

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

cognitive impairment existing in one cognitive field is likely to have a negative impact in other cognitive fields. The commonality of cognitive impairment refers to that the type, time and manifestation of cognitive impairment are very different, and there are commonalities for groups with certain characteristics. In the process of innovation and entrepreneurship education in colleges and universities, students' shallow cognitive impairment seriously affects the learning effect of enterprise management theory. The sources of students' cognitive impairment are diverse. After classification, they can be roughly divided into three kinds. One is that students' nervous system itself has some defects, which lead to cognitive impairment. Second, students' lack of attention in the process of learning enterprise management theory leads to incomplete collection of cognitive content. Third, students are unable to correctly extract and process information in the process of information processing, resulting in obstacles in the process of cognitive processing, although they can collect information completely.

**Objective:** Through the analysis of the characteristics of students' cognitive impairment in the process of innovation and entrepreneurship in colleges and universities, we can provide a path for the establishment of an education system to intervene students' cognitive impairment, so as to help students improve their learning effect in the learning of enterprise management knowledge, and help students better combine entrepreneurial knowledge with practical management.

**Subjects and methods:** This study takes the establishment of variable model as the main research means, takes theoretical research as the basis, designs the college entrepreneurship education and enterprise management model under the environment of cognitive impairment by quantifying and substituting different elements into the model variables, and analyzes it with the model as the framework.

**Study design:** This study divides the cognitive dimension of entrepreneurship education and the dimension of enterprise management, and creates variables according to their causality. On this basis, SEM structural equation model is used to analyze the path of causality correlation mode, and study the mediation effect and regulation effect between different variables.

**Methods:** This study uses Excel to make descriptive statistics on the relevant data of the study. On this basis, AMOS22.0 software for model data analysis.

**Results:** The significance analysis results of standardized path coefficient of the model are shown in Table 1.

**Table 1.** Significance analysis of standardized path coefficient

Route	Standardized path coefficient	<i>P</i>
Individual cognitive impairment pathway	0.07	0.006
Path of classroom cognitive impairment	0.83	0.012
Group cognitive impairment pathway	0.25	0.009
Strategic cognitive impairment pathway	0.51	0.009

In Table 1, those with  $P > 0.05$  are not statistically significant, those with  $P < 0.05$  are statistically significant, and those with  $P < 0.01$  are statistically significant. It can be clearly seen that the  $P$  values of the standardized path coefficients of the four paths in the model are below 0.05, which is statistically significant. Among them, the  $P$  values of individual cognitive impairment path, group cognitive impairment path and strategic cognitive impairment path are below 0.01, which is statistically significant.

**Conclusions:** In the process of innovation and entrepreneurship education in colleges and universities, students with cognitive impairment often have difficulty in systematically mastering enterprise management theory and knowledge, resulting in insufficient learning effect. Most of the cognitive impairment symptoms of relevant students are shallow cognitive impairment, which can have a positive impact on students' cognitive impairment in the process of learning enterprise management knowledge from four aspects: personal factors of innovation and entrepreneurship education, classroom factors, learning team factors and teaching methods. Through the adjustment of this educational means, we can fully ensure that students encounter fewer obstacles in the learning process, and provide an effective path for students to improve their learning effect.

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## THE INFLUENCE OF PHYSICAL EDUCATION MODEL ON STUDENTS' PSYCHOLOGICAL STATE UNDER EDUCATIONAL PSYCHOLOGY

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**Background:** Educational psychology is a subject whose main research object is the psychological function relationship and law between students and teachers in the teaching process. In recent years, educational psychology has been widely used in physical education, especially in the process of college physical education. Compared with primary and secondary school students, college students' psychology is more perfect and their individual consciousness is stronger. Therefore, compared with the past teaching methods, it is easier to mobilize students' enthusiasm by using the teaching methods of educational psychology. In addition, physical education based on educational psychology is also one of the important modules to ensure the physical and mental health of college students in the contemporary college education system. Because the process of sports is a process in which students constantly achieve their goals and acquire skills by urging themselves to forge ahead. In the process of physical education in which teachers and students cooperate, the psychological feedback of middle school students is often positive, which is beneficial to the mental health of students. According to the self-efficacy theory, whether an individual chooses to continue the current activities in a specific situation depends on his evaluation and expectation of whether he has the ability to complete the activities. Students are guided by teachers' psychology in the teaching process and choose to continue the training of their own sports skills, which often means students' expectation and affirmation of their own ability. This psychological expectation and affirmation can not only bring results in the physical education classroom, but also derive from the physical education classroom to other activities. Students can bring their expected experience and successful experience in the process of physical education learning into their daily life, so as to achieve the effect of positive feedback through self-training in daily life. This chain psychological reaction starting from the physical education classroom is very beneficial to students' personality development and life experience in the future. Therefore, the construction of college students' physical education curriculum teaching model based on educational psychology is not only beneficial to physical education itself, but also beneficial to students' comprehensive quality and personality development. It is one of the important directions of contemporary teaching innovation.

**Objective:** Through the combination of educational psychology and college students' physical education, this study explores the psychological configuration of physical education curriculum teaching, so as to help students obtain better psychological experience in physical education while obtaining the motivation of physical education learning.

**Subjects and methods:** According to the needs and characteristics of the construction of the teaching model of college students' physical education course in educational psychology, this study combines the expert investigation method and analytic hierarchy process to establish the model index system, and endows the weight in the index correlation weight according to the importance of the index, which is used for the measurement between the indexes and the subsequent model correlation analysis.

**Study design:** This study establishes the teaching model system of college students' physical education curriculum through expert investigation, decomposes the teaching evaluation indexes of college Students' physical education curriculum layer by layer through analytic hierarchy process, and determines the weight distribution of each index. Finally, the model is verified with the data obtained from the survey.

**Methods:** In this study, Excel and SPSS software were used to sort out and count the research data.

**Table 1.** Index weight table

Primary index	Primary weight	Secondary index	Secondary weight
Interactive design of physical education classroom	0.0899	Scientific nature	0.3944
		Overall	0.1763
		Feasibility	0.4293
		Environment	0.0764
Interactive implementation of physical education classroom	0.4881	Skill	0.1136
		Content	0.2599
		Student participation	0.2623
Physical education classroom interaction results	0.2574	Skill mastery	0.3713
		OOD health	0.1213