.15 \pm 0.83	1.62 \pm 0.62	0.442	<0.05
Anxious	1.18 \pm 0.44	1.39 \pm 0.45	1.171	<0.05
Hostile	1.57 \pm 0.47	1.55 \pm 0.57	3.185	>0.05
Terror	1.45 \pm 0.48	1.46 \pm 0.55	0.929	>0.05
Paranoid	1.52 \pm 0.61	1.50 \pm 0.72	1.336	>0.05
Psychotic	1.20 \pm 0.48	1.29 \pm 0.46	0.319	<0.05

It can be seen from Table 1 that the average score data of students in the experimental group on somatization, obsessive-compulsive disorder, sensitivity, depression, anxiety and psychotic factors after mental health education integrating students' coping strategies for thinking logic disorders are significantly

lower than those in the control group, and the p value of t-test output of the corresponding data of the two groups is less than the significant level, which is considered that the data difference is statistically significant. The P values of the average scores of students in the experimental group and the control group on the three factors of hostility, terror and paranoia after t-test are greater than the significance level of 0.05. It is considered that the data difference is not statistically significant.

Conclusions: in recent years, with the rapid development of science, technology and economy in China, people are facing more and more pressure in work and life, and their psychological tolerance has decreased. This phenomenon occurs not only among adults in society, but also among college students. Moreover, some college students have some thinking obstacles, its psychological symptoms are more serious. Therefore, this study studies the role of thinking logic disorder coping strategy knowledge in mental health education in colleges and universities. The results show that integrating thinking logic disorder coping strategy knowledge in mental health education will help to improve students' psychological adverse symptoms in somatization, obsessive-compulsive disorder, sensitivity, depression, anxiety and psychosis. However, it has no obvious effect on improving the adverse psychological symptoms of hostility, terror and paranoia.

* * * * *

RESEARCH ON CONSUMERS' MONEY MANAGEMENT PSYCHOLOGY IN FINANCIAL MARKET

Min Shu¹ & Ting Zhou²

¹*Business College, Hunan Women's University, Changsha 410000, China*

²*Changsha Foreign Tourism Vocational School, Changsha 410000, China*

Background: With the vigorous development of economy, more and more people invest in financial management. When financial consumers collect the information of the financial market, they cannot fully collect all the information. When financial consumers analyze and process this information, there will be deviation in value judgment due to various reasons, and this phenomenon will be affected by some psychological factors. Cognitive deviation will lead to poor behavior such as blind self-confidence, herding behavior, loss aversion, psychological account and so on. Because of this behavioral bias risk, financial consumers often hesitate. Nowadays, there are few research results on financial management, lack of understanding of financial benefits and risks, especially in behavioral finance based on psychology, and do not pay attention to the impact of financial consumers' cognitive bias on financial management. Cognitive bias is generally divided into five kinds: representative heuristic bias, availability heuristic bias, anchoring and adjustment bias, emotional heuristic bias and framing dependence bias. The irrational investment behavior of consumers will hinder the business operation of commercial banks and is not conducive to the capital flow of commercial banks. Most of the financial products in the market focus on the rate of return, and lack of thinking about the impact of consumer demand and psychological factors on purchase decisions. At present, the types of financial management are generally divided into savings, gold speculation, funds, insurance, P2P, stock speculation, stocks and bonds. Among these financial management types, insurance, fund and stock are the financial management types loved by financial consumers. The diversification of financial management types promotes the change of financial management concept of financial consumers.

Objective: To improve the financial products in the financial market from the perspective of behavioral finance, enhance the practicability of finance, promote financial consumers' understanding of cognitive bias, make financial consumers aware of their financial purchase behavior bias and make corresponding adjustments, so as to reduce the impact on their financial purchase decisions. Through the research of cognitive bias based on behavioral finance, we can reduce the financial loss of financial consumers and the better development of financial market.

Research objects and methods: Taking financial consumers as the research object, the research objects are divided into gender, age, financial education, financial purpose, financial type, economic status, risk preference and education. The cognitive bias and behavioral bias of financial consumers are studied in the form of questionnaire. The distribution place of the questionnaire is set in each bank business outlet. The number of questionnaires distributed, the number of questionnaires recovered and the number of effective copies is 300, 289 and 282 respectively. The questionnaire recovery rate and questionnaire efficiency are 96.30% and 94.00% respectively. Before analyzing the results of the questionnaire, check the reliability and validity of the questionnaire. Through the statistical analysis of the survey results of the effective questionnaire by SPSS software, this paper studies the correlation between the cognitive bias and purchase behavior bias of financial consumers.

Results: SPSS software was used for regression analysis of the survey results, and the results are shown in