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RESEARCH ON COMPUTER TEACHING STRATEGIES OF COLLEGE STUDENTS' ANXIETY UNDER THE BACKGROUND OF COGNITIVE PSYCHOLOGY

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Background: Cognitive psychology is a subject that analyzes the law of human psychological activities. Its research object is the cognitive status of internal psychology, including language, thinking, memory, perceptual learning, attention, perception and so on. Cognitive psychology can be divided into two types: broad sense and narrow sense. The narrow sense of cognitive psychology holds that it is a science of information processing. In a broad sense, cognitive psychology includes information processing psychology, psychologist school and structuralism psychology. Cognitive psychology theory attaches importance to the role of knowledge and points out that the main influencing factor of human behavior is knowledge. There is long-term memory in cognitive process. Long-term memory is determined by emotion and attention. It can also stimulate short-term memory and make it valuable. At present, under the background of increasing social communication pressure, employment pressure and learning burden, college students will have bad emotions such as anxiety, anxiety and tension. At present, the main causes of college students' psychological anxiety are social factors, school factors, family factors and personal factors. College students in adolescence, they are more mature in physiology, but not perfect in psychology. At the same time, the vast majority of college students grow up under the protection of their parents. Due to their lack of life experience, their psychological quality will be more sensitive and do not adapt to the changes of the outside world.

In view of the analysis of cognitive psychology theory and the current situation and causes of college students' anxiety, a new computer teaching strategy is proposed. Specifically, they are situational teaching, associative teaching, understanding teaching and fragment teaching. The results of fragment teaching method have been confirmed by most mathematicians. Although the efficient memory effect in the short term is ideal, the forgetting speed is also very fast. In understanding teaching, psychological theory holds that the human brain has a deeper memory of the knowledge after understanding. No matter how long the interval is, people can remember it with a little memory. In view of the abstractness and complexity of computer professional knowledge, teachers need to help students have an in-depth understanding of professional knowledge points, especially remote technologies and knowledge points. Teachers also need to promote students' proficiency in professional knowledge through continuous practice. Use a lot of practice to deepen and consolidate the grasp of technology. Teachers need to teach students to understand professional knowledge. Such repeated practice can continuously deepen the brain's memory of memory coding, and then form long-term memory.

Objective: Based on the analysis of cognitive psychology theory and college students' anxiety, this paper puts forward a new computer teaching strategy, and analyzes the impact of this strategy on college students' cognitive ability and anxiety.

Subjects and methods: This paper selects 1000 colleges and universities in a certain area as the research object, and analyzes the effect of the new computer teaching strategy on college students' psychological anxiety through the improved ID3 decision tree algorithm. The assessment contents include cognition, emotion, will, belief, anxiety, fear and depression. Cognition refers to the patient's cognition of self. Emotion refers to the patient's own emotional situation. Willingness refers to the patient's attitude towards something. Belief refers to the patient's identification with something. Anxiety refers to the irritability caused by excessive worry about fate and future. Fear refers to the strong emotional reflection of depression in the face of dangerous situations. Depression refers to long-term depression. The evaluation result is the improvement value, and the range of setting the improvement value is 1-5. 1, 2, 3, 4 and 5 respectively mean no improvement, little improvement, improvement, comparative improvement and obvious improvement. In order to ensure the reliability of the research results, the average value of the evaluation results of all research objects is taken as the final result.

Methods: This paper analyzes the effect of computer teaching strategy combined with college students'

anxiety on cognitive psychology and anxiety under the background of cognitive psychology through NIOSA data statistical analysis software.

Results: Table 1 refers to the mitigation results of college students' psychological anxiety and cognitive ability before and after the application of computer teaching strategies in colleges and universities. It can be seen from Table 1 that after the application of computer teaching strategies in colleges and universities, the anxiety and cognitive level of college students have been significantly improved, which is mainly reflected in willingness and emotion.

Table 1. Mitigation results of college students' psychological anxiety and cognitive ability before and after the application of computer teaching strategies in colleges and universities

Factor	Cognition	Emotion	Will	Faith	Anxious	Fear	Depressed
Before reform	2	1	2	3	2	3	2
After reform	3	4	5	4	4	3	4

Conclusions: The computer teaching strategy in colleges and universities has an ideal effect on alleviating college students' psychological anxiety and improving their cognitive level, especially in the two aspects of willingness and emotion. The follow-up research can apply the proposed computer teaching strategy in colleges and universities to other colleges and universities to alleviate students' anxiety and cognitive level.

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RESEARCH ON THE PROMOTION PATH OF IDEOLOGICAL AND POLITICAL EDUCATION REFORM TO CULTIVATE HIGHER VOCATIONAL STUDENTS' PHYSICAL AND MENTAL HEALTH

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Background: With the deepening of national quality education, the Ministry of education and schools pay more and more attention to students' physical and mental health. Mental health is a very broad concept, which shows a very good state of internal and external regulation at the macro level. It involves not only the stability of the internal environment, but also the dynamic adaptability of the external environment. For people with different life cycles, mental health standards have certain heterogeneity, but this difference is quite different. University stage is not only an important period for the gradual improvement of mental health and the cultivation of physical health, but also an important stage for them to determine their correct outlook on life and positive attitude towards life. Individuals with basic living ability, healthy living habits and good physical quality can promote the healthy growth of body and mind. On the premise of the continuous improvement of material living standards, students in higher vocational colleges usually show problems such as over nutrition, nutritional imbalance, obesity, malnutrition and so on. Due to the heavy pressure of academic pressure, employment pressure, social communication pressure, social adaptation pressure and other aspects, it is easy to cause a sharp decline in their physical and mental health level. It is worth noting that the proportion of psychological problems among college students in higher vocational colleges is also gradually increasing, which seriously affects their study and life. This phenomenon requires schools, teachers and parents to take relevant measures to intervene.

Under the background of increasingly severe physical and mental health problems in higher vocational colleges, ideological and political education plays an irreplaceable role. The reform of ideological and political education is as follows. First, strengthen the important role of ideological and political education and guide students to form their own correct outlook on life, world outlook and values. The specific manifestations are as follows: build harmonious interpersonal relations, form a complete and unified personality and establish an accurate understanding of themselves. Second, strengthen the construction of safe campus culture and enhance their ability to bear setbacks and difficulties. The specific performance is as follows: First, pay attention to the educational function of campus culture to alleviate and defend students' psychological problems. As a potential educational force, campus culture can directly affect the cultivation of students' ideological and moral quality and guide students' psychology to develop in a better direction. Colleges and universities need to seriously implement the concept of quality education, carry out