

out the data of the thinking status and learning effect of the research object before and after the experiment, and draw the experimental conclusion.

Methods: The exploration of diversified vocal music teaching mode was realized by analytic hierarchy process, and SPSS21.0 statistical Fenix tool to process and analyze data.

Results: The major of environmental engineering is to cultivate talents with solid basic theoretical knowledge and excellent practical ability. The employment channel it faces also requires students to have high comprehensive quality. The emphasis on teaching content and targeted teaching of teaching means can effectively improve students' professional quality and improve their negative emotions and psychological problems caused by their majors. Table 1 shows the scores of classroom behavior and thinking cognition of students with thinking logic disorder before the experiment.

Table 1. The scores of classroom behavior and thinking cognition of students with thinking logic disorder before the experiment

Dimension	Mean	S.D.
Self-cognitive value	2.324	0.642
Differences in thinking disorders	4.287	0.569
Self-efficacy	2.312	0.623
Objectivity of things evaluation	2.957	0.511

Conclusions: Environmental engineering majors pay attention to students' application and practical ability in teaching objectives, and have high requirements for students' comprehensive quality. Adjusting and optimizing the teaching mode and teaching scheme will help to improve the talent training scheme on the premise of meeting students' needs, and effectively improve students' negative emotions and thinking obstacles in teaching. From the perspective of thinking obstacles, optimizing the talent training scheme of environmental engineering specialty can significantly improve the mental health level of students.

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ANALYSIS ON THE CULTIVATION STRATEGY OF INNOVATIVE THINKING ABILITY IN GARDEN PLANT TEACHING UNDER THE BACKGROUND OF EDUCATIONAL PSYCHOLOGY

Wenyong Qin^{1,2}

¹*Changzhou University, Changzhou 213164, China*

²*National Chiayi University, Chiayi 600355, Chinese Taiwan*

Background: Educational psychology is an interdisciplinary subject that applies psychological theories and methods to the field of human education. Its research focus is to improve courses and teaching methods, stimulate students' learning enthusiasm and help students face various challenges and difficulties in the process of growth. Educational psychology has dual tasks. It has both pedagogical and psychological tasks. In educational psychology, we first need to study and reveal the nature, characteristics and types of students' learning in the education system, as well as various learning processes and conditions. So that psychology can develop in depth in the field of education. Secondly, we also need to study how to use students' learning laws to design education, reform the education system and optimize the education system, so as to improve educational efficiency and accelerate talent training. With the continuous advancement of China's socialist economic construction, great changes have taken place in urban construction and greening, and the national aesthetic standards for garden plants have also been improved, which puts forward higher learning requirements for students majoring in garden plants in China. However, some students majoring in garden plants suffer from different degrees of cognitive impairment due to heredity, childhood experience and other reasons, which will affect the cultivation of students' professional courses and innovative thinking ability.

Objective: To explore the current situation of cognitive impairment, main symptoms and causes of garden plant related majors. Then the teaching experiment is designed with the theoretical method of educational psychology to explore the effect of the theoretical method of educational psychology on improving students' cognitive impairment.

Subjects and methods: Collect domestic academic materials and books on the teaching innovation of landscape plant related majors in recent years, and summarize the cognitive difficulties in the teaching and education of landscape plant related majors after careful study. Then select a vocational college with certain competitiveness in vocational education from China, and then select 188 students of landscape plant related majors who are willing to participate in the experiment and suffer from different degrees of cognitive impairment as the research object. The students are divided into reform group and control group, with 94 people in each group. First, the age, grade According to the statistics of basic information such as academic performance, family economic status and parents' marital status, if there are items with significant differences between the two groups of students' basic information, the grouping should be adjusted or regrouped until there is no significant difference in all basic information between the two groups. The teaching experiment is conducted on the two groups of students, and the teaching contents are consistent. However, the teachers of the reform group are required to use the method of educational psychology to analyze the students' learning state in the teaching process. When it is found that the students have learning difficulties due to cognitive impairment, they should provide help to the students in time, such as reducing the teaching speed, repeating the teaching of the contents that the students have difficulty in understanding, etc. The teaching experiment lasted for one semester. MMSE (Mini Mental State Examination) scale was used to understand the severity of cognitive impairment of all students before and after the experiment. The characteristics of all measurement types in the study are displayed in the form of mean \pm standard deviation, and the *t*-test is conducted. The significance level of the difference is taken as 0.05

Results: After the experiment, the effective data were entered into the computer and SPSS20.0 was used for statistical analysis, and Table 1 is obtained.

Table 1. Statistics of MMSE scores of two groups of students before and after the experiment

Group	Before teaching	After teaching	<i>P</i>
Reform group	21.2 \pm 3.5	25.3 \pm 3.0	0.011
Control group	21.1 \pm 3.8	21.3 \pm 4.2	0.763
<i>P</i>	0.984	0.010	-

Note: Students whose MMSE scores are in the range of "0-9", "10-20", "21-26" and "27-30" have severe, moderate, mild and asymptomatic cognitive impairment.

