

as educators in colleges and universities, counselors should give full play to their teaching ability in teaching and help students relieve their learning pressure in the most scientific way.

College counselors are the backbone of cultivating college students' ideological and political education, and they are also the teachers most often contacted by students in their daily life, which means that the words and deeds of counselors and teaching concepts will have a very intuitive impact and guiding role on students' self-development. Therefore, strengthening the relevant construction of counselors can play a very important role in college teaching. College counselors are the main force and backbone of Ideological and political education in colleges and universities. They assume the role of students' guide. Whether their state is good or not directly affects the growth of college students and the effect of ideological and political education. It is self-evident that an efficient and energetic team of counselors is of great significance to colleges and universities. Counselors have become an easy and high incidence group of job burnout. Many counselors have high negative emotions and low job satisfaction, which seriously affect the work quality of college counselors.

Subjects and methods: Based on the analysis report on the work of university staff in a city in 2021, the research uses the technology of data mining and cluster analysis to analyze the work psychology of university counselors, and deeply analyzes the psychological health problems of university counselors. Based on the analysis of the role of educational psychology in the development of counselors' work, this study puts forward the strategies for the construction of college counselors' team facing the psychological development of counselors, and verifies the effects of the reform of counselors' team construction by means of reform pilot. The research takes 278 counselors from 3 colleges and universities in a city as the research object, implements the construction of new counselors, and explores the impact of the construction of college counselors' team on the psychological development of counselors by comparing the changes of counselors' mental health and quality six months after the trial.

Results: The differences in mental health and quality of college counselors before and after the pilot reform are shown in Table 1. College counselors generally have the problems of job burnout and job anxiety. However, after the pilot reform for half a year, the professional well-being and psychological efficacy of the counselor team have been significantly improved.

Table 1. Mental health and quality differences of college counselors before and after the pilot reform

Test dimension	Cronbach's alpha coefficient	Cronbach's alpha coefficient
Job burnout	3.75	1.52
Psychological efficacy	2.01	3.76
Job happiness	1.34	3.27
Occupational anxiety	3.59	1.18

Conclusions: In the management teaching of colleges and universities in China, in fact, there is never a clear regional division of the work content of the counselors themselves. As long as it is within the counselors' ability, they all belong to their management and education, which makes the counselors have to deal with a large number of work tasks in their work, so that the psychological health level of the counselors is generally low. Strengthening the construction of college counselors can effectively help counselors find a more appropriate teaching orientation according to their own abilities, and can promote the improvement of college teaching and management system to a certain extent, so as to promote the sustainable development of counselors, promote the alleviation of job burnout of college counselors, enhance the work enthusiasm of Counselors, and promote the long-term mental health development of counselors.

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ANALYSIS OF THE INFLUENCE OF COMPUTER C LANGUAGE TEACHING ON COLLEGE STUDENTS' LEARNING EVASION FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

Guobin Wang

Inner Mongolia Minzu University, Tongliao 028000, China

Background: Due to the change of learning environment, the transformation of teaching methods, the interaction of interpersonal relationships, the cognitive exploration of self-worth and other factors, it is difficult for college students to give attention to both learning and life, which will more or less lead to

learning avoidance and related negative emotions and psychological problems, which will cause great damage to their physical and mental health. In the diagnostic criteria of psychology, there is no exclusive classification of learning evasion, but its specific performance is that individual students will have psychological performance and behavior mechanisms such as evasion and resistance when they carry out learning activities and deal with learning tasks. The generation of learning evasion psychology and behavior is not only related to the psychological adjustment of students themselves, but also has a direct relationship with the effect of teachers' teaching activities. Its specific performance is that there is a great difference between the process of teachers' teaching activities and students' learning process, and then students' question and deny their learning ability. If they do not get positive teaching feedback for a long time, students will have negative emotions and learning evasion behavior, especially in some more difficult courses, such as computer C language teaching. C language is a popular high-level programming language in the international computer industry. It plays an important role in the professional planning of undergraduate teaching in colleges and universities in China. It is a professional basic course in colleges and universities of science and engineering, and has strong practicality. Computer C language teaching makes it difficult for students to better master and skillfully use the professional knowledge in learning because of its learning difficulty and the abstraction of teaching content, and different students' learning effects are different due to the differences in learning ability and the limitations of cognitive level. The traditional C language experiment teaching mode mostly adopts the way that teachers guide students to do experiments. Teachers design experiment instructions and send them to students before the experiment class starts. Students do experiments according to the experiment instructions in each experiment class. Teachers guide students in the classroom. After the experiment class, students go back to write experiment reports and submit them to teachers for approval. This teaching mode cannot teach students according to their aptitude on the basis of taking into account the differences of students' individual differences and learning ability, and the interruption of teaching interaction and the singleness of teaching resources not only increase the difficulty of students' learning, but also are not conducive to the improvement of students' professional practice ability. Therefore, it is urgent to improve the teaching courses and teaching methods, in which educational psychology is an effective theoretical tool to guide teaching work. Educational psychology is the use of psychological theories or research results to carry out educational intervention. It refers to the conscious and phased practical application in a specific educational situation according to the psychological laws and change characteristics of both the subject and object of teaching. It can effectively help computer teachers grasp the teaching laws and students' psychological characteristics to carry out targeted teaching design, so as to alleviate students' learning evasion and psychological problems.

