

environmental psychology, analyzes the mental health problems of middle school students in the teaching of architectural design course in colleges and universities, and discusses the impact of environmental psychology on the cultivation of college students' mental health.

Subjects and methods: Taking the students majoring in architecture in a university as the research object, 120 students were randomly selected. The students were divided into intervention group and routine group, with 60 students in each group. The students in the intervention group added environmental psychology to the architectural design teaching design, and the students in the conventional group adopted the traditional teaching curriculum design.

Results: The anxiety score is used to reflect students' negative psychological emotions, and the aesthetic psychology of students is evaluated to reflect the curriculum application of environmental psychology. The evaluation of students in the teaching process is shown in Table 1. Table 1 shows that in the process of increasing teaching time, the anxiety score of students in the intervention group is significantly lower than that of students in the routine group ($P < 0.05$). At the same time, the aesthetic psychology of the students in the intervention group has also been significantly improved under the influence of teaching.

Table 1. Changes of anxiety and aesthetic psychology of the two groups of students

Time (month)	Anxiety score		Aesthetic psychology	
	General group	Intervention group	General group	Intervention group
0	69.57±2.31	68.54±2.19	1	1
3	64.32±2.11	58.42±1.99*	2	4*
6	57.86±1.97	42.06±1.07*	3	5*

Note: * indicates that compared with the intervention group, $P < 0.05$.

Conclusions: Aiming at the mental health problems of students in architectural design course in college education, this paper puts forward a teaching scheme of architectural design course based on environmental psychology, and verifies the feasibility of the scheme through teaching practice. The results show that under the influence of environmental psychology teaching, students' anxiety changes more obviously, and students' aesthetic psychology has also been improved more obviously. The above results show that environmental psychology can not only help students establish a good psychological system to a certain extent, but also improve students' aesthetic ability, so as to promote students' comprehensive development. Therefore, in the teaching of architecture major in colleges and universities, teachers should cultivate students' comprehensive ability, adopt environmental psychology to promote students' aesthetic psychological growth, so as to alleviate students' negative psychological emotions, improve students' comprehensive ability and improve the teaching level of colleges and universities.

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THE INFLUENCE OF ANXIETY ON ENGLISH STUDENTS' LANGUAGE LEARNING UNDER COGNITIVE PSYCHOLOGY

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Background: Anxiety psychology is a very special psychological reaction. The generation of individual anxiety is caused by the interaction of internal cognition and external environment. Psychology believes that anxiety is a negative emotion of self-doubt and worry. The generation of anxiety will seriously affect the normal life of individuals, affect their normal thinking ability and hinder their development. In college English learning, for Chinese college students who do not take English as the first language, the language particularity in English learning and its input and output in teaching have high requirements for students' basic ability, which also leads to language anxiety in students' language output in English learning. College English language learning is that students receive and output language through listening, speaking and writing. In the process of language reception, students will have unique and complex self-cognition and

emotion. Under the urging of cognition and emotion, students are also more likely to have psychological anxiety. Many psychological and pedagogical studies have indicated that college students' language learning anxiety needs to use cognitive change to help students understand English culture, and pointed out that cognitive psychology should be used to promote students' cognitive growth.

Serious psychology is an important part of psychological research. Psychology believes that individual cognition is a kind of memory performance, a process in which the brain processes and receives information. At the same time, it believes that individual cognition can help language listening, understanding and production. The generation of cognition is the expression of the heart and an ecological rational thought. It emphasizes that people's cognitive psychology has limitations, and this limitation has adaptability at the same time. Cognitive adaptability can help individuals make correct decisions when facing multiple choices. In college English language learning, the adaptive performance of individual cognition can affect students' ability to receive English language to a certain extent, which also affects students' anxiety. In addition, cognitive psychology believes that individual cognitive model and cognitive law can reflect the psychological representation in English language communication, and it is also the main factor affecting music language learning anxiety. From the perspective of cognitive psychology, many studies have found that cognitive differences bring different degrees of anxiety, including situational anxiety, inhibitory anxiety and state anxiety. The generation of these anxiety is restricted and affected by individual cognitive psychology. Therefore, in order to alleviate the anxiety of college English students in language learning, the research will be based on cognitive psychology and realize the alleviation of students' anxiety by changing students' cognition.

Objective: To explore the anxiety performance of college English language learning students, analyze the influencing factors of students' anxiety, use cognitive psychology to deeply analyze the anxiety changes of college English learning students, and put forward the improvement scheme of language learning anxiety of English majors from the perspective of cognitive psychology.

Subjects and methods: 200 English majors in a university were selected, and the anxiety evaluation scale was used to evaluate the current situation of language learning anxiety in college English learning. At the same time, the comprehensive cognitive ability and cognitive psychological differences of 200 students were investigated. Based on the theory of cognitive psychology, this paper promotes the growth of students' cognitive psychology through the optimization of cognitive model and the regulation of cognitive law, so as to construct an innovative English language teaching scheme. 200 students were randomly divided into three groups: complete intervention group ($n=67$), partial intervention group ($n=65$) and nonintervention group ($n=68$). The students in the complete intervention group used innovative teaching scheme to intervene in teaching for a long time, some students in the intervention group used conventional teaching for 0-3 months and innovative teaching scheme for 3-6 months after teaching, and the students in the non-intervention group used conventional teaching scheme for a long time to evaluate the changes of students' cognitive psychology and anxiety psychology.

