

Number	Input strategy	Whether to adopt	Regression coefficient <i>B</i>	Standard deviation <i>SD</i>	<i>P</i>	OR	95%CI
1	Improve the mental health education ability of physical education teachers	Yes	-1.864	0.462	0.014	0.524	0.095-1.205
		No	-	-	0.009	-	-
2	Schools and teachers are required to pay more attention and material investment	Yes	-1.387	0.692	0.007	0.715	0.124-2.461
		No	-	-	0.018	-	-
3	Reform the teaching methods of physical education in colleges and universities	Yes	-0.527	0.614	0.024	0.152	0.028-1.529
		No	-	-	0.013	-	-

In the machine learning regression model with reasonable processing of original data, the regression coefficient can also be understood as the importance coefficient of each feature to improve the accuracy of model prediction results. It can be seen from Table 1 that strategies 1, 2 and 3 are protective factors to regulate college students' psychological anxiety, and the absolute value of the importance coefficient of strategy 1 is the largest, followed by strategy 2, which shows that the two methods of improving physical education teachers' mental health education ability and requiring schools and teachers to increase attention and material investment have the best effect on Improving college students' psychological anxiety.

Conclusions: Due to the increasing pressure of employment competition and academic difficulty, the psychological anxiety of college students in large countries has become more and more serious in recent years. In college physical education, the teaching mode of integrating mental health education and collaborative education can alleviate college students' psychological anxiety without significantly changing college education planning. In order to verify the role of various sports and mental health collaborative education strategies proposed in this study, a machine learning regression model based on the GBDT algorithm is constructed, and the relevant data purchased from third-party data trading institutions are input for training. The model training results show that the three methods of "improving the mental health education ability of physical education teachers", "requiring schools and teachers to improve their attention and material investment" and "reforming the teaching methods of college physical education" all help to improve college students' psychological anxiety, and the effect of the first strategy is the best.

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MATHEMATICS TEACHERS' VIEWS ON MATHEMATICS AND MATHEMATICS EDUCATION FROM THE PERSPECTIVE OF PSYCHOLOGY

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Background: Educational psychology is a compound discipline that applies traditional psychological theories and methods to human education. Its research focus is to optimize courses and teaching methods to stimulate students' learning enthusiasm and help students face various challenges and difficulties in the process of growth. However, educational psychology does not only use traditional psychological methods and theories to explain the psychological phenomena in education, nor does it study the psychological activities of the educated party and the professor in the process of education as general psychological activities, but to explore the exchange process of students' internal and external information and the law of psychological changes caused by it in the teaching environment.

The view of mathematics can be simply regarded as the sum of mathematics teachers' attitudes, views and views on the mathematics subjects taught. The view of mathematics education can be understood as the views and opinions of teachers in mathematics teaching activities. The connotation of mathematics view and mathematics education view overlap, but they are not the same. The former has a larger scope, and the latter is only limited to mathematics education. Mathematics teachers' views on mathematics and

mathematics education will directly affect teachers' teaching behavior. For most students, mathematics is a subject with great difficulty in learning. Therefore, mathematics teachers should master a certain degree of educational psychology knowledge, so that they can be more acutely aware of students' psychological state and learning status in the teaching process, so as to adjust teaching contents and teaching methods, and eliminate students' anxiety, depression and anxiety caused by difficult understanding in time negative emotions such as fear.

Objective: After studying the mathematics education literature and educational psychology data in universities and middle schools at home and abroad in recent 5 years, a comparative teaching experiment was designed and implemented to verify whether adjusting teachers' views on mathematics and mathematics education from the perspective of students' psychology can help improve students' mathematics learning ability and learning effect. Therefore, it provides some suggestions supported by empirical materials to promote the reform of mathematics teaching in compulsory education and higher education in China.

Objects and methods: A representative university was selected from China, and then 82 non mathematics majors were randomly selected as the research objects. Before the experiment, the research objects were evenly divided into experimental group and control group, with 41 students in each group. The basic information statistics related to the experiment were carried out for the students after the grouping. Note that the measurement data in the study are displayed in the form of mean \pm standard deviation, and *t*-test is performed. The counting data is described in the form of number of cases or percentage, and chi square test is used. The significance level of difference is 0.05. After the beginning of the experiment, mathematics teaching with the same knowledge content was carried out for both groups of students, and the teaching methods, teaching environment and teaching time were adjusted to the same degree. Before teaching the experimental group, teachers need to carry out special training on psychological knowledge, and then require teachers to use educational psychology methods to think and analyze students' psychological situation as much as possible when teaching the students of the experimental group, and adjust the teaching content and teaching methods in real time according to their psychological situation. Students are required to take a math test before and after the experiment, and collect a variety of math ability data of each student from teachers (judged by teachers according to students' test results).

Results: The scores of multiple mathematical abilities of students in the two groups before and after the teaching experiment are counted, as shown in Table 1.