Subjects and methods: The research take the students with learning anxiety disorder in a computer major in a university as the research object. Firstly, it evaluates the basic information of the learning and psychological status of the research object, and collects the information about the application effect of the current teaching mode of computer major in a university. Then, starting from the psychological characteristics of students' learning, the computer C language teaching mode was improved and innovated with the help of educational psychology, that is, a "hybrid" teaching mode was designed to realize the combination of teachers' online and offline dominance and students' offline and online subjects, and the combination of offline traditional experimental teaching classes and online network assisted experimental teaching, So that students can realize "phased" learning and understanding of learning content in C language learning. The subjects were invited to participate in the group experiment under different classroom teaching modes. After the experiment, the data collection and statistics of students' learning avoidance behavior and psychological problems were carried out with the help of mental health test tools, and the differences of the experimental results were analyzed with statistical analysis tools.

Results: Educational psychology takes psychology as the theoretical support. It pays attention to the cultivation concept of people-oriented and student-centered. It can effectively provide ideas for curriculum setting and improvement, and effectively establish the teaching link between students and teachers. The research improves computer C language teaching with the help of educational psychology. The results show that the "mixed" teaching mode can effectively reduce and alleviate the symptoms of students' learning evasion, and greatly improve the students' initiative to participate in classroom learning. Table 1 shows the statistics of learning effect scores under different classroom teaching modes.

The results in Table 1 show that students' learning evasion has improved under the mixed teaching mode, with a score difference of 10 points.

Conclusions: From the perspective of educational psychology, examining the psychological characteristics of teachers and students in the teaching process and improving the current situation of teaching problems can effectively improve the pertinence and effectiveness of teaching content, realize teaching according to students' aptitude, teach without classification, greatly improve students' mental health level and learning tolerance, and enable students to improve their computer professional application ability and affirmation of their own ability in the teaching process.

Table 1. Statistics of learning effect scores under different classroom teaching modes

Evaluation dimension	Learning evasion	Learning enthusiasm	Innovation of learning
Single mode	21.35±4.52	11.25±7.13	13.86±3.47
Mixed mode	11.78±3.12	22.44±5.11	28.24±4.13

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ANALYSIS OF THE INFLUENCE OF RURAL ART ELEMENTS ON THE CREATIVE PSYCHOLOGY OF CERAMIC DESIGN STUDENTS FROM THE PERSPECTIVE OF COGNITIVE PSYCHOLOGY

Dandan Zhao^{1,2*} & Wen Sun^{1,2}

¹Pingdingshan University, Pingdingshan 467000, China

²Russian State University, Moscow 115419, Russia

Background: Cognitive psychology aims to study the operation of memory, attention, perception, knowledge representation, reasoning, creativity and problem solving. It is believed that human activities are a unified whole in which cognitive elements are interrelated and interact with each other. Different individuals show different cognitive levels and abilities due to differences in age structure, social experience and psychological quality. The depth and breadth of cognitive process can be continuously improved through acquired learning. The differences and limitations of individual cognition make their behavior mechanisms different, and the psychological characteristics behind this behavior mechanism are complex and diverse. Cognitive psychology, which takes human cognitive activities and processes as its main research object, can effectively intervene and adjust individual psychological characteristics and improve their cognitive level. Cognitive psychology will not only affect the individual's cognitive aesthetic differences in things, but also affect the individual's sensitivity to the evaluation and perception of physical standards. Cognitive psychology helps us to understand and perceive the world. As a psychological intervention theory, cognitive psychology can guide us to give better play to creativity and innovation in real life, improve our cognitive ability and level, and reduce psychological problems and negative emotions caused by cognitive bias. With the rapid development of China's economic construction, the ceramic art specialty is gradually carried out in most comprehensive universities. However, due to the tradition of the teaching mode in the current ceramic specialty teaching, the students' innovation and practice ability cannot be greatly improved, which greatly limits the students' more independent innovation, thus making it easier to produce negative creative emotions when completing ceramic works, affecting their creative psychology. Creative psychology is a relatively stable psychological state, including three stages of entry, creation and withdrawal. It will show "openness and liberation", "fanaticism and forgetfulness", "fantasy and illusion", "anxiety and pain", "calm and detachment". The key to helping students alleviate their negative anxiety is to help them improve their creative ability and aesthetic level, and create ceramic art works that meet the social aesthetic needs and values and have more characteristics.

Objective: Ceramic art works have their own local characteristics. They are an important expression of the charm of rural culture, and can effectively make the viewer feel the artistic characteristics behind them. Making full use of rural art elements in ceramic art works can effectively stimulate the creators' creative inspiration and creativity, and adjust their creative psychology. Therefore, based on this, the research explores the impact of rural art elements on the creative psychology of ceramic design students with the help of cognitive psychology theory, so as to help students improve their mental health while improving their cognitive ability.

Subjects and methods: The research take the students majoring in ceramics in a university as the research object, through collecting their creative psychology in the process of current ceramic art creation and the current teaching status of ceramic art teaching courses. Then, according to the students' cognitive structure and psychological characteristics, the research promotes the innovation of ceramic art teaching with the help of cognitive psychology, adds rural art elements to it, and constructs its new teaching model.