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A STUDY ON THE TRAINING STRATEGIES OF ENGLISH MAJORS FROM THE PERSPECTIVE OF COGNITIVE PSYCHOLOGY

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Background: The core focus of cognitive psychology is the processing of human sensory information in the brain and the formation of subsequent thinking. The research object of cognitive psychology is mainly people's high-level thinking processes, such as perception, attention, memory, language, etc. in contrast to traditional psychological theories, the research scope of cognitive psychology also includes processes that cannot be directly observed, such as reasoning logic based on observed information, storage and extraction of information, etc. Cognitive psychology pays more attention to the basic psychological causes of human behavior, but the process from psychological state to behavior cannot be directly observed. Therefore, psychologists can only speculate and verify this process through the information received by the observation object and the generated behavior. Therefore, the research process in this field often needs to add various social experiments to provide data support for speculation. The commonly used experimental methods of cognitive psychology include interview, questionnaire, Delphi, analytic hierarchy process and so on. At present, with more and more economic, cultural and social exchanges between China and other economies in the world, the country's demand for high-level English professionals is also increasing day by day. However, the cultivation of high-quality English talents requires not only the efforts of teachers and schools, but also the cooperation of students. Experts and students in the industry pay less attention to one of the main subjects of English education, namely students. Therefore, this study attempts to improve and optimize the training strategies of English majors by combining the theoretical methods of cognitive psychology, and analyze the effectiveness of these strategies.

Subjects and methods: A university is randomly selected from domestic foreign studies universities, and then 240 college students majoring in English are randomly selected from the university as the research objects. The research objects are evenly divided into experimental group 1, experimental group 2, experimental group 3 and control group. First, the basic information statistics and significance test of the difference are carried out for the personnel in each group. After confirming that there is no significant difference in the basic information among the students in each group, only then can follow-up experiments be carried out, otherwise it is necessary to adjust the experimental grouping or re select the research object. After the beginning of the experiment, the control group was required to only accept the traditional English teaching. The first and second experimental groups only trained teachers and students in cognitive psychology theory and method respectively. The third experimental group trained teachers and students in cognitive psychology theory and method at the same time, and then conducted English teaching for the three experimental groups. The English teaching content requirements of each group were consistent to control the experimental variables. Before and after the experiment, the students in each group need to be tested for their positive learning psychology. The test questions are designed and completed by the research team. The test is a hundred-mark system. The higher the score, the more obvious the positive psychological performance of the subjects. All measurement type features in the study are displayed in the form of mean \pm standard deviation for *t*-test. Counting type features are displayed in the form of number or proportion of number for Chi square test. The significance level of difference is taken as 0.05.

Results: After completing the grouping experiment, count the positive psychological test results of all students, and get Table 1.

It can be seen from Table 1 that the positive psychological test scores of students in each group before the experiment are slightly different, indicating that the experimental grouping is reasonable and the data of each group are comparable. After the experiment, the average value of positive psychological

quantitative score of the three groups was the highest, followed by the first group, and then the second group. The score of the control group was the lowest, and the average scores of each group were 84.9, 79.2, 76.1 and 72.0 respectively.

Table 1. Statistics of positive psychological test results of students in each group

| Test time | Experimental group 1 | Experimental group 2 | Experimental group 3 | Control group |
|-------------------|----------------------|----------------------|----------------------|---------------|
| Before experiment | 71.5±2.4 | 71.2±3.8 | 72.0±4.5 | 71.9±3.1 |
| After experiment | 79.2±2.8 | 76.1±3.3 | 84.9±3.6 | 72.0±3.4 |

Conclusions: In order to improve the training effect of English majors in China, it is necessary to improve the positive psychology of English majors, so as to stimulate their learning interest and subjective initiative. This study integrates the knowledge of cognitive psychology, designs and carries out a group intervention teaching experiment. The experimental results show that there is little difference in the scores of positive psychological tests among students in each group before the experiment. However, after the completion of the experiment, the average value of positive psychological quantitative score of the three experimental groups is the highest, followed by the first experimental group, and then the second experimental group. The score of the control group is the lowest, and the average scores of each group are 84.9, 79.2, 76.1 and 72.0 respectively. It shows that the countermeasures of integrating the theories and methods of cognitive psychology into the teaching of music specialty do help to improve the psychological enthusiasm of the students of the specialty, and specifically, the countermeasures of cognitive psychological intervention for teachers and students at the same time have the most significant effect.

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STUDY ON THE INFLUENCE OF THE WORKING MODE OF GRASS-ROOTS PARTY CONSTRUCTION ORGANIZATION IN COLLEGES AND UNIVERSITIES ON THE MENTAL HEALTH OF STUDENT PARTY MEMBERS

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Background: In recent years, our party has clearly proposed to “strengthen the construction of social psychological service system and cultivate a social mentality of self-esteem, self-confidence, rationality, peace and positive progress”. Moreover, with the advancement of domestic economic development and social reform, many new problems, new situations and new contradictions have emerged in society. For college students, they are facing the economic pressure brought by learning costs, the employment pressure brought by the fierce competition in the human resources market, and the learning pressure of the survival of the fittest, which lead to the aggravation of their psychological load. Some college students even have psychological diseases such as depression, schizophrenia, affective disorder, cognitive disorder, thinking logic disorder and so on. From the above, it can be seen that college students’ maintaining a healthy psychological state has a positive effect on themselves and society. The reason for this research is that the party building work of grass-roots organizations is different from that of grass-roots organizations. However, this research may also have a different impact on the mental health of students. This research may also have a different impact on the party building work of grass-roots organizations, find some working modes of grass-roots party construction organizations in colleges and universities that have the least negative impact on the mental health of student party members.

Subjects and methods: First, understand the main working mode of grass-roots party construction organizations in colleges and universities in China by telephone and online communication with several