

**Research design:** A Symptom Checklist-90 (SCL-90) was used to evaluate 48 elderly people in urban parks and green spaces, and to explore the effect of physical activity and mental health. SCL-90 adopts a 5-level scoring standard, which indicates the different severity of symptoms from 1 to 5, followed by none, very light, medium, heavy and serious.

**Methods:** Multiple regression analysis and SPSS software were used to explore the impact of urban park green space on the physical activity and mental health of the elderly from the perspective of configuration, and SCL-90 was used to collect and process the data.

**Results:** The statistical results of depression subscale and anxiety subscale in SCL-90 showed that urban park green space environment, basic physical exercise facilities, transportation convenience, exercise time and exercise frequency would affect the physical activity and mental health of the elderly. If all kinds of influencing factors are high-quality, the scores of SCL-90 depression subscale and anxiety subscale of the elderly can be maintained at a low level, as shown in Table 1.

**Table 1.** Effect of urban park green space on physical activity and mental health of the elderly from the perspective of configuration

Influence factor		Depression subscale	Anxiety subscale
Urban Park green space environment	Excellent	23.51	15.62
	Poor	41.29	37.13
Basic physical exercise facilities	Many	24.14	19.49
	Less	39.68	36.57
Traffic convenience	Excellent	20.08	17.66
	Poor	49.65	41.98
Exercise time	More than 1 hour	18.57	12.39
	Less than 1 hour	37.14	32.35
Exercise frequency	More than 3 times a week	21.43	13.91
	Less than 3 times a week	45.62	36.77

**Conclusions:** From the perspective of configuration, the impact of urban park green space on the physical activity and mental health of the elderly has a certain correlation. The better the urban park green space environment and the more convenient the transportation, the more time and frequency of physical activity of the elderly, and the higher the level of mental health.

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## AN ANALYSIS OF THE INFLUENCE OF INFORMATION-BASED TEACHING STRATEGIES ON COLLEGE STUDENTS' ENGLISH TEACHING BEHAVIOR

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**Background:** In the process of accelerating the pace of modern life and intensifying social competition, people often face huge psychological pressure. If the pressure cannot be effectively relieved, it is very easy to produce anxiety. College students are in the critical period of self-consciousness formation and individual psychological maturity. Various external factors may have a certain impact on them, including the transformation of social roles, interpersonal communication between teachers and students, competitive pressure of study or employment, etc. When various external factors affect college students, college students will have different degrees of anxiety, and then show different types of anxiety behavior. There is a close correlation between college students' anxiety behavior and its causes, which is mainly reflected in three aspects: social anxiety behavior, examination anxiety behavior and employment anxiety behavior. In terms of social anxiety behavior, it is often seen in introverted college students. Once such college students contact a large number of strangers on the university campus or in the social environment, they are very prone to tension and anxiety, manifested as blushing and fever, rapid heartbeat, sweating and trembling, and even take temporary avoidance. Test anxiety behavior mainly refers to that college students are at a

loss and lack of memory due to inner tension and fear in the examination room. Under the negative influence of anxiety psychology, it is difficult to apply their usual knowledge reserve to the examination room, and finally hand in their papers perfunctorily and flee the examination room. Employment anxiety behavior refers to that college students have a certain fear of the process of employment and job hunting under the severe employment situation, and choose to avoid employment under the joint action of fear and anxiety. College English informatization teaching strategy has good teaching effect in the process of English course teaching, and can effectively improve college students' learning enthusiasm and English level. College English information-based teaching strategies mainly include four levels. One is to stimulate students' internal motivation and help them establish learning self-confidence. Through guidance, teachers can promote students to get rid of negative psychological hints and maintain a positive and optimistic attitude towards English learning. The second is to help students clarify their English learning objectives and urge them to formulate and implement learning plans. The third is to innovate the traditional English teaching methods and improve the teaching quality. Fourth, it mainly refers to the targeted psychological counseling for students, in order to eliminate their anxiety and eliminate their anxiety behavior.

**Objective:** College students' anxiety behavior comes from psychological anxiety. Both of them will have a great negative impact on college students' English learning, and even cause some trouble in their daily life. This study will analyze the information-based English teaching strategies in colleges and universities and explore their impact on college students' anxiety behavior,

**Research object and method:** 79 college students with anxiety behavior were randomly selected as the research objects. Before and after the implementation of college English information teaching strategy, Hamilton Anxiety Scale (HAMA) and Self-rating Anxiety Scale (SAS) were used to evaluate the anxiety of college students.

**Research design:** Before and after the implementation of college English information teaching strategy, HAMA and SAS were used to evaluate the impact of anxiety behavior of 79 college students. HAMA adopts grade 5 evaluation standard, from 0 to 4, indicating asymptomatic, mild, moderate, severe and extremely severe. Hama's score threshold for judging whether there is psychological anxiety is 14 points. If it is greater than 14 points, it indicates that the subject is accompanied by anxiety.

**Method:** C4.5 decision tree algorithm is used to evaluate the impact of college English information teaching strategies on college students' psychological anxiety. The data of HAMA and SAS are statistically analyzed by MATLAB software.

**Results:** Table 1 shows the changes of HAMA of college students with anxiety behavior. It can be seen from Table 1 that before the implementation of college English informatization teaching strategy, the number of people with asymptomatic and mild anxiety was less. After the intervention, the number of asymptomatic and mild anxiety increased significantly, while the number of college students with moderate, severe and severe anxiety decreased significantly. The implementation of college English information teaching strategy can effectively alleviate college students' anxiety and reduce their anxiety behavior.

**Table 1.** Alleviating effect of college students' anxiety behavior in HAMA data evaluation ( $n=79$ )

Evaluation time	Asymptomatic	Light	Moderate	Severe	Extremely heavy
	0	1	2	3	4
Before strategy implementation	7	13	32	17	10
After strategy implementation	19	35	17	6	2

**Conclusions:** College students' anxiety behavior and anxiety psychology complement each other, and their interaction has a significant negative impact on college students' English learning level and mental health level. College English informatization teaching strategy can eliminate college students' anxiety behavior in the process of practical application.

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## REFORM AND DEVELOPMENT OF PRESCHOOL EDUCATION MANAGEMENT SYSTEM FROM THE PERSPECTIVE OF COGNITIVE PSYCHOLOGY

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