

## CONSIDERING THE INFLUENCE OF EMPLOYEES' PSYCHOLOGICAL ANXIETY ON THE REFORM OF HIGHER MATHEMATICS EDUCATION

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**Background:** Higher mathematics is an important academic compulsory course for applied majors in higher education. Its main purpose is to cultivate professionals with high comprehensive quality and strong logic. Higher mathematics has richer content, more abstract theory and stronger logic than the mathematics contacted by ordinary high schools. Therefore, higher mathematics has higher requirements for students. The traditional teaching mode of higher mathematics in China is mainly that teachers impart relevant knowledge to students through classroom teaching, in which students play a passive role. However, although this teaching mode can enable students to receive relevant knowledge, this passive teaching is difficult to find excellent talents. At present, a large number of relevant studies on teaching reform have begun to emerge at home and abroad, but most of the theories remain in the research stage. Among them, the higher recognition is the performance evaluation of the teaching model to realize the teaching reform. Compared with the theoretical research, the practical, traceable and analytical research can better reflect the impact of performance evaluation on the teaching reform. However, it is still worth noting that due to the difficulty of teaching and learning brought by higher mathematics, teachers will have a certain anxiety in the formulation of curriculum teaching mode.

As an important role in higher mathematics teaching, higher mathematics teachers' psychological anxiety will seriously hinder the improvement of teaching quality. From the research and analysis of psychology, we can know that the generation of individual psychological anxiety is the negative emotion produced by the individual under the influence of the environment. The generation of anxiety will also breed the individual to produce depression, anxiety and other emotions, which will seriously hinder the individual's daily life and work. For teachers in higher mathematics teaching, as college employees, their psychological anxiety is generally affected by the working environment. Higher mathematics education has higher requirements for the teaching environment. First, it needs a professional team, and then it needs to have certain teaching conditions. Higher mathematics contains rich theoretical knowledge, but only using traditional teaching methods can achieve little effect. On the premise that the environment is difficult to meet the requirements, the psychological changes of teachers' anxiety gradually increase, which may eventually lead to teachers' slack psychology, produce a sense of subject disagreement, and then hinder the development of teaching. Psychology believes that anxiety will lead to other psychological negative emotions, such as depression and trance. Therefore, how to formulate a plan for teachers' psychological anxiety in the reform of higher mathematics teaching will contribute to the development of college teaching.

**Objective:** To explore the psychological anxiety of teachers in higher mathematics teaching in higher education, evaluate the impact of teachers' psychological anxiety on the quality of higher mathematics teaching, analyze the impact of teachers' psychological anxiety in other professional disciplines on the psychological anxiety of higher mathematics teachers, and analyze the impact of college teaching environment on the reform of higher education.

**Subjects and methods:** Taking a university teacher as an example, 20 teachers of higher mathematics and 50 teachers of the other five majors were selected to evaluate the psychological anxiety of all teachers with the self-rating anxiety scale. The performance evaluation of teaching reform is used to analyze the reform process and effect of higher education teaching, and the comprehensive scores of students in higher education teaching are counted to evaluate the changes of teaching quality. Excel is used to count the anxiety scores of higher mathematics teachers in the process of educational reform, SPSS is used to analyze the impact of teachers' anxiety psychological changes on educational reform, and it is also analyzed that the anxiety psychology of higher mathematics teachers is affected by the psychological anxiety of other professional teachers.

**Results:** The impact of the change of teachers' anxiety psychology in the teaching reform of higher mathematics education on the performance of education reform is shown in Table 1. Table 1 shows that with the continuous progress of educational reform, the psychological anxiety score of higher mathematics teachers continues to decrease. At the same time, it can be found that with the decrease of teachers' psychological anxiety score, the performance evaluation score of educational reform shows an upward trend.

**Conclusions:** Higher education reform is an indispensable link in the development of colleges and universities. In higher education, breaking away from the traditional teaching system and putting forward more innovative teaching schemes can further improve students' mathematics level. Therefore, the research takes teachers' psychological anxiety as the research object, analyzes the impact of teachers'

psychological anxiety on educational reform, evaluates the correlation between them, and puts forward the reform plan. The results show that there is a negative correlation between teachers' psychological anxiety score and education reform performance, which is, reducing teachers' anxiety score is helpful to improve education reform performance. Therefore, in the educational reform of colleges and universities, colleges and universities should pay attention to the psychological anxiety of employees, and improve the quality of educational reform by alleviating the anxiety of employees.

**Table 1.** The influence of teachers' psychological anxiety on the performance of teaching reform

Project	0 month	2 months	4 months	6 months
Senior teachers' anxiety	67.21±1.97	61.24±1.55	54.37±1.32	42.33±1.06
Other teachers are anxious	66.68±1.89	64.28±1.73	65.15±1.86	61.39±1.49
Reform performance	0.74	1.29	3.85	6.62

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## ANALYSIS OF PSYCHOLOGICAL FACTORS AFFECTING THE PROMOTION OF COLLEGE STUDENTS' SENSE OF VALUE IN THE NEW ERA

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**Background:** Contemporary college students are the key training objects in China's education and teaching, and with the impact of social transformation and social changes, college students' values also need to be correctly guided in colleges and universities. In the process of social development, the invasion of western culture brings about the diversification of values and the increasing influencing factors. Therefore, in order to ensure the normal and positive development of college students, it is necessary to put forward effective solutions for the cultivation of college students' values in college education. The formation of college students' values is the formation process of individual basic values to society and basic norms of individual behavior. In the formation process of college students' values, individual thought is the basic factor that determines the direction and speed of their formation and development. The value system of college students includes students' value orientation and psychological development. In order to ensure the improvement of college students' sense of value and promote the cultivation of students' values, we need to make an in-depth analysis of the psychological factors.

Foreign studies have proposed that the psychological operation mechanism plays a great role in the formation of college students' values. Their studies believe that the obedience, assimilation and internalization of college students' psychological behavior are the key factors in the formation of values and the promotion of college students' sense of value. Domestic psychological research suggests that the formation of individual values starts from the acceptance of social established values, and it is also the initial formation of individual cognitive ability. At the same time, it is proposed that the improvement of college students' sense of value also starts from the acceptance of social values. In college life, with the growth of students' age and physical and mental maturity, college students' ability to understand social values is also changing, and students' cognitive psychological changes will lead to the development of their cognition of the surrounding environment in different directions. On this basis, some studies have pointed out that the change of college students' psychological emotion is an important factor affecting the formation of their values, including social cognitive psychology, self-cognitive psychology, vanity psychology, dedication psychology, etc. However, a large number of studies cannot determine the psychological factors affecting the improvement of college students' sense of value in the new era, and it is difficult to explore the change of sense of value through the change of students' values. Therefore, in order to analyze the changes of college students' sense of value in learning and life under the background of the new era, the relevant factors affecting the improvement of college students' sense of value are obtained by analyzing the changes of college students' psychological activities, and put forward reference opinions for the improvement of college students' sense of value.

**Objective:** To understand the current situation of college students' values and the formation process of