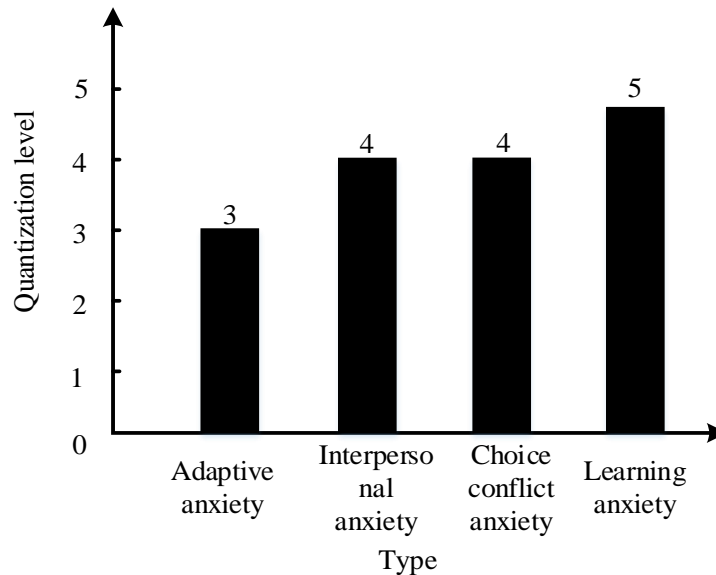


level of adaptation anxiety affected by college English education under the concept of community of destiny is the lowest, which is only level 3, that is, general influence. It can be seen that college English education under the concept of community of destiny can mainly have a positive impact on college students' learning anxiety.



**Figure 1.** Influence level of different anxiety types

**Conclusions:** Nowadays, the excessive learning pressure of college students may cause long-term learning anxiety of college students and affect their physical and mental health. Therefore, the study integrates the concept of community of destiny into the college English curriculum, and uses the K-nearest neighbor algorithm to classify the main types of students' anxiety psychology, and analyzes the impact of the curriculum on students' psychological anxiety by comparing the benign impact of several kinds of anxiety psychology on college English education under the concept of community of destiny. The results show that college English education under the concept of community of destiny has a relatively significant impact on college students' learning anxiety. It shows that college English education under the concept of community of destiny can alleviate college students' anxiety in English learning and is an important way to help college students reduce their self-learning anxiety.

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## RESEARCH ON THE CURRENT SITUATION OF THE CONSTRUCTION OF TEACHING STAFF IN COLLEGES AND UNIVERSITIES AND THE INFLUENCE OF ANXIETY PSYCHOLOGY

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**Background:** At present, the teaching staff of mental health education in colleges and universities has been expanding, and full-time teachers are gradually becoming the backbone. According to the statistics of the national college mental health education data analysis center of the ministry of education, the number of full-time teachers engaged in mental health education in colleges and universities nationwide has increased year by year. From the perspective of team structure, the degree of youth and specialization has become higher and higher, and the overall quality has also been improved day by day, which has laid a good foundation for the expansion of the field of mental health education in colleges and universities. Although the construction of teaching staff of mental health education in colleges and universities has made great progress, there is still a considerable distance from the development goals of mental health education in colleges and universities and the actual psychological needs of students. The goal of mental health education in colleges and universities is to optimize students' psychological quality, cultivate sound personality, help students solve various psychological problems encountered in their growth, develop

individual potential, and promote students' comprehensive and healthy development. Therefore, teachers engaged in mental health education in colleges and universities mainly undertake two tasks: one is to carry out psychological quality education for all students in the school through compulsory courses, elective courses, lectures and other forms, which requires them to be able to carry out daily teaching and scientific research as teachers in ordinary colleges and universities. The second is to assist students in solving various psychological problems through individual counseling and group counseling. At the same time, identify and diagnose those with serious psychological problems, so as to achieve timely referral. This also requires them to master the corresponding psychological counseling theory, skillfully use psychological counseling skills, and have the quality of psychological counselors. Because of this, the full-time teachers engaged in mental health education in colleges and universities are both college teachers and psychological counselors. However, the nature of their work also determines that they are different from both ordinary university teachers and psychological counselors in social institutions. In addition to having the general qualities of university teachers in terms of knowledge structure, ability level and professional quality, they should also have special requirements in terms of qualification and quality.

**Objective:** Although the construction of the teaching staff of mental health education in colleges and universities has made great progress, it is far from the quality requirements of national talent training and the actual psychological needs of college students. The main problems are the lack of staffing and the serious shortage of teacher-student ratio. Work overload and high occupational pressure. Busy with daily affairs all day, no time to carry out work in depth. The form of work focus is greater than the content. Teachers of mental health education in colleges and universities should love the cause of mental health education, be willing to contribute, respect the personality and will of visiting students, and safeguard their rights and interests. Therefore, this study aims to explore the impact of the construction of college teachers on students' anxiety, in order to lay a solid foundation for promoting the healthy growth and all-round development of college students.

