

The numbers in each cell in Table 1 represent the number of people who believe that an opinion has an impact on improving the learning effect of students with cognitive impairment under the professional group education mode, and the level is the corresponding level. It can be seen from Table 1 that the expert group believes that the strategy of “targeted teaching for students with cognitive impairment” has the greatest impact, the second is the strategy of “appropriately increasing the teaching time for students with cognitive impairment”, and the strategies with the least impact are “encouraging more students with cognitive impairment” and “configuring teachers with psychological basis”. Among the above strategies, the number of people with obvious influence and full influence is 22, 14, 10 and 9 respectively.

**Conclusions:** The pace of development and reform of China’s manufacturing industry has accelerated, and there are more and more vocational schools adopting the professional group teaching mode based on the double high plan in China. However, due to the integration of more professional syllabus contents, this teaching model is bound to be more difficult for students to learn. Especially for students with a certain degree of cognitive impairment, their ability to think, understand and remember is weaker than their peers, and they will have an inferiority complex and negative psychology due to this difference, which will further reduce their learning efficiency. Based on the analysis of relevant data, this study puts forward some methods to improve the learning effect of students with cognitive impairment, and asks the expert group to revise and evaluate them. The consultation results show that the expert group believes that the strategy of “targeted teaching for students with cognitive impairment” has the greatest effect on improving the school effect of students, followed by the strategy of “appropriately increasing the teaching time for students with cognitive impairment”, and the strategy with the least effect is “more encouraging students with cognitive impairment” and “allocating teachers with psychological basis”. The results of Delphi analysis show that paying attention to the psychological situation of students’ cognitive impairment is helpful to improve their learning effect in the professional group education model.

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## THE SOCIAL PSYCHOLOGICAL IMPACT OF INNOVATION TIME-SPACE EFFECT OF FACTOR RESOURCE MISMATCH ON THE PUBLIC

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**Background:** Social psychology focuses on the psychological interaction and interaction relationship between individuals and groups in a specific social environment. From the perspective of social psychology, the psychological interaction and interaction relationship between individuals and groups often presents a network form, which is also one of the reasons for the network of social factor resource allocation and circulation. Modern society can be regarded as a network resource society. If social network is regarded as a resource allocation network, social psychology can play an important guiding role in factor resource allocation and circulation path innovation. People in the social network, a resource allocation network, produce social-psychological power through identity, cognitive management and emotional management, and affect the behavior of resource allocation. Resource allocation is presented as the result of social-psychological power. In this kind of social resource allocation network based on social psychological power, the psychological mechanism of the social identity of the network is very important. From the perspective of social psychology, social network is a social psychological group. This group achieves self-group domestication through some identity mechanism, and then produces a sense of belonging and self-psychological discrimination for its own group. Once through this social identity, it means becoming a member of the group. In the eyes of other individuals, it is a trusted symbol and an individual who can give priority to the allocation of resources within the group. Based on this identity mechanism and social group psychology, the distribution of social element resources is lack of fairness, which will inevitably lead to resource mismatch. The mismatch of social factor resources is aimed at the effective allocation of factor resources. The mismatch is the deviation from the most effective allocation, which is manifested in the way of unequal marginal product value between different industries and even enterprises. The distribution of social factor resources can be divided into two categories: the distribution of labor resources and the

distribution of capital resources. The dependence of these resource distribution methods on the group's social-psychological path will also lead to the lack of innovation and diversity of resource circulation, and finally lead to the wrong path of extreme distribution. Therefore, it is necessary to reform the distribution mechanism of contemporary social factor resources according to the theory of social psychology. Reducing the mismatch of factor resources can effectively promote social equity, and the circulation innovation of resource path can break the old circulation path with social source layer and effectively improve the efficiency of social operation.

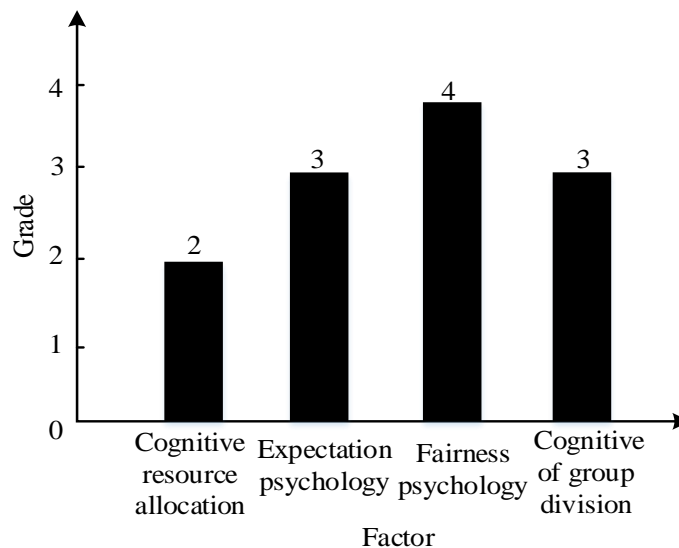
**Objective:** The main purpose of this study is to reduce the mismatch of social factor resources, analyze the main causes of factor resource mismatch by using the theory of social psychology, innovate the resource circulation path in combination with relevant theories, and analyze the innovation effect and influencing factors of resource allocation path from the perspective of time and space.

