

Results: The rural employment identity of the surveyed students are shown in Table 1.

Table 1. Identity score

Identity description	Average score	Quantity
Do you like to develop professional knowledge in rural areas	3.96	300
Are you satisfied with the prospect of rural career development	3.91	300
Are you willing to engage in rural related occupations in the future	3.27	300
Overall average score	3.71	-

The scores of the sense of identity in Table 1 range from 1 to 5, indicating that the views are very positive, relatively positive, general, relatively negative and very negative respectively. It can be seen that the overall score of the sense of identity in rural employment is between general and relatively positive, with an average of 3.71 points. Among them, whether they like the professional knowledge of rural development and whether they are satisfied with the prospect of rural career development have reached more than 3.9 points, close to the relatively positive score.

Conclusions: In the harsh employment environment in the city, college students close to graduation are prone to serious anxiety, and the rural employment policy of college students under the rural revitalization strategy solves the source of students' anxiety from an objective point of view by solving the problem of college students' employment. After the analysis of professional identity, professional optimism and anxiety psychology in Jinguo, the results show that students maintain a relatively positive attitude towards rural employment, indicating that rural employment is one of the effective ways to solve college students' employment anxiety symptoms from the perspective of rural technology demand and college students' willingness.

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REFORM AND DEVELOPMENT OF EDUCATIONAL MANAGEMENT SYSTEM FROM THE PERSPECTIVE OF COGNITIVE PSYCHOLOGY

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Background: Cognitive psychology is a theory that focuses on the cognitive process in the process of individual growth. Cognitive psychology emphasizes that learning is the process of forming the knowledge structure. This process not only includes the absorption of knowledge, but also includes the internal processing and cognition of individual forces to a certain extent through the stimulation of the external environment. In this process, biased cognition may affect the growth path of individuals, and then have a serious impact on individual behavior. The student period is an important period for the sound development of individual personality. In the student stage, the individual's cognition of the world is not perfect and is easy to be misled by the external environment. With the growth, all kinds of psychological obstacles and psychological troubles gradually increase. If they are not dealt with, it is easy to lead to a certain degree of deviation in students' life cognition and world cognition, and finally lead to individual behavior deviation, Affect the lives of individuals and others. The traditional education management system is lack of attention to the cognitive psychology in the process of individual growth in the process of education, such as the backward educational organization structure in the field of psychology. The professional level of staff to solve students' psychological problems needs to be improved. The curriculum system lacks relevant courses to guide students' cognitive psychology and correct values. The overall education system lacks the characteristics of keeping pace with the times. The regulatory system is not sound enough and other characteristics need to be reformed and improved. In dealing with students' psychological growth, we

should not neglect management, but should adopt professional and targeted management. In this way, we should establish a relatively perfect mental health education system, teach students' professional knowledge and maintain students' personal psychological state and cognitive direction, through curriculum allocation, staffing, systematic supervision structure and system reform to cultivate students' good comprehensive physical and mental quality and promote the unified development of students' body and mind.

Objective: This study examines the modern education management system from the perspective of cognitive psychology, and on this basis, reforms the education management system without psychological education, so as to provide the correct development direction for students' psychological growth and improve students' comprehensive physical and mental quality.

Subjects and methods: This study mainly uses the methods of interview and factor analysis to collect data on students' psychological status and teachers' and students' views on the current education management system, and on the basis, establish the foundation for the reform of education management system under cognitive psychology.

Study design: This study selects freshmen from a university as the survey object. The age of the survey object is basically between 16 and 23 years old. The relevant data collection begins in the 8th week after freshmen enters the school.

Methods: SPSS17 was used in data analysis to make statistics and analysis of students' personality characteristics and psychological state.

Results: The psychological scores in the education management system are shown in Table 1.

Table 1. Teacher score statistics

Project	Mean score	Standard deviation of score
Mental health publicity	11.48	1.12
Importance of mental health	6.94	1.53
Importance of psychological counseling	6.35	0.86
Implementation degree of psychological counseling	3.99	1.13
Teachers' self-mental health assessment	7.93	1.46
Management system of mental health education	4.38	1.38

In Table 1, the average score of mental health publicity is the highest, reaching 11.48 points. It can be seen that in the view of teachers, the construction of mental health publicity is the most insufficient, followed by the attention to mental health, which is 6.94 points. Among them, the average score of the implementation degree of psychological counseling is the lowest, which shows that the implementation of this aspect is relatively in place.

Conclusions: After decades of gradual development and improvement, the domestic education system has formed a relatively complete system and norms, but new problems are still emerging one after another. Students in the new era have more obvious characteristics, so relevant reforms of the domestic education system are also needed to adapt to this characteristic. This study examines and reforms the domestic education management system from the perspective of cognitive psychology, so as to create an operation mode that pays more attention to students' mental health and cognitive tendency from the three levels of schools, teachers and students, so as to lay a foundation for building an education system that is more suitable for students' actual learning life and psychological state, and improve students' comprehensive physical and mental quality, provide psychological plans and solutions for the problems that students may encounter in the process of growth, and help students grow more healthily.

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APPLICATION OF HUMANIZED NURSING INTERVENTION IN THE NURSING OF SENILE EPILEPSY

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