Results: The changes of cognitive psychology and anxiety psychology of the three groups of students in the teaching process are shown in Table 1. The results show that the anxiety rating and cognitive psychological evaluation of students in the complete intervention group have been significantly improved in the teaching process, and there is a significant difference between them and the other two groups.

Table 1. Anxiety and cognitive psychological changes of students

Project	Anxiety score		Cognitive psychology	
	0-3 (months)	3-6 (months)	0-3 (months)	3-6 (months)
Complete intervention group	69.57±2.71	38.34±1.26**	3.31±0.82	7.32±0.76**
Partial intervention group	68.15±2.38	54.02±1.94*	3.19±0.69	6.14±0.69*
Nonintervention group	69.12±2.54	63.06±2.43	3.33±0.78	4.21±0.75

Note: * indicates that compared with 0-3 months, $P < 0.05$; ** It indicates that compared with 0-3 months, $P < 0.001$.

Conclusions: In view of the anxiety of students in college English teaching, it is very important to put forward more effective improvement plans on the existing education plans. The research takes students' cognition as the research object, and proposes to use cognitive psychology to help students have a good cognitive psychology at home, so as to alleviate students' anxiety in English language learning. The results show that the improvement of students' anxiety psychology after innovative teaching of cognitive psychology is more obvious, and the improvement of cognitive psychology is also more significant. Therefore, in order to alleviate students' anxiety in foreign language learning, colleges and universities

need to start with students' cognition, put forward cognitive improvement plans, cultivate students' cognitive ability, and then alleviate students' negative emotions.

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ANALYSIS ON THE ALLEVIATING EFFECT OF MANAGEMENT PSYCHOLOGY ON THE JOB BURNOUT OF ARCHIVISTS

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Background: Archives management is an important work to record the development and evolution of objects. In the archives management of colleges and universities, the main objects of archives management are the student status and the development history of the school. Therefore, the integrity of archives management in colleges and universities can ensure the integrity of school information and student information. With the development of information technology, colleges and universities pay more and more attention to the archives management of colleges and universities. Therefore, the requirements for the archives management staff of colleges and universities are constantly improving. In the archives management of colleges and universities, it is necessary for the management staff to have strong professional ability and certain work pressure bearing ability. The reason is that the archives management of colleges and universities is a relatively boring work and has a large work task, so they need to pay attention to the changes of school resources at all times. Under the influence of long-term working environment, the psychological mood of archives management staff will change significantly, which will inevitably produce negative emotions, resulting in job burnout. The generation of job burnout will seriously hinder their work enthusiasm, so that the staff cannot have a sense of achievement in their work and lose a sense of belonging to their work. In the long run, the staff will have a psychological imbalance of loss and pessimism, which is not conducive to the management of colleges and universities.

Aiming at the job burnout of college archives management staff, how to improve the management ability is the main way to help staff alleviate their negative emotions. The proposal of management psychology provides convenience for college archives management. Management psychology is a science that promotes their work enthusiasm and subjectivity by analyzing the psychological activities of staff in management. From the perspective of psychology, management psychology can analyze the fundamental driving force of archives management staff's work enthusiasm from the level of psychological satisfaction, and help staff sort out their pride from the spiritual level. In addition, management psychology also contains a small number of core theories of social psychology. In management work, management psychology emphasizes the use of individual social psychology to build a management coordination system, and promote a more consistent subjective consciousness in all work by cultivating the value orientation of archivists, so as to achieve psychological balance. At the same time, management psychology puts forward that in management, according to the needs of different staff, help them build a perfect psychological adjustment mechanism to avoid the psychological deviation of staff at work, so as to avoid burnout at work. Aiming at the job burnout of college archives management staff, how to use management psychology to adjust the psychological emotion of staff has great research value. Therefore, the specific impact of management psychology in the mitigation of job burnout is analyzed in the research, so as to help college archives management staff establish a psychological adjustment mechanism.

Objective: To understand the work status of college archives management staff, analyze the influencing factors of job burnout caused by college archives management, analyze the research status of management psychology, and evaluate the impact of management psychology on job burnout.

Subjects and methods: Taking the archives management staff of colleges and universities as the research object, 40 archives management staff from 10 colleges and universities were selected to investigate the current situation of job burnout of all the research objects participating in the test, and the statistics were carried out by Excel. Using management psychology to formulate the archives management system of colleges and universities, a long-term follow-up survey was conducted on 40 archives management staff in colleges and universities, and the changes of staff's work enthusiasm, recognition and sense of honor in the process of new system management were evaluated by SPSS24.0 changes in inspection and evaluation results.

Results: Under the management psychology system, the changes of work enthusiasm, recognition and sense of honor of college archivists are shown in Table 1. The quantitative evaluation is based on the 0-5 score system. 0 means none and 5 means very high. Table 1 shows that with the influence of management