

they feel psychological pressure and the types of anxiety. On the basis of the aesthetic teaching of cheerleading, we should introduce cheerleading into the teaching of cheerleading. Through cheerleading classroom teaching, release students' psychological pressure, alleviate students' anxiety, and let students experience the beautiful enjoyment brought by cheerleading. In completing various cheerleading actions, improve students' self-confidence, increase students' sense of achievement, and cultivate students' team spirit and improve their interpersonal skills through cooperation with other students.

Subjects and methods: The research objects were college students. Four colleges and universities were randomly selected, and 102 college students were randomly selected from the selected colleges and universities. These college students come from different majors and grades. Understand their personal information and mental health status, analyze the causes of their anxiety, and understand their views on cheerleading. These students were divided into control group (50 people) and experimental group (52 people). The control group carried out general physical education teaching and the experimental group carried out cheerleading teaching for one semester. The relevant data of students were recorded during the teaching period. Fuzzy evaluation was used to analyze the changes of anxiety of the two groups of students before and after teaching, and to study the impact of cheerleading on students' anxiety. Grade 1-5 was used. The higher the score, the heavier the degree of correlation. SAS software was used to process and analyze the data.

Results: In recent years, the pressure faced by college students has gradually increased, students' psychological conditions have problems, and anxiety is widespread, which has seriously affected students' study and life. After the classroom teaching of cheerleading, the students gradually release the pressure in their hearts in the process of cheerleading, stretch their body and mind, and their anxiety is slowly relieved or even cured. The anxiety score of junior students is 2 points, and the results are shown in Table 1.

Table 1. Anxiety scores of students in different grades after cheerleading Teaching

College student	Uneasy	Fear	Anxious
Freshman	1	1	1
Sophomore	2	1	1
Junior	1	2	2

Conclusions: With the popularity of Cheerleading in colleges and universities, students' aesthetic taste has been cultivated, and cheerleading has been loved by many students. In the practice of cheerleading, the students' physical and psychological quality has been gradually improved.

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RESEARCH ON KNOWLEDGE MAP FUSION METHOD DYNAMIC MONITORING AND ANALYSIS OF ANXIETY PSYCHOLOGY OF HIGHER VOCATIONAL STUDENTS

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Background: When an individual is faced with a coming threat but can't cope with it, it shows a negative emotion, which is called anxiety psychology. Anxiety psychology is mainly anxiety. In addition, it also includes negative emotions such as panic and anxiety. The emergence of anxiety is related to critical situations and unpredictable things. When the crisis disappears, the individual's anxiety may be eliminated slowly. When a person has no reason to experience anxiety, he is often frightened and restless for no reason. He has inexplicable anxiety about his physical health. This kind of anxiety is abnormal and a manifestation of mental illness. Individuals with serious conditions will even show emotional and emotional disorders. Criminals are prone to abnormal anxiety, especially when sentencing, serving sentences and reforming. Anxiety psychology can be divided into realistic anxiety and pathological anxiety. The latter is a kind of mental disease. Its symptoms are tension and uneasiness without specific reasons. It will feel groundless that it will be a great disaster, cause sports uneasiness, and lead to a subjective pain. Pathological anxiety is a long-term state and will not be eliminated due to the solution of objective problems. This is just opposite to realistic anxiety. Realistic anxiety is a kind of negative emotion that may appear in every individual. This anxiety will be eliminated due to the solution of objective problems. It is a basic emotional response to adapt and solve problems. An appropriate amount of anxiety can help individuals maintain a positive state and promote the smooth solution of problems. When the degree of anxiety exceeds the scope of individual

tolerance, it will lead to psychological problems and form an obstacle to solving problems.

With the continuous development of economy and culture, the psychology of students in higher vocational colleges has changed significantly. Under the impact of various ideas, higher vocational students have different psychological problems, one of which is anxiety. There are four main reasons for the anxiety of higher vocational students, namely, biological genetic factors, learning pressure, interpersonal pressure and the distress of employment and job selection. Under the influence of exam-oriented education, students' academic assessment is mainly based on the test scores, which affects the acquisition of scholarships for higher vocational students and has a great impact on their employment. Many students choose their majors according to the wishes of their parents when filling in the voluntary form, and there are fewer students who like to choose the major. For these students, the pressure of learning and examination is large, which leads to anxiety, which will be exacerbated by various qualification examinations. The knowledge map fusion method takes the knowledge domain as the research object, which can show the relationship between the development status and changes of scientific knowledge structure, and can be applied to many fields such as student learning, learning analysis and so on. Therefore, this method can be applied to the dynamic monitoring and analysis of higher vocational students' anxiety psychology.

Objective: To index the relevant literature of higher vocational students' anxiety psychology through the method of knowledge map fusion, summarize these literature, analyze the changes of higher vocational students' anxiety psychology in the literature, the corresponding causes and the changes of solutions in the literature, and select the latest research results to intervene the higher vocational students' anxiety psychology through the dynamic circulation system of psychological crisis intervention, In order to alleviate the anxiety of higher vocational students.

