

economic law course in colleges and universities in China, understands the shortcomings in economic law teaching, and then designs teaching experiments to explore the impact of integrating educational psychology into the reform of economics course in colleges and universities on students' employment anxiety. The experimental results show that after the completion of the teaching experiment, the average quantitative scores of the employment anxiety level of the experimental group and the control group are 0.82 and 3.26 respectively. The former has a significant decrease compared with the latter, and the data difference is statistically significant. The results of this teaching experiment show that students' psychological characteristics should be considered in the formulation of the path of economics curriculum reform in colleges and universities, which has certain guiding significance for improving the teaching quality of the curriculum and alleviating students' employment anxiety.

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RESEARCH ON THE REFORM OF UNIVERSITY MANAGEMENT SYSTEM FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY AND UNIVERSITY GOVERNANCE

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Background: The early proposal of educational psychology is an important theoretical idea to help colleges and universities solve teaching problems. In educational psychology, taking college teaching reform as the single purpose, starting from multiple levels such as students, teachers and schools, this paper analyzes the impact of different levels on teaching reform, and discusses the psychological changes in the process of teaching reform and innovation of different groups. Educational psychology believes that in the educational situation, human learning behavior is affected by psychology. In the design of teaching methods, advocates paying attention to students' learning habits and development space, and also emphasizes the changes of teachers' emotions in the teaching reform. Generally speaking, in the teaching process, students' subjective thoughts are the main factors affecting teaching results. Students' subjective thoughts in the teaching process include learning enthusiasm, teachers' recognition and attention to learning content. In the evaluation of teachers in the teaching process, educational psychology takes teachers' professional ability and professional quality as the main factor of teachers' psychological change. Teachers' psychological activities under the two influencing factors determine the normal development of teaching. In the governance of colleges and universities, educational psychology believes that it is necessary to carry out collaborative governance from the two levels of students and teachers. Some studies believe that the relationship between teachers and students in educational psychology can be expressed as that teacher can take psychology as the theoretical basis to formulate teaching curriculum plans, and students can help improve teaching plans through psychological behavior feedback in teaching practice.

The management system of colleges and universities is the practical support of university governance. In the process of social development, the impact brought by social changes will also affect colleges and universities. Therefore, colleges and universities need to formulate a management system suitable for the development of colleges and universities while coping with the social impact. From the development of the management system of colleges and universities, it can be found that colleges and universities often make the final decision in the formulation of the management system and determine the management plan of the school from the leadership level, although this way can better adapt to social changes and help colleges and universities develop sustainably under the impact of society. However, it is undeniable that this way of university management system reform is not universal for students and teachers. In the teaching process, teachers and students are not only unilateral knowledge dissemination, but also an emotional expression, which contains the rich teaching and learning emotions of teachers and students. Therefore, on the premise of meeting the social requirements, how to help colleges and universities formulate a reasonable management system and provide reference for college governance is an urgent problem to be solved. From the perspective of educational psychology and university governance, this paper puts forward the path of university management system reform with comprehensive benefits, so as to provide ideas for university reform.

Objective: This paper discusses the psychological changes of teachers and students under the influence

of educational psychology, analyzes the relevant problems existing in university governance, and explores the reform path of university management system under the influence of educational psychology.

Study design: Taking four colleges and universities of college students in a city as the research object, the teachers' curriculum professional psychology and teaching positive psychology in colleges and universities from the perspective of statistical educational psychology, and the students' learning positive psychology and subject recognition psychology in learning are counted. Cluster analysis is used to explore the common problems of university governance in the four schools. With the help of the psychological changes of teachers and students and the problems of university governance in colleges and universities, this paper puts forward the reform strategy of university management system.

Results: The impact of the psychological activities of middle school students and teachers in four universities on the reform of the university management system is shown in Table 1. It is graded from 0 to 4. 0 means no impact, 1 means slight impact, 2 means general impact, 3 means obvious impact and 4 means full impact. The results show that the psychological activities of teachers and students can significantly affect the system reform of colleges and universities.

Table 1. The influence of teachers and students on the reform of university management system

Project	Teacher		Student	
	Curriculum professional psychology	Positive psychology of teaching	Learning positive psychology	Subject recognition psychology
Reform of university management system	4	4	4	3

Conclusions: The reform of university management system is an important measure to determine the development direction of colleges and universities. How to make the reform of university system more reasonable is what college leaders need to pay attention to. The research starts with educational psychology and university governance. By analyzing the changes of psychological activities of students and teachers in the teaching process, this paper puts forward the humanistic problems that need to be paid attention to in university reform, and puts forward the social problems that need to be solved in university reform by analyzing the problems existing in university governance. The results show that the psychological activities of university teachers and students can significantly affect the reform of university system. Therefore, in the development of colleges and universities, college leaders need to use educational psychology to start with the psychology of students and teachers, and put forward a perfect management system reform path in line with the development of colleges and universities and meet the needs of students and teachers.

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THE INTEGRATION OF INNOVATION AND ENTREPRENEURSHIP EDUCATION AND ENTERPRISE MANAGEMENT IN COLLEGES AND UNIVERSITIES UNDER COGNITIVE IMPAIRMENT

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Background: In the theory of cognitive impairment, shallow cognitive impairment is considered that the cognition of a specific part can be effectively used by cognitive individuals within a certain range, and even produce positive effects. However, when this cognition is transferred to other cognitive fields, it will have a negative or even wrong effect, making the cognition of cognitive individuals deviate. This kind of cognitive impairment is often a barrier that individual cognitive activities are difficult to surpass. It is hidden in individual cognitive behavior, accompanied by cognitive behavior, and most individuals are difficult to realize their cognitive impairment without external warning. This feature is the concealment of cognitive impairment. Once warned by the outside world, cognitive individuals can recognize the existence of cognitive impairment, and then correct the wrong cognition through repeated variant practice, so as to achieve the effect of overcoming cognitive impairment when aiming at specific problems. In addition, shallow cognitive impairment also has the characteristics of continuity and commonality. Continuity refers to that the process of cognitive impairment migrating from one field to another is continuous, and the