

**Conclusions:** The semantic quantitative relationship between modern young people's perceptual cognition, curiosity hunting psychology and cyberpunk style is conducive to the design positioning of illustration, stimulate young people's curiosity hunting psychology and make illustration more popular in the market. The design method of this study and the practical works of cyberpunk illustration design provide a reference for other style illustration design.

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## ANALYSIS ON THE INFLUENCE OF COLLEGE TEACHERS' PROFESSIONAL IDENTITY PSYCHOLOGY ON JOB PERFORMANCE

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**Background:** In college education and teaching, the ability level of teachers is an important factor to ensure the teaching quality. However, some studies have proposed that the ability level of teachers is not enough to fully reflect the teaching quality of teachers in college teaching, and the work performance in the evaluation of teaching quality is also determined by teachers' professional identity. Teachers' professional quality and sense of identity have a significant impact on their teaching level. Generally speaking, the more positive the recognition psychology of teachers' profession, the more obvious the teachers' teaching passion reflected in daily teaching, and it is easier to drive the students' classroom learning enthusiasm. Teachers' professional quality is the degree of teachers' working hard. The classroom atmosphere brought by more dynamic teachers is easier for students to feel the charm of the subject and receive teachers' teaching knowledge. Some studies have proved that there are significant differences in the content and teaching methods of the teaching plans formulated by teachers with different degrees of professional identity psychology. The teaching plans formulated by teachers with higher professional identity are closer to the students' daily learning level, while most of the contents of teachers' teaching plans with low identity are biased towards teaching materials. Therefore, in college teaching, cultivating and improving teachers' professional identity psychology can effectively improve teachers' teaching level and teachers' work performance, which plays a positive role in the development of colleges and universities.

Teachers' professional identity psychology is teachers' recognition and sense of belonging to teaching. At the same time, psychology believes that identity psychology is a kind of psychological cognition, and the generation of identity psychology is the individual's psychological demand for the outside world. Some psychological studies have proposed that professional identity psychology includes different psychological contents such as individual psychology and social psychology, and the research believes that the individual psychology and social psychology in teachers' professional identity psychology can intervene teachers' cognition and change teachers' professional identity psychology. In the group of teachers, the recognition psychology of teachers' profession is the recognition of teachers' education and teaching, that is, the psychological needs of teachers for the results of teaching. When the teachers' psychology of professional identity changes, the teachers' comprehensive teaching level will also change to varying degrees. Therefore, in order to study the correlation, this study analyzes the impact of teachers' identity psychology on Teachers' work performance, so as to evaluate the impact of identity psychology on Teachers' work, in order to provide the development direction for higher education.

**Objective:** To explore the current situation of teachers' identity psychological performance in higher education, analyze the impact of teachers' identity psychology on teachers' work performance, analyze the changes of teaching quality in the changes of teachers' work performance, and then explore the development path of higher education reform.

**Subjects and methods:** 15 teachers from 10 different majors in a university were selected as the research object. Through follow-up survey and interview, the recognition psychology of teachers to the profession was understood. Regular job performance evaluation was conducted on 50 teachers. The results of Excel and teacher performance evaluation were used, and the correlation analysis was used to evaluate the impact of teachers' professional identity psychology on teachers' job performance. On the basis of relevance evaluation, this paper constructs a scheme to improve teachers' job performance, and analyzes the changes of teachers' professional identity psychology and job performance under the new scheme. The evaluation of teachers' professional identity psychology and job performance adopts the 0-10-point system. 0 indicates poor and 10 indicates very good.

**Results:** The psychological evaluation of teachers' professional identity includes teachers' teaching

enthusiasm and professional recognition, evaluates the changes of various indicators of teachers under the intervention of the new scheme, and analyzes the changes of teachers' work performance, as shown in Table 1. Table 1 shows that the enthusiasm, professional recognition and work performance of all teachers before and after the intervention increased from 3.73, 3.92 and 4.01 points to 7.24, 7.68 and 7.91 points respectively after the intervention. The data difference before and after the intervention was statistically significant.

**Table 1.** Changes of teachers' professional identity psychology and job performance before and after the intervention of promotion program

Index	Enthusiasm	Professional recognition	Job performance
Before intervention	3.73	3.92	4.01
After intervention	7.24	7.68	7.91
<i>P</i>	<0.05	<0.05	<0.05

**Conclusions:** The changes of students' psychological activities in college teaching can reflect the quality of curriculum teaching, and the psychological changes of teachers will directly affect the quality of curriculum teaching. Therefore, it is of great significance to explore teachers' psychology in the process of teaching. This paper studies and analyzes the current situation of teachers' identity psychology in college teaching, and reflects the impact of identity psychology on teaching quality through job performance evaluation. The results show that teachers' identity psychology can improve teachers' job performance, and teachers' identity psychology can significantly affect their negative emotions such as anxiety, which has a significant impact on curriculum development. Therefore, in college teaching, colleges and universities need to formulate professional identity psychological training strategies starting from teachers' psychology, so as to promote the development of colleges and universities.

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## PSYCHOLOGICAL CAUSES AND IMPROVEMENT MEASURES OF SPORTS INJURY IN SPORTS

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**Background:** With the gradual emphasis on sports in China and the continuous emphasis of national leaders on promoting the coordinated and healthy development of teenagers, colleges and universities have also strengthened physical training. It is undeniable that in college sports, due to the differences in physical fitness between different students, some students will have sports injury more or less in the same sports training environment. The emergence of sports injury is the discomfort of students' body in sports, which leads to the injury of muscles and bones. From the existing research, it can be found that most sports injuries are caused by collisions and accidents caused by athletes' uncoordinated body in the process of sports. At the same time, it is not only in the degree of sports training, but also in the physical and mental ability of athletes. In recent years, with the renewal of training facilities and equipment, the incidence of athletes' sports injury has been significantly reduced, and most college sports teachers also have a certain psychological counseling ability. However, it is undeniable that sports injury under high-intensity training is inevitable, and there are still a large number of sports injury events.

In sports, athletes will have great differences in psychological changes. Generally speaking, in sports, athletes' psychological emotions include timidity, inferiority, self cognition and social psychology. Psychology believes that timidity will lead to individuals' lack of adventure spirit, unwilling to participate in high-load sports training, poor athletes' sports skills, and then lead to sports injury in sports. Previous studies also believe that inferiority complex will lead to negative hints in sports training, lack of self-confidence in sports training, psychological obstacles and sports injury. At the same time, some studies believe that athletes' self-cognitive psychology and social psychology are important psychological qualities necessary in sports. When athletes lack self cognition and social psychology, they will not be able to have a deep understanding of the current sports in sports. And some studies believe that self cognitive bias will lead to serious individual self psychology, lack of social ability, communication barriers in sports, and then form psychological and behavioral confrontation, leading to sports injuries in sports. Therefore, in order to