It can be seen from Table 1 that the MMSE score data of the two groups of students before the teaching experiment are not significantly different and comparable. After the experiment, the average MMSE score of the reform group is 25.3, an increase of 4.0 points compared with the control group, and the test results of difference significance show that the data difference is statistically significant.

Conclusions: With the development of national economy, the aesthetic standard of garden plants has increased, which puts forward higher learning requirements for students majoring in garden plants. However, some students suffer from cognitive impairment, which will affect the learning effect and the cultivation of innovative thinking. This study designs a teaching experiment to verify whether the application of theoretical knowledge of educational psychology in teaching can improve students' cognitive impairment symptoms. The experimental results show that after the experiment, the average MMSE score of the reform group is 25.3, an increase of 4.0 points compared with the control group, and the difference is statistically significant. In other words, teachers integrate educational psychology methods into relevant courses of garden plant specialty to guide students' learning state and cognitive state, which can effectively alleviate students' cognitive impairment symptoms, improve students' cognitive ability, and make it easier for students to learn and master the innovative thinking of teachers and professors.

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ANALYSIS ON THE INFLUENCE OF COLLEGE STUDENTS' ANXIETY ON COLLEGE MANAGEMENT INNOVATION

Yuxi Wang, Gan Fang & Keyan Yao*

Nanjing Agricultural University, Nanjing 210095, China

Background: With the continuous improvement of the concept of social science and the social popularization of psychological knowledge in recent years, the topic of social individual mental health has gradually attracted more attention in any social group. The current social environment and economic pressure lead to the anxiety atmosphere of the whole society. Therefore, anxiety symptoms have become a more common mental disease in the current social environment. In all social groups, the psychological balance of college students is more fragile and their psychological defense is weaker. Therefore, college students are more prone to anxiety than other groups. It is true that the appropriate anxiety state of individual psychology is beneficial to promote individual learning efficiency, but long-term and continuous anxiety will make individuals biased against various negative factors in learning and life, amplify the impact of negative factors in life, and seriously affect their own learning and life. As an important life stage for college students' psychological growth and the formation of self-consciousness, college students are likely to have various problems due to their immaturity in the process of their first contact with the social environment, including not only the problems in contact with others, but also the problems in combing their own psychological state. Although these problems are common, However, under the influence of college students' anxiety, their negative effects may be magnified several times, seriously affecting students' mental health and forming a vicious circle of adverse psychological interaction. In the process of university management, it includes not only the management of students' learning and life process, but also the management of students' psychological state. Therefore, in the process of management, we need to pay special attention to the source and transmission path of college students' anxiety, and infiltrate the correct way of thinking in the process of management, Through the innovative way of cognitive psychological influence, improve students' tolerance and dominance of anxiety, so as to help students get rid of anxiety, improve students' comprehensive psychological quality, and improve students' life enthusiasm and learning results.

Objective: Through the analysis of the source and deterioration path of contemporary college students' Anxiety Psychology, this study brings the control of college students' anxiety into the efficient management system, so as to strive to provide colleges and universities with college management means that can more effectively intervene students' psychological state and improve the control ability of college students' anxiety.

Subjects and methods: This study analyzes the relationship between college students' depressive symptoms and efficient management by combining the investigation method with the binary logistic regression model and constructing the correlation factor model.

Study design: This study takes college students as the main survey object. After sorting out the survey data, the binary logistic regression model is used to establish the model of college students' anxiety, sources of psychological stress and efficient management means. The variables are screened through stepwise regression, and finally the relationship between different factors is analyzed.

Methods: EpiData was used to sort out and input the relevant data in this study, and SPSS24.0 for data calculation and analysis.

Results: The impact of university management on students' anxiety is shown in Figure 1.

Among the different college management approaches in Figure 1, the two management approaches of psychological factor management and emotional life management have a significant impact on students' anxiety symptoms, reaching level 5 of the impact level, while the two management approaches of learning process management and group social management have a slightly lower impact on students' anxiety symptoms than psychological factor management and emotional life management. Reached level 4 of the impact level.

Conclusions: As college students are still in the stage of physical and mental growth, they are more sensitive to the impact of external information and their psychological balance is relatively fragile, so they are more likely to have anxiety than other social groups. In the process of university management, we should not let go of the psychological situation of college students. We should only pay attention to the learning situation of students. Students' learning situation is often closely related to their physical and mental health. Therefore, in the process of university management, we should pay close attention to students' mental health through psychological factor management, emotional life management, learning process management the four aspects of group social management comprehensively guide and manage college students' study, life and physical and mental health in colleges and universities, help students establish self-help consciousness and correctly judge their own psychological state, improve students'