

and  $3.35 \pm 0.27$  respectively, which reached the effectiveness level of “good effect” as a whole.

**Table 1.** Effectiveness scores of various measures on controlling public fear

No	Countermeasures	Effectiveness score	Explain
01	Purpose of open prevention and control measures	$3.24 \pm 0.32$	Need to report as soon as possible
02	Public media guide public opinion	$3.51 \pm 0.36$	Carried out in the form of traditional media combined with new media
03	Investigate legal responsibility for false negative reports	$3.35 \pm 0.27$	The media is also required to publish the legal treatment results

**Conclusions:** After the outbreak of COVID-19, China has paid more attention to public health emergencies, because public health emergencies can easily lead to negative psychology such as fear and anxiety, thus increasing unnecessary social governance costs and reducing the level of social security. This study attempts to design coping strategies based on positive psychological knowledge. The main research method is Delphi method. The consultation results show that from the perspective of positive psychology, the experts believe that the three methods of “the purpose of public prevention and control measures”, “public media guiding public opinion” and “investigating the legal responsibility for false negative reports” can play an obvious role in understanding the public’s fear after public health emergencies, and their effectiveness scores are  $3.24 \pm 0.32$ ,  $3.51 \pm 0.36$  and  $3.35 \pm 0.27$  respectively, because after the outbreak of public health events, The public’s ability of rational judgment has declined, and their psychology is more easily induced by various information. At this time, they should publish the correct information and prevent the spread of rumors and false information. The results show that the application of positive psychology can help to find some countermeasures to control the public fear after public health emergencies.

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## THE INFLUENCE OF HIGHER EDUCATION SYSTEM REFORM UNDER THE LIFELONG EDUCATION SYSTEM ON STUDENTS’ LEARNING COGNITIVE PSYCHOLOGY

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**Background:** Cognitive psychology is a branch of psychology that aims to analyze the processing of information collected by human senses in the brain and the formation of subsequent thinking. The research object of cognitive psychology is mainly the advanced functions of the human brain, such as memory, language, perception, attention, etc. However, different from the traditional psychological theory, the research scope of cognitive psychology includes not only the psychological processes that can be observed, but also the thinking processes that cannot be directly observed, such as the human brain’s analysis of the observed information, information storage and extraction, etc. Moreover, cognitive psychology pays more attention to the underlying 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 observed object and the generated behavior. It is for this reason that the research process of cognitive psychology often needs to add various social experiments to provide data support for speculation, The common experimental methods of cognitive psychology include interview, questionnaire, Delphi, analytic hierarchy process and so on. At present, the speed of human science and technology and economic development is at a high level in history, which has led to significant changes in the cognitive psychology of individuals working and living in social organizations. More and more people begin to have the demand for lifelong education. This is a new challenge to the higher education system. If we cannot reasonably deal with the needs of higher education and lifelong education, it will have a variety of negative effects on students’ learning and cognitive psychology.

**Subjects and methods:** To explore the impact of integrating lifelong education into higher education system and teaching plan on students’ learning cognitive psychology. After searching a large number of literatures in the fields of cognitive psychology, educational psychology and lifelong education, the research team designed a set of scales to understand the extent to which the subjects’ multiple learning cognitive

psychology was affected. The learning cognitive psychology of middle school students in the scale is divided into three kinds: lifelong learning cognition, learning positive psychology and reasonable questioning psychology. The score range of each kind of psychology is 0-100 points, and a corresponding impact grade interval is set every 20 points from 0, corresponding to no impact, slight impact, ordinary impact, obvious impact and huge impact. 200 college students of different majors and genders were selected from a domestic university to adjust and reform their teaching contents according to the idea of lifelong education. The main adjustment direction is to integrate the idea of lifelong learning into the teaching process and pay more attention to cultivating students' ability of independent thinking and analysis. And then let these students accept the post reform teaching service lasting for one semester. Finally, before and after the teaching intervention, the subjects were tested with the scale.

**Results:** After completing two scale tests and teaching interventions, all valid scale data are counted to obtain Table 1.

**Table 1.** Statistics of learning cognitive psychological scores of subjects in two tests

Number of tests	Lifelong learning cognition	Learning positive psychology	Reasonable questioning psychology
First test	42.6±3.2	63.0±5.7	55.8±4.2
Second test	74.3±4.1	69.7±3.5	71.9±3.8

It can be seen from Table 1 that at the first test, the subjects' psychological scores of learning cognition were low, and the overall score was about 60 points. However, in the second test after the teaching intervention after the reform, the subjects' lifelong learning cognition, learning positive psychology and reasonable questioning psychology were significantly improved compared with the first test, and the average scores were increased by 41.7, 6.7 and 26.1 respectively, which were within the range of ordinary influence-obvious influence, no influence-slight influence and slight influence-ordinary influence.

**Conclusions:** In order to explore the impact of the ideas and methods of integrating lifelong education into the higher education system on students' learning cognitive psychology, this research carried out an experiment of higher education curriculum reform integrating lifelong education. The experimental results show that at the first test, the subjects' psychological scores of learning cognition are low, and the overall score is about 60. However, in the second test after the teaching intervention after the reform, the subjects' lifelong learning cognition, positive learning psychology and reasonable questioning psychology were significantly improved compared with the first test, and the average scores were increased by 41.7, 6.7 and 26.1 respectively. The results of the teaching intervention experiment show that the integration of the ideas and methods of lifelong education system in the reform of higher education system can improve students' learning cognitive psychological level, and its effect on students' lifelong learning cognition is particularly significant.

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## RESEARCH ON ENERGY CONSUMPTION CALCULATION MODEL OF PREFABRICATED BUILDING ENVELOPE SYSTEM BASED ON BIM TECHNOLOGY FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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**Background:** Educational psychology is not only a branch of traditional psychology in the humanities, but also an interdisciplinary subject of traditional psychology and pedagogy, in which the theories and research methods of traditional psychology and pedagogy are widely used. The main research object of educational psychology is the teaching psychology of educators and the learning psychology of educates in educational behavior. Educational psychology can improve teaching methods, stimulate students' learning motivation and assist students to overcome learning difficulties by studying the psychological activities and psychological laws of both sides. Moreover, using the theoretical methods of educational psychology to study and optimize the problems existing in the teaching process will help to improve teachers' teaching ability and the ability to solve complex educational problems. It will also help schools to adjust teaching measures and management models according to research results, so as to improve the quality of education and teaching in schools. The domestic BIM technology started later than the international one, which led to