Table 1. Scores of various mathematical abilities of the subjects before and after the experiment

Test time	Group	Logical thinking ability	Computing power
Before experiment	Experience group	3.42 \pm 0.32	3.72 \pm 0.24
	Control group	3.41 \pm 0.28	3.72 \pm 0.22
	<i>P</i> value	0.804	1.001
After the experiment	Experience group	3.86 \pm 0.18*	3.74 \pm 0.13
	Control group	3.42 \pm 0.31	3.73 \pm 0.25
	<i>P</i> value	0.000	0.709

Note: * in Table 1 represents the data difference of corresponding statistical items before and after a group of experiments, which is statistically significant.

Each mathematical ability is quantified by five points, i.e., integer 1, 2, 5. They represent poor, relatively poor, normal, relatively good and good respectively. It can be seen from Table 1 that before the experiment, there was no significant difference in each mathematical ability between the two groups, but after the experiment, the logical thinking ability of the experimental group was significantly different from that of the control group, but the calculation ability of the experimental group was not significantly different from that of the control group and the experimental group before the experiment.

Conclusions: In order to improve the efficiency and quality of mathematics education in China's education system, this study attempts to explore the application of psychological theories and methods to mathematics classroom teaching, and designs a comparative teaching experiment. The experimental results show that teachers are required to analyze their own psychological state and learning state from the perspective of students as much as possible in the process of teaching the experimental group, so as to adjust the teaching methods and contents. The average score of logical thinking ability of students in the experimental group after the experiment is significantly higher than that of the control group and the experimental group before the experiment. The experimental results show that the conjecture put forward in the study "from the psychological point of view of students' education, adjusting the mathematics view and mathematics education view of mathematics teachers will help to improve students' mathematics

learning ability and mathematics knowledge learning effect”, which is generally correct.

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MITIGATION STRATEGIES OF EMPLOYMENT ANXIETY OF LOGISTICS PROFESSIONALS UNDER THE BACKGROUND OF DOUBLE HIGH CONSTRUCTION

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Background: Anxiety disorder, also known as anxiety neurosis, is a common disease in neurosis. It can be generally divided into two types: chronic anxiety (also known as generalized anxiety) and acute anxiety (also known as panic attack). The main clinical manifestations of chronic anxiety disorder are emotional symptoms, autonomic nerve symptoms and motor anxiety. The main clinical manifestations of acute anxiety are feeling of dying, feeling out of control, chest tightness, palpitation, shaking of the whole body and so on. There are two mainstream treatment methods for anxiety disorder: drug treatment and non-drug treatment. The former generally uses diazepam drugs and antidepressants, which have quick effect but short duration, and do not cure the symptoms. The latter refers to the use of professional psychotherapy to change patients' cognitive habits and thinking habits, so as to achieve a radical effect, which is also a more commonly used treatment method.

In recent years, with the substantial increase of competitive pressure in China's logistics industry, the profit space of small and medium-sized enterprises in the industry has been reduced, resulting in the employment pressure of talents in the logistics industry. In this context, students majoring in logistics in higher vocational colleges will inevitably worry about their “unemployment upon graduation”, resulting in employment anxiety and even anxiety disorder. At the same time, after the State Council issued the implementation plan of national vocational education reform in 2019, the “double high construction” requiring higher vocational colleges to build high-level professional courses has gradually become the key goal to lead the construction and development of higher vocational colleges. If higher vocational colleges reasonably integrate industrial development and industrial talent demand in the process of building high-quality logistics specialty, it will significantly improve the employment competitiveness of logistics professionals and their attraction to recruitment units, so as to alleviate the employment anxiety of logistics professionals.

Objective: To put forward the methods of optimizing the training of talents in logistics majors combined with the actual employment needs of logistics professionals and the connotation of “double high plan”, and design experiments to verify whether these methods can effectively improve the employment situation of logistics professionals and alleviate students' employment anxiety.

Objects and methods: A representative higher vocational college is selected from China. 206 students majoring in logistics who are about to graduate from the school are randomly selected as the research objects. The research objects are evenly divided into reform group and normal group. First, the baseline information statistics of the two groups of students are carried out, and then the significance of the difference of basic information between the two groups of students is tested. Then conduct a comparative teaching experiment. The teaching courses are the same professional courses in the current syllabus, but the teaching materials of the reform group are jointly prepared by backbone teachers and experts in the industry. The teaching teachers belong to the type with rich enterprise work experience. Before teaching, teachers should analyze the current situation of the industry and the recruitment psychology of enterprise personnel in detail. And the skills and knowledge skills that will help students find jobs are interspersed into the teaching process. In the process of teaching, teachers should pay attention to students' psychological status and answer the problems that will cause students' employment anxiety in time. In addition, before and after the experiment, a questionnaire survey should be conducted for all students. The survey content is the test questions designed by the research team about the employment anxiety of logistics students.

Results: After the experiment, the collected data were screened, and then the effective data were entered into the computer, and SPSS22.0 statistical data, the measurement data is displayed in the form of mean \pm standard deviation, and *t*-test is carried out. The counting data is displayed in the form of number or proportion of number, and chi square test is carried out. The difference significance level index is determined as 0.05, and Table 1 is obtained.

Table 1. Comparison of employment anxiety levels between the two groups of students before and after the experiment