

## ANALYSIS ON THE INFLUENCE OF UNIVERSITY EDUCATION INFORMATIZATION TEACHING INNOVATION ON COLLEGE STUDENTS' ANXIETY UNDER THE BACKGROUND OF DIVERSIFICATION

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**Background:** In psychology, it is believed that college students are just at the boundary between school and society. Many college students can't calmly deal with the pressure of learning, economy, communication and love, passively avoid, and can't actively explore and solve problems, which leads to negative emotions such as complaint, anxiety and fear of difficulties, which seriously affects their physical and mental health. With the acceleration of social development, the social pressure that college students need to face also begins to increase. Under this social pressure, the mental health status of college students has become the main topic of social concern. It is undeniable that in the psychological changes of college students, more psychological problems are anxiety disorders. The conventional psychological anxiety relief program is to carry out psychological courses, instill relevant psychological knowledge into students, and help students understand the serious impact of negative psychological emotions. However, in the development of psychological curriculum, students' interest in psychological curriculum is not high, which leads to little effect of psychological curriculum on students' psychological counseling. In order to alleviate the psychological anxiety of college students, colleges and universities gradually begin to start with daily course teaching. The continuous development of information technology provides a new environment for course teaching. How to use information technology to realize information-based teaching to improve the teaching quality in daily course teaching and help alleviate college students' anxiety is of great significance.

The main purpose of information-based teaching in university education is to improve students' comprehensive ability, help students establish correct values and reduce the incidence of students' anxiety. University education informatization teaching is to use Internet technology to realize online and offline teaching and help students consolidate their professional knowledge. In the teaching innovation of educational informatization, student-centered diversified teaching has been widely used in the teaching innovation of colleges and universities. The use of diversified teaching can evaluate the current situation of students, teachers, school leaders and society, use the evaluation results to improve the teaching mode and improve the teaching mode step by step. Using diversification to carry out innovative evaluation of information-based teaching and improve the teaching mode can formulate more appropriate teaching plans at the student level, increase the frequency of students attending classes, improve students' learning enthusiasm and reduce students' pressure in learning. At the same time, in online teaching, students can choose the right time to study, and students can also feel a sense of freedom in their daily life. Many studies have pointed out that in university education information-based teaching, diversified evaluation can alleviate students' anxiety, but it is still not deep enough. Therefore, the research takes diversified evaluation as the background to explore the mechanism of university education information-based teaching innovation affecting college students' anxiety, so as to provide theoretical support for college students' psychological counseling.

**Objective:** This paper analyzes the influence of diversified evaluation of middle school students on the construction of university education information-based teaching innovation model, and discusses the influence of university education information-based teaching innovation model on college students' anxiety.

**Study design:** Taking a university as the main research object, two classes were selected from freshmen to seniors in the university for test and analysis. The two classes were randomly divided into experimental class and control class. Make statistics on the current situation of middle school students' anxiety in all classes, take students as the main body, adopt diversified evaluation to formulate the innovative mode of university education information teaching, adopt the innovative mode for teaching in the experimental class, and adopt the conventional teaching mode for teaching in the control class. The teaching duration is 5 months. Finally, make statistics on the professional achievements and anxiety of middle school students in different classes. All data were collected by SPSS22.0,  $P < 0.05$  was statistically significant.

**Results:** The comparison results of students in different classes in different grades are shown in Table 1. Table 1 shows that the anxiety scores of students in the experimental class in each grade are lower than those in the control class after teaching, and the improvement of professional scores of students in the experimental class is more obvious.

**Conclusions:** College students' anxiety is common in colleges and universities. Therefore, it is of great significance for colleges and universities to formulate innovative teaching models to alleviate students' psychological problems. Taking diversified evaluation as the starting point, the research formulates the innovative model of university education information teaching, and analyzes the changes of students'

anxiety under the innovative model. The results show that in college teaching, students of different grades can alleviate their anxiety under the new teaching mode, and compared with the conventional teaching mode, the innovative mode has a more significant effect on students' anxiety relief. Therefore, in college teaching, we should take students as the main body, formulate appropriate teaching models and formulate innovative plans to improve the efficiency of students' anxiety relief.

**Table 1.** Comparison of students' anxiety before and after teaching

Project		Professional achievement		Anxiety score	
		Before teaching	After teaching	Before teaching	After teaching
Freshman	Experimental class	61.2	80.7	69.57±2.31	35.45±1.26
	Control class	60.7	75.8	68.42±2.22	39.07±1.29
Sophomore	Experimental class	59.4	82.1	64.68±2.17	34.52±1.37
	Control class	60.3	77.5	66.12±2.06	39.52±1.66
Junior	Experimental class	57.8	80.9	59.52±2.33	36.37±1.21
	Control class	55.9	75.6	60.11±2.28	40.02±1.33
Senior	Experimental class	64.3	83.4	70.4±2.77	35.15±1.01
	Control class	63.7	79.7	70.1±2.69	42.06±1.25

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## TEACHING OF MODERN LITERARY WORKS IN COLLEGES AND UNIVERSITIES UNDER THE BACKGROUND OF COGNITIVE IMPAIRMENT

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**Background:** College students will have different types of mental diseases due to the pressure of learning tasks, among which cognitive impairment is the most common. Psychiatry believes that cognitive impairment becomes unable to identify common sense information. From the evaluation of psychological characteristics, it can be found that people's cognition is the processing of social information, while mental patients with cognitive impairment have reduced cognitive ability and cannot accurately identify social information, resulting in negative emotions such as fear and anger. Cognitive impairment was classified as schizophrenia in the early research of psychiatry. With the deepening of research, psychiatrists believe that cognitive impairment is a primary symptom independent of schizophrenia. In the research and development of psychiatry, it is suggested that the generation of cognitive impairment has certain genetic factors, and patients with cognitive impairment are more vulnerable to the influence of their parents. At the same time, some studies have pointed out that most patients with cognitive impairment have prefrontal related executive function loss, which indicates that important areas of the brain of patients with cognitive impairment are damaged and have cognitive impairment. In the routine treatment of psychosis, surgery and drug quality are adopted for people with cognitive impairment. In the prognostic study of people with cognitive impairment, it has been confirmed that patients with severe cognitive impairment have social and professional abilities.

In college teaching, the literary ideas contained in modern literary works can significantly affect students' values, which leads to the cognitive impairment of students in literature teaching. However, it can be admitted that colleges and universities are gradually using the ideological impact of literature to solve the cognitive impairment of students in the face of cognitive impairment students in teaching. The main reason for the cognitive impairment of college students is that the learning pressure leads to the confusion of students' thinking logic, which eventually leads to cognitive impairment. The generation of students' thinking logic impairment often occurs in the teaching of literature courses. The core ideas contained in different literature are significantly different, which makes the students' logic confused. This kind of teaching mode of literature can not only lead to the deterioration of students' cognition, but also lead to the deterioration of students' cognition. Therefore, from the perspective of college students with cognitive impairment, this study uses the modern literary works course to carry out teaching innovation, and puts