

First, staff recruitment. When recruiting administrative posts, colleges and universities can make use of the characteristics of management psychology to analyse and master the working ability, psychological quality and stress resistance of candidates through some special techniques, which can help colleges and universities to quickly understand various aspects of candidates, such as professionalism, professional level and psychological characteristics, in a short time, so as to recruit excellent talents who meet the requirements of administrative posts in colleges and universities. In order to recruit excellent talents who meet the requirements of administrative positions in colleges and universities, and fundamentally guarantee the administrative management level of colleges and universities.

Secondly, personnel training. In the face of the development trend of high quality of university education, the administration team should maintain a high level of comprehensive quality to better assist the development of university education and teaching, and to meet the requirements of administrative positions in different periods. Based on this, management psychology is used in personnel training to guide individuals to pay more attention to their own professional development, and emotional management, stress resistance and professional knowledge are added to the training content. The effect of regulating personal behavior can further enhance the effectiveness of administrative management in colleges and universities.

Thirdly, career development. The effective use of management psychology in the management of administrative personnel's career development helps administrative personnel to establish a correct concept of career development and correct work attitude under the guidance of correct values, analyse the actual psychological needs of each individual through the use of management psychology and provide them with protection in a suitable way, so that administrative personnel can fully feel the care from the university in their actual work, mobilize their work and meet their sense of achievement. This will ensure that the administrators will feel fully cared for by the university, motivate them to work, satisfy their sense of achievement and happiness, and ensure that they will always maintain a correct working attitude and full enthusiasm in their future work.

Results: Based on psychological theories, special tools and techniques are used to improve and optimise the current management mechanisms in order to mobilise human motivation and enthusiasm. Applying it to university administration, the practical results show that management psychology plays a role in strengthening the psychological and behavioural analysis of administrators, and provides them with rationalised suggestions to stimulate their subjective initiative and promote the efficiency and quality of daily administration.

Conclusion: To achieve the goal of high-quality development of university education is inevitably inseparable from the support of efficient development of internal administrative work, and in the face of the current educational development situation, the requirements for administrative positions are also increased. Management psychology is reasonably applied in university administration, analyzing the psychological needs of administrative managers, accurately grasping their psychological dynamics and behavioral rules, putting forward targeted measures on this basis, stimulating the subjective initiative of administrative managers, promoting further improvement of work efficiency and quality, and enhancing the professionalism and standardization of university administrative management by means of training on the premise of fully satisfying the psychological needs of administrative managers. The aim is to provide a basic guarantee for the modernization of university.

* * * * *

BASED ON THE MENTAL ANALYSIS OF TRANSFER THEORY TO LANGUAGE TRANSFER PHENOMENON

Tudeng Jiangyong

*Key Laboratory of China's Ethnic Languages And Information Technology of Ministry of Education,
Northwest Minzu University, Lanzhou, 730030, China*

Background: Language has always been an important activity in helping humans to cognitively develop their minds, and the study of mental has always had an irreplaceable value in language learning. Migration is a mechanism of influence in practical learning, and the study of migration has always been an important topic in the field of linguistics, whether it is the acquisition of a mother tongue or a second language. It is a concept in mental which identifies transfer as a learned behaviour, which simply means that after a learner has acquired a skill, his or her subsequent learning will be influenced by it. Research on language transfer was first conducted in the 1940s by American linguists using a contrastive hypothesis model. From

the 1980s until the present, the interpretation of language transfer has been updated with the emergence of cognitive mental science language research, which defines native language transfer as a strategy in the language learning process, and which is influenced by a complex set of factors, including cognitive, social and mental.

Objective: In the past, research on language transfer has been confined to the field of language teaching and learning, and has tended to analyse and classify the differences between mother tongue and second language learning, with the aim of addressing the realities of transfer in language teaching and learning, but without any in-depth study of the motivational mechanisms involved. Therefore, in this study of language transfer, we will not limit ourselves to the field of language teaching and learning or to the linguistic level. The aim of this study is to explore the deeper mental basis of motivation, based on a mental perspective, and to trace it back to its origin, in order to deepen our understanding of language transfer and to further promote the positive value of language transfer in language learning.

Subjects and methods: This study focuses on language transfer, including the development of language transfer over time, and seeks to examine the impact of mental on language transfer in various processes from a mental perspective, and to explore the mental interpretation of language transfer. The research methods used in this study include comparative analysis, documentary analysis and empirical research, all of which are precise and combine the analysis of the specificity and universality of language transfer in the process of research, ensuring that attention is paid to the differences in native language transfer and supporting scientific planning for sociolinguistic purposes.

Results: The study of mental transfer theory shows that the probability of transfer is not uniform in language transfer due to interlingual differences, and therefore different degrees of control and areas of attention need to be determined for different categories of language transfer depending on the elements, and that transfer is not a mechanism that can be determined by interlingual similarity, but is subjective and controlled by the learner's consciousness, therefore, to The positive effects of language transfer require a deep understanding of transfer and the development of conscious control, as well as the development of positive attitudes and approaches to learning for learners. Through the cognitive mental component of the study, the focus is on the two-way influence between the acquired language and the language being learned in language learning. From a neuro psychology perspective, language transfer should be stimulated by arousal between some nodes of neurons. This pattern of arousal is formed through long-term training and may subsequently change, and can be optimised by conscious training to further weaken negative arousal.

Conclusions: This mental-based study of language transfer breaks the limits of research in the field of language learning by exploring the deeper mental motivations for language transfer, which are based on typical theoretical knowledge in mental, including mental transfer theory, neuro psychology theory and cognitive mental theory, and by explaining the characteristics of language transfer within a comprehensive framework of these theories. This research will enable language learning to be more positive in terms of positive transfer and more effective in terms of avoiding negative transfer, in short, to analyse and guide language transfer at a mental level.

* * * * *

INTERPRETABLE ARTIFICIAL INTELLIGENCE ANALYSIS BASED ON PSYCHOLOGICAL EMOTION

Lei Wang

*School of Internet of Things Technology, Hangzhou Vocational and Technical College of Science and
Technology, Changchun, 311402, China*

Background: Artificial intelligence contains several schools of thought, the two most representative schools of thought are the symbolism school and the connectionism school. The symbolism school generally expresses knowledge of a domain through logical rules and data structures, and uses this as the basis for logical reasoning to find solutions to problems, such knowledge representation and reasoning has been successfully used in expert systems. The connectionist school of thought mainly uses artificial neural networks to mimic the biological organisation of the human brain, after data is trained on the network to acquire knowledge in a distributed standard high, computing problem solving way. Nowadays deep learning neural networks have become a research hotspot in artificial intelligence, and while people marvel at the speed with which artificial neural networks can obtain accurate answers in problem solving, the inability of artificial neural networks to then give answers while explaining the reasons for them