

ideological obstacles in students' growth are mainly helped to re-establish the information processing mechanism through the reconstruction of thinking logic system. Among them, applied linguistics, as an important way of thinking logic reconstruction, has gradually been supported by a large number of psychologists.

Applied linguistics is a branch of linguistics. In its early application, applied linguistics was mainly introduced into the problem construction and solution of other disciplines. Through language processing of other disciplines, the problems were resorted to determine the primary and secondary relationship in the problems, so as to facilitate the solution of the problems. At present, applied linguistics can be divided into language teaching, the establishment of standard language, book compilation and translation. With the gradual application of Applied Linguistics, a large number of research applications have also appeared in the links of students' thinking logic obstacles. Facing the lack of language expression ability caused by students' thinking logic obstacles, some studies have proposed that language teaching in applied linguistics can effectively alleviate it, but some studies have pointed out that the improvement effect of Applied Linguistics on the expression ability of students with thinking logic obstacles is limited. On this basis, in order to understand the practical application effect of applied linguistics, this study deeply discusses the influence mechanism of applied linguistics on the expression ability of students with thinking logic disorder, in order to provide relevant reference for the treatment of students with thinking logic disorder and ensure the healthy growth of students.

Objective: By analyzing the positive role of applied linguistics in the recovery of thinking logic disorder, this paper evaluates the impact of applied linguistics on the expression ability of students with thinking logic disorder, puts forward suggestions for the healthy growth of Chinese students, and also provides theoretical support for the development of psychology in China.

Study design: Select 100 students from primary school, middle school and university to participate in the survey, design a questionnaire to evaluate the thinking and logic ability of all students, screen the students with thinking and logic obstacles, and evaluate the expression ability of the students with thinking and logic obstacles. Applied linguistics is used to cultivate the expression ability of students with thinking logic disorder for 6 months. After 6 months, the expression ability of students is evaluated for the second time, and the differences between the two evaluation results are compared and analyzed.

Results: There were 27, 16 and 11 students with thinking and logic disorders in primary school, middle school and university respectively. The expression ability of the above students was evaluated, and the language expression ability of students was cultivated by using applied linguistics. After 6 months, the evaluation results of students' expression ability were statistically analyzed again. The difference between the two scores of expression ability was statistically significant ($P < 0.05$). And the score of the second evaluation is higher than that of the first, as shown in Table 1.

Table 1. Changes in students' expression ability

Group	The first time	The second time	<i>P</i>
Pupil	45.67±2.37	65.62±2.75	<0.05
Middle school student	57.32±2.06	70.57±2.36	<0.05
College student	68.26±1.97	76.88±2.04	<0.05

Conclusions: In the process of establishing a logical system, students will inevitably be guided by a variety of logical obstacles, which will inevitably lead to a variety of thinking errors in the process of establishing a logical system. The emergence of thinking logic disorder completely affects students' language expression ability, so it is very important to treat students' thinking logic disorder. It is found that applied linguistics plays a significant positive role in the cultivation of language expression ability of students with thinking logic disorder, and can alleviate the problem of patients with thinking logic disorder to a great extent. In the process of students' growth, parents and teachers should pay close attention to students' thinking and logic ability, judge students' language expression ability, and intervene students with ideological and logical obstacles to ensure their healthy growth and development.

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IMPACT OF COLLEGE EDUCATION INFORMATIZATION CONSTRUCTION ON STUDENTS' ANXIETY UNDER THE BACKGROUND OF BIG DATA

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Background: There are many and miscellaneous teaching contents in colleges and universities. Generally speaking, college students will study multiple disciplines during the semester. The purpose is that colleges and universities hope to cultivate students' comprehensive quality and ability and provide basic educational support for national talent training. However, in college teaching, some students are difficult to meet the teaching requirements of the school, and they will have anxiety due to heavy learning tasks during their study. There are generally two main factors in the generation of students' anxiety psychology. The first is personal psychological factors. Students' psychological tolerance is poor. Therefore, when facing a variety of learning contents, there will be anxiety psychology and then anxiety. On the other hand, the unreasonable arrangement of teaching contents will also cause students' anxiety. From the current teaching situation, due to the continuous development of information technology, a large number of teaching contents are integrated into some information technology, so that teachers can realize concrete teaching in teaching. In information-based teaching, the teaching content will show a more complex logical relationship, resulting in improper connection between the contents, and students are more prone to anxiety. Therefore, how to reduce students' learning difficulty on the basis of improving the convenience of teaching in the information age is an urgent problem to be solved.

According to the current situation of information-based teaching, the main reason for the variety of teaching contents is that the teaching data processing is unreasonable. Therefore, building information-based teaching with multi data influence based on big data technology will effectively improve the previous unsatisfactory information-based teaching mode. In the construction of big data information-based teaching, we mainly use the advantages of big data to realize the data processing of teaching content. Big data is a database integrating a variety of teaching schemes and teaching data. Big data technology has certain data processing ability, which can identify and classify the teaching contents in information-based teaching and reduce the workload of teachers' teaching scheme formulation, and can ensure the accuracy of teaching content. The construction of information-based teaching scheme in the context of big data has gradually become the main means of basic teaching construction in colleges and universities in China, and some teachers have found in teaching practice that the information-based teaching constructed with the support of big data can affect the anxiety of classroom students and stimulate students' learning enthusiasm to a certain extent. Therefore, in order to more clearly understand the mechanism of college information teaching construction on the alleviation of college students' anxiety under the background of big data, more in-depth research is needed.