**Subjects and methods:** 400 students with different levels of anxiety were randomly divided into control group and experimental group, with 200 students in each group. The experimental group was given the curriculum teaching mode after the construction of college teachers, and the control group was given the conventional traditional teaching mode. Before and after teaching, the students were evaluated by Self-rating Anxiety Scale (SAS) and Self-rating Depression Scale (SDS). Among them, the SAS score limit is 50 points, more than 50 points indicate anxiety, and the lower the score, the healthier the psychology. The limit of SDS score is 53 points. A score above 53 indicates depression. The lower the score, the healthier the psychology.

**Results:** Before teaching, there was no significant difference in SAS and SDS scores between the two groups ( $P > 0.05$ ). After teaching, the SAS and SDS scores of the two groups were significantly lower than those before teaching ( $P < 0.05$ ). After teaching, the scores of the experimental group were significantly lower than those of the control group ( $P < 0.05$ ), as shown in Table 1.

**Table 1.** Comparison of anxiety and depression between two groups of students

Group	SAS		SDS	
	Before teaching	After teaching	Before teaching	After teaching
Control group	56.17	45.76	58.68	50.36
Experience group	55.76	41.17	58.52	41.39

**Conclusions:** The qualities that college mental health education teachers should possess include solid theoretical foundation, reasonable knowledge structure, profound cultural heritage, learning quality that keeps pace with the times, good teaching and research ability, skilled helping skills and other professional skills and knowledge literacy. Love the cause of mental health education, be willing to contribute, respect the personality and wishes of visiting students, and safeguard their rights and interests and other professional qualities. Self confidence, open-minded, sensitive and cooperative personality traits. Kind, sincere, tolerant and kind personality. The results show that after teaching, the scores of the experimental group are significantly lower than those of the control group ( $P < 0.05$ ), which not only shows that the teaching mode of circuit course under the ideological and political concept of the course can improve the negative psychology of college students, but also shows that the effect of this teaching mode is significantly better than that of conventional teaching.

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## RESEARCH ON THE INFLUENCE OF EDUCATIONAL MANAGEMENT SYSTEM REFORM ON STUDENTS' MENTAL HEALTH PROBLEMS FROM THE PERSPECTIVE OF COGNITIVE PSYCHOLOGY

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**Background:** Cognitive psychology is a discipline used to study the processing of information collected by human senses in the brain and the impact of such information on subsequent individual behavior. In short, the research object of cognitive psychology is the high-level thinking process of the human brain. Contrary to the traditional psychological theory, the research scope of cognitive psychology includes both the behavior and language that can be observed directly, as well as the psychological process that cannot be observed directly, such as the deduction logic based on the observed information, the storage and extraction of information, etc. Cognitive psychology pays more attention to the basic psychological causes of human behavior. In the process of research, scholars often infer and verify the psychological status of the object by observing the information it receives and the behavior it produces. Therefore, the research process in the field of cognitive psychology often needs to use various social experiments to provide data support for speculation. The commonly used social experiment methods include interview, questionnaire, Delphi, analytic hierarchy process and so on. Relevant studies have shown that the management system of colleges and universities has an important impact on the mental health of students. However, there is no detailed discussion on which type of management system is more beneficial to cultivate the mental health of students, which is one of the purposes of this study.

**Subjects and methods:** Cooperate with a domestic third-party data service provider to purchase a copy of social experiment data conducted by other teams in the past. This social experiment is to comprehensively manage students selected from several universities with comparative significance by adopting different reformed teaching management systems, and compare the SCL-90 (Symptom Checklist 90) factor scores of students participating in the study before and after the experiment. After obtaining this data, use python programming language to clean out the invalid samples and samples with missing values, and then build a prediction model of students' post experiment mental health score based on linear regression algorithm. Adjust the model parameters for many times to obtain the model with the optimal regression prediction effect, and output the importance coefficient of the corresponding input characteristics of the optimal model (that is, various reform measures of the education management system). Finally, we use the theory of cognitive psychology to analyze the internal causes of the impact of various strategies on students' mental health. Note that all measurement type features in the study are displayed in the form of mean  $\pm$  standard deviation for *t*-test, and count 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:** Output the corresponding characteristic importance coefficient of the optimal regression model, as shown in Table 1.

**Table 1.** Statistical table of importance coefficient of reform measures of optimal regression model

Number	Reform measures	Option	<i>B</i>	Standard deviation	<i>P</i>	OR	95% CI
01	Set up special psychological counseling institutions	Yes	-1.433	0.561	0.004	0.381	0.024-1.502
		No	-	-	0.013	-	-
02	Integrating psychological knowledge teaching into humanities courses	Yes	-1.561	0.419	0.008	0.449	0.141-1.359
		No	-	-	0.005	-	-
03	Provide students with more opportunities for social practice	Yes	-0.748	0.352	0.016	0.507	0.034-1.510
		No	-	-	0.009	-	-

It can be seen from Table 1 that the output results of the optimal regression model show that “setting up a special psychological counseling institution”, “integrating psychological knowledge teaching into humanities courses” and “providing students with more opportunities for social experiments” are the protective factors for the average score of SCL-90 factors after students' experiments, indicating that these three reform measures of university education management system have positive value for improving