**Subjects and methods:** This study mainly adopts the combination of model simulation and index measurement to analyze the temporal and spatial effect of element resource mismatch.

**Study design:** In this study, TFPQ (Physical Total Factor Productivity) and TFPR (Revenue Total Factor Productivity) are used as the main indicators to measure the causes of regional mismatch, and analytic hierarchy process and model simulation are used to analyze the temporal and spatial effects of factor resource mismatch and circulation innovation.

**Methods:** After the model simulation, the comparative analysis is carried out by means of factor analysis and index analysis.

**Results:** The degree to which the allocation factors of different resource elements are affected by social and psychological factors is shown in Figure 1.



**Figure 1.** Influencing factors of social group psychology, the benefits of traditional culture in Chinese teaching

Among the four elements of fairness psychology, expectation psychology, cognitive psychology of resource allocation and cognitive psychology of group division in Figure 1, fairness psychology is the most significantly affected, reaching level 4. The relationship between expectation psychology and cognitive psychology of group division is relatively obvious, reaching level 3. The impact of cognitive psychology on resource allocation is only level 2, and the impact is general.

**Conclusions:** With the continuous changes of the global economic situation, the mode of social resource allocation is gradually changing its form of expression, but until today, social resource allocation still cannot escape the essence of focusing on resource allocation caused by social group psychology, resulting in many resource mismatches. Social psychology plays a role in providing access conditions for resource-rich groups in group distribution. Under the current situation of continuous modernization of transportation, this social-psychological group crossing time and space obstacles have formed a larger scale of resource distribution access group, which has become an obstacle to the rational distribution of resources to a certain extent. Through the innovation of circulation path, we can start from the different aspects of the distribution of social resource elements, and provide methods for the rational distribution, scientific distribution and effective distribution across resource distribution access groups, so as to fundamentally reduce the mismatch of resource elements and improve the utilization rate of social resources.

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## THE IMPACT OF CURRICULUM TEACHING MODEL REFORM ON STUDENTS' LEARNING PSYCHOLOGY UNDER THE NEW MEDIA ENVIRONMENT

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**Background:** According to the theory of educational psychology, the psychological state of middle school students is closely related to their learning behavior, and the psychological elements further affect students' learning results through behavioral elements. Therefore, in educational psychology, the concern about students' learning results and personal comprehensive growth is transformed into the concern about individual psychological status and incentive psychological factors. Contemporary college students have unique characteristics in line with the current situation of contemporary development. Firstly, contemporary college students were born in the era of rapid national economic development and the application of scientific and technological level to people's livelihood. They have the characteristics of radical and avant-garde thinking, self-confidence and optimism in psychology. Secondly, in the external information environment, contemporary college students are affected by a large amount of external information in their early adulthood, with a high level of self-awareness development and strong personality. Therefore, there are often obvious conflicts between individuals and groups, and improper integration between individuals and groups. Finally, the competitive environment in the growth process of contemporary college students has resulted in their strong competitive psychology. With the gradual opening of the era's attitude towards individualism, some individuals have gradually accepted the psychological preference and value orientation deviating from the mainstream at the psychological level. In the process of education, these psychological conditions and psychological growth of contemporary college students cannot be ignored. In view of the above psychological characteristics of college students in the process of education, the traditional offline classroom teaching has been unable to provide students with a teaching environment more suitable for their psychological state. We should adopt the way of integrating online teaching and offline teaching to provide students with a new teaching mode combining theory and experience. Under the new teaching mode, teaching is mainly based on experiential teaching and basic teaching, which helps students lay a good knowledge foundation, help students generate full interest in learning in experiential teaching, and help students form incentive psychology. Online teaching is more personalized teaching auxiliary means. Through students' free allocation of self-time and space to complete learning tasks, help students form a psychological sense of learning dominance, and then cultivate their psychological enthusiasm.

**Objective:** In order to improve the quality of contemporary teaching, this study analyzes the psychological state and personal psychological characteristics of middle school students in the process of education, reforms the old teaching mode, and designs more modern and personalized teaching methods to help students achieve better learning results.

**Subjects and methods:** This study provides college students with a combination of online and offline teaching methods by means of classroom experiments, and collects and analyzes data in the teaching process. In this process, the factor analysis method is used to analyze the impact of the reformed teaching methods on students and students' psychological experience.

**Study design:** The research selected sophomores under the mental health course of a university as the research object, and distributed the designed online teaching platform app in the form of two-dimensional code. In the teaching process, students can reflect their learning situation and psychological experience in the online teaching platform in real-time. The researchers took this as the experimental basis. The factor analysis method is used to analyze the correlation degree and influence degree between different factors.

**Methods:** The results obtained in this study will be generated through app background sorting, and further manual sorting and summary analysis will be carried out after export.

**Results:** The statistics of students' satisfaction with different modules in online and offline teaching mode are shown in Table 1.

Table 1 middle school students have the highest satisfaction with the interactive learning platform, accounting for 47% of the total, followed by the students of online Q & A courses, accounting for 43% of the total. The proportion of students dissatisfied with each module is relatively small, which is maintained at about 10%.

**Table 1.** Student satisfaction evaluation form