Objective: Understand the current situation of college students' learning anxiety psychology in college teaching, analyze the influence degree of students' anxiety psychology by teaching mode, explore the changes of college students' psychological anxiety emotion in the construction of college education informatization under the background of big data, and evaluate the improvement effect of college students' anxiety emotion, in order to provide theoretical support for college students' talent training.

Study design: 100 college students with psychological anxiety were selected to evaluate the anxiety of all students with SAS anxiety scale. 100 subjects were randomly divided into experimental group and control group, with 50 students in each group. The students in the experimental group were taught by the information-based teaching mode under the background of big data, and the students in the control group were taught by the conventional teaching mode for 6 months. Finally, the differences of college students' psychological anxiety scores before and after teaching were compared and analyzed.

Result: Before teaching, there was no significant difference in the anxiety score data between the two groups, which was not statistically significant. After receiving different teaching, the anxiety scores of the two groups of students were significantly reduced after teaching, and the difference was statistically significant ($P < 0.05$). In the comparison between the two groups, there was a significant difference in the anxiety score between the two groups after 6 months of teaching, and the anxiety score of the students in the experimental group was significantly lower than that in the control group ($P < 0.05$). See Table 1 for details.

Table 1. Changes of students' anxiety

Group	Before teaching	After teaching	<i>P</i>
Experience group	65.64±2.16	37.15±1.06	<0.05
Control group	67.39±2.13	52.48±1.37	<0.05
<i>P</i>	>0.05	<0.05	-

Conclusions: In college education, the control of students' anxiety can effectively improve students' learning ability and the overall quality of school teaching. Using big data technology to build an

information-based teaching model can effectively reduce college students' learning anxiety and actively promote students' learning ability. Therefore, in university teaching, we should make full use of information technology and optimize the construction in combination with the existing data processing foundation, which can effectively alleviate students' negative emotions, improve students' professional level and contribute to the development of talent training in colleges and universities.

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IMPACT OF THE IMPROVEMENT AND HIGH-QUALITY DEVELOPMENT OF INTELLIGENT LOGISTICS INFORMATION SYSTEM ON PEOPLE WITH COMMUNICATION AND ADAPTATION BARRIERS

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Background: Communication adaptation disorder refers to a psychological disease in which patients can not accurately understand others or express their thoughts in communication due to the obstruction of some factors, and cannot adapt to the communication environment. There are four main causes of communication barriers: language barriers, ideological barriers, emotional barriers and technical barriers. Language barriers refer to communication barriers caused by different language habits of both sides of communication, and ideological barriers refer to barriers caused by different values, educational backgrounds and other aspects related to thinking of both sides of communication. Emotional barrier refers to the communication barrier caused by bad psychology and emotion, and technical barrier refers to the barrier caused by the problem of communication media in the process of non-face-to-face communication. In modern society, the cooperation and connection between people are getting closer and closer, and communication barriers will greatly affect the efficiency of human communication. Although the concise and clear online operation mode of intelligent logistics information system has brought convenience to people, it has also removed a large number of communication links, which may not be conducive to the recovery of people with communication adaptation barriers. Therefore, this study will explore the impact of intelligent logistics information system on people with communication adaptation barriers.

Objective: To understand the composition, function and use mode of the current domestic main smart logistics system, and then design experiments to verify the impact of smart logistics system on people with communication and adaptation disabilities.

Objects and methods: All measurement type features in the study were displayed in the form of mean \pm standard deviation for *t*-test, and counting type features were displayed in the form of number or proportion of number for Chi-square test. The significance level of difference was taken as 0.05. Four intelligent logistics information systems with large application population were selected from China, and then 322 people with different degrees of cognitive impairment were selected as the research objects. They were divided into experimental group and control group, with 161 people in each group. First, make statistics on the basic information of the two groups, including the age, gender, work type, working years, marital status, etc. of the users in the two groups. After confirming that there is no significant difference in the basic information of the two groups, conduct a comparative experiment. The personnel in the experimental group are required to randomly select one from the intelligent logistics information system in 4, while the control group is required not to use the intelligent logistics system. The experiment lasted for 3 months. A questionnaire survey was conducted to all personnel before and after the experiment. The survey content was the symptom scale of communication adaptation disorder designed by the research team. The total score on the scale was 50. The severity of communication adaptation disorder of samples with scores in the range of [0,10], [10,20], [20,30], [30,40], [40,50] were asymptomatic, mild, moderate, mild severe. In addition, in the whole experimental process, it is necessary to ensure that there is no communication between all research objects, so as to avoid irrelevant experimental errors caused by mutual communication between research objects.

Results: The questionnaire survey results of the two groups before and after the experiment are shown in Table 1.