Subjects and methods: The research objects are higher vocational students in school. 350 higher vocational students are randomly selected from 4 colleges and universities. These students come from different majors and grades and have different family backgrounds. Understand the anxiety psychology, learning status and views on their major and school, and analyze the causes of their anxiety psychology. For these students, the relevant measures of psychological crisis intervention dynamic circulation system are used for two semesters, during which the relevant data of higher vocational students are recorded, and the data are processed and analyzed by SAS software. The higher the score, the heavier the score. The changes of anxiety psychology of higher vocational students before and after the intervention of psychological crisis intervention dynamic circulation system are studied.

Results: In recent years, the academic pressure of higher vocational students has been increasing, resulting in varying degrees of anxiety. According to the knowledge map fusion method, the relevant literature of higher vocational students' anxiety psychology is indexed, and the development law of anxiety psychology and the changes of intervention measures are found. Select the latest research results from these documents to carry out anxiety psychological intervention on the selected higher vocational students. After two semesters, the anxiety of sophomores decreased significantly, and the anxiety score was 2. The results are shown in Table 1.

Table 1. Anxiety scores of students in different grades before and after intervention

College student	Time	Anxious	Nervous
Freshman	Before intervention	4	3
	After intervention	1	1
Sophomore	Before intervention	4	4
	After intervention	2	1

Conclusions: Through the intervention of psychological crisis intervention and dynamic circulation system, the psychological problems of higher vocational students have been improved, which significantly alleviates the anxiety of higher vocational students, effectively prevents some students from psychological problems, and strengthens the positive cognition of higher vocational students on their own value.

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ANALYSIS ON THE OBSTACLES AND REALIZATION PATH OF THE CONSTRUCTION OF DOUBLE QUALIFIED TEACHERS BASED ON JOB BURNOUT PSYCHOLOGY

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Background: Teachers are facing great professional pressure. They are prone to job burnout, mainly manifested in extreme physical and mental fatigue, including emotional exhaustion, reduced sense of achievement and personality disintegration. After working for a long time, teachers will feel bored and boring about their work, and their enthusiasm for work will become low, without work enthusiasm. This emotional change process is gradual. At the beginning of work, teachers usually have great enthusiasm for work. They will feel satisfied with their work and feel that the job of teacher is of great social significance. However, with the consumption of resources and energy, the phenomenon of high and low return on actual investment makes teachers have a great sense of frustration and burnout. Some teachers will reduce their teaching requirements. Under the pressure of difficult class management and more requirements from parents, teachers' job burnout will further aggravate, their mood will be more irritable, and teachers' patience will continue to wear off. After this state lasts for about 4 years, their job burnout psychology will reach the maximum. At this time, teachers' work passion is exhausted, and their salary has become the driving force for them to stick to it. Teachers' work has also lost its original significance. The causes of teachers' job burnout can be mainly divided into four aspects: professional factors, working environment factors, personal factors and social factors. Among the professional factors, it can be divided into the heavy pressure of external expectations, the gap between expectations and reality, and the low creativity of occupation. In the low professional creativity, restricted by many factors, teachers' creativity in the actual education and teaching process has not been brought into play. Most teaching work is repetitive work. This working state is easy for teachers to feel physically and mentally exhausted. Among the factors of working environment, teaching environment and organizational atmosphere will have an impact on teachers' work passion.

Double qualified teachers are the integration of double certificate teachers and double ability teachers. On the basis of obtaining technical certificates such as engineers, this type of teachers should also have teaching qualification, and have the corresponding ability of theoretical teaching and practical teaching. From the connotation of double qualified teachers, we can see that this kind of teachers have higher requirements than ordinary teachers. Accordingly, the teaching pressure will increase a lot, and it is easier to produce a sense of job burnout. However, the development of vocational education in China started late, the awareness of professional development is vague, the cooperation mechanism between schools and enterprises is loose, the professional development of double qualified teachers is lack, the workload faced by teachers is large, and it is difficult to coordinate work and learning, which will make teachers' job burnout serious.

Objective: To understand the current situation and obstacles of the development of double qualified teachers, and to analyze the causes of job burnout of double qualified teachers. On this basis, this paper puts forward the countermeasures for the professional development of double qualified teachers. By constructing the professional development system of double qualified teachers, local education departments and vocational colleges should pay attention to the professional development of double qualified teachers, so that they can actively participate in it, so that double qualified teachers can feel the attention of the school. Formulate development goals and development plans for double qualified teachers, so that double qualified teachers can always maintain a positive state and implement each step of the plan. Formulate a reward system to affirm and reward the efforts of double qualified teachers, further improve their enthusiasm and eliminate their job burnout psychology. By strengthening the cooperation between schools and enterprises and building the skills and training mode of double qualified teachers, we can promote the professional development of teachers, so that teachers can improve their professional skills, improve teaching quality, obtain more sense of achievement and eliminate their job burnout in the exchange and learning of enterprises.

Subjects and methods: The subjects were double qualified teachers. 190 double qualified nursing teachers were randomly selected, all of whom were women. They have different professional titles and educational qualifications, there is a gap in the number of years as double teachers, and their marital status is different. Understand their views on their own career, psychological pressure and job burnout, analyze the causes of job burnout, analyze the impact of double qualified teachers' professional development countermeasures on double qualified teachers through fuzzy evaluation, adopt grade 1-5 score, the higher the score, the heavier the correlation, and use SAS software to process and analyze the data.

Results: Vocational education started late, the domestic dual qualified teachers' awareness of professional development is vague, the school enterprise school running mode is a mere formality, teachers