

very urgent to study the public's stress psychology and behavior after large-scale power failure. However, there are few studies on public tension psychology and behavior under the power disaster. Under this background, the research on the impact of individual characteristics on public psychological characteristics and behavior choice is almost blank. However, due to the similarity of individual stress psychological response and behavior under different backgrounds, the relevant research results also have high reference value.

Subjects and methods: Based on questionnaires and interviews with seven cities in Guangdong, Guangxi and Hainan, these cities experienced large-scale power outages from 2018 to 2020. Through the method of correspondence analysis, this paper studies the effects of individual factors in different blackout stages on the psychological response and behavior choice of public stress, as well as the differences of different public's cluster willingness and role tendency. Through the corresponding analysis function of SPSS, this paper analyzes the nervous psychological response and behavior choice of different groups in different power failure stages, as well as the differences of cluster willingness and role tendency of different groups, which is helpful to find out the response law of different groups and establish an efficient and differentiated emergency management system.

Results: This paper believes that in the early stage of power failure, most of the public have greater stress psychological response, but their behavior tends to be mild. However, with the increase of power outage time, the public's nervous psychological reaction and behavior tend to be intense. During the whole blackout period, the psychological reaction and behavior of low-income groups were stronger. Young and middle-aged people, employees with bachelor's degree, employees of enterprises and institutions and workers have obvious willingness to cluster, and high-income and highly educated groups are more likely to become leaders of collective activities.

Conclusions: Generally speaking, different groups have different degrees of psychological reaction and behavior choice in different stages. However, in the process of emergency management, we need to focus on groups with large psychological response and strong behavior in different stages, so as to prevent accidents and effectively curb the occurrence of group events. Combined with the above analysis, the groups with large psychological response and strong behavior are summarized. From the perspective of the public's willingness to cluster, the young and middle-aged public's willingness to cluster is more obvious. The public with a bachelor's degree prefer to cluster. Obviously, the public with university, graduate and above education is not willing to cluster. Enterprise employees, institutions and employees have obvious willingness to cluster.

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EVALUATION OF SELF-ESTEEM NEEDS OF PARTY AND GOVERNMENT MANAGERS IN COLLEGES AND UNIVERSITIES

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Background: Regular assessment of Party and government managers and evaluation of everyone's work attitude, work ability and work performance have become a system in party and government management in Colleges and universities, which plays a certain role in mobilizing the enthusiasm of university managers and promoting the completion of school work objectives and tasks. Therefore, it is of great significance to analyze the organizational function of assessment, especially the psychological function. The psychological function of Party and government administrators in Colleges and universities includes group function and individual function. Group functions include enhancing group cohesion, enhancing group morale, improving group public opinion and producing group psychological effects such as social encouragement, social standardization and herd behavior. Individual functions include activating high-level psychological needs and motivation such as achievement, self-improvement, ideal and ambition, behavior guidance and continuous stability, as well as various positive and negative psychological effects.

Subjects and methods: The assessment of Party and government managers in Colleges and universities is an important aspect of college management. Considering the influence of psychological factors in the assessment mechanism plays a positive role in improving the assessment methods and promoting the effectiveness of the assessment system. This paper expounds the psychological function of assessment, analyzes the psychology of assessment objects and the psychological effect of assessment process, and puts forward how to prevent evaluation error and correctly understand the psychological requirements of assessment.

Results: At present, the assessment and evaluation of Party and government managers in Colleges and universities usually adopts four standards: morality, ability, diligence and performance, and puts forward relevant detailed standards. The evaluation standard is not only the criterion for examining and evaluating the work performance of managers, but also the specific behavior requirements for managers. Therefore, it has a strong guiding role. The evaluation criteria can meet the self-esteem needs of managers and their desire for achievement. The guiding and feedback regulating role of assessment standards is the most basic, but not all managers are happy to accept it. Resistance to evaluation, from low-level reaction to strong reaction and even anger, may occur among managers.

Conclusions: In short, the assessment and evaluation of Party and government managers in Colleges and universities is a person to person thing, which is inevitably affected by psychological factors. The key is that on the premise of correct evaluation standards, in addition to requiring the evaluation personnel to be as objective and fair as possible, scientific methods should also be adopted in the evaluation procedures and technology to make the evaluation achieve its due purpose and play its due role.

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EFFECTS OF FOREIGN LANGUAGE ANXIETY, TENSION AND COGNITIVE LOAD ON FOREIGN LANGUAGE LYING

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Background: Lying is a common social behavior. It refers to the behavior that people deliberately conceal facts, distort or fabricate false information out of thin air to mislead others. When people lie, they will induce fear and fear related emotions, such as tension, guilt and so on. Affected by these emotions, people will have many physiological changes when lying, such as increased skin electrical level, increased blood pressure, faster respiratory rate, higher pitch and pupil dilation. People have a higher cognitive load when lying. Psychological conflict theory holds that people have low cognitive load when telling the truth and high cognitive load when lying. This is because people will produce two psychological intentions when lying, one from the understanding of facts and the other from the understanding of lies. Two completely opposite psychological intentions will bring strong psychological conflict.

Subjects and methods: This paper uses the false statement paradigm to explore the cognitive neural differences between Chinese and English bilinguals when telling the truth and lying in their mother tongue and foreign language, involving foreign language anxiety, cognitive load and stress induced by lying. The purpose of this study is to explore the cognitive neural differences between Chinese and English bilinguals when they tell the truth and lie in Chinese and English.

Results: (1) The P200 amplitude of Chinese English bilinguals speaking the truth in English is greater than that in their mother tongue, indicating that the subjects are affected by foreign language anxiety when speaking in English. (2) There was no significant difference in the amplitude of P200 between lying in English and telling the truth, but there was a significant difference in the amplitude of P200 between lying in mother tongue and telling the truth, indicating that the stress induced by lying in foreign language was not as great as that induced by lying in mother tongue. (3) The CNV amplitude of Chinese English bilinguals lying is greater than that of telling the truth, indicating that the cognitive load of subjects lying is greater than that of telling the truth. (4) The CNV amplitude of Chinese English bilinguals lying in English is greater than that in Chinese, indicating that the tried foreign language lying has a greater cognitive load than lying in their mother tongue. Correlation analysis shows that English proficiency is an important variable affecting the cognitive neural differences between Chinese and English bilinguals when lying in their mother tongue and foreign language.

Conclusions: This study explores the cognitive neural differences between Chinese and English bilinguals in telling truth and lying in their mother tongue and foreign language, and provides evidence for the cognitive neural differences in lying in their mother tongue and foreign language. At the same time, analyze the EEG amplitude in different time periods, consider the emotional arousal and cognitive load, and find their role in this process. The results of this study have important implications for lie detection research. When people lie in a foreign language, they will show more obvious lying characteristics due to the high cognitive load. Affected by foreign language anxiety, whether it is true description or lying, subjects will show some characteristics similar to lying when speaking a foreign language.

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