

social instability. Physical exercise intervention in physical education teaching is based on the all-round development of students' physical quality and physique, with physical health as the main goal, and scientific and effective intervention based on students' actual physical condition.

**Objective:** This study hopes to intervene students' physical health and mental health in class and after class through physical exercise intervention, and explore the impact on students' mental health and physical health under this intervention, so as to effectively alleviate college students' psychological pressure, improve college students' mental health level as a whole, and create a good campus learning environment.

**Subjects and methods:** This study takes 400 female students in a university as the research object. All the tested students are randomly divided into experimental group and control group, with 200 people in each group. The experimental group is given physical exercise intervention in class and after class, and the control group is given routine physical education.

**Research design:** SCL-90 scale was used to evaluate the two groups before and after teaching. The scale includes 9 factors, a total of 90 self-assessment items. The test factors include somatization, obsessive-compulsive symptoms, depression, anxiety, psychosis, etc., each test factor can reflect the pain degree of the subjects in a certain aspect. Results the higher the score, the lower the level of mental health. The relevant data were analyzed by Excel and SPSS20.0 software for calculation and statistics.

**Results:** After physical exercise intervention, SCL-90 scale was used to evaluate the two groups of subjects, as shown in Table 1. It can be seen from Table 1 that after the intervention, the scores of various factors in the experimental group were significantly lower than those in the control group, and the difference was statistically significant ( $P < 0.05$ ).

**Table 1.** Comparison of SCL-90 test results between the two groups

Factor	Control group	Experience group
Somatization	1.39±0.52	1.43±0.43
Obsessive-compulsive symptoms	1.89±0.58	1.96±0.54
Interpersonal sensitivity	1.74±0.53*	1.97±0.59
Depressed	1.69±0.69	1.74±0.49
Anxious	1.53±0.45*	1.68±0.53
Hostile	1.55±0.59	1.61±0.49
Terror	1.50±0.54	1.40±0.55
Paranoid	1.47±0.39*	1.74±0.55
Psychotic	1.50±0.42	1.57±0.62

**Conclusions:** According to the characteristics of students' physical and psychological development, physical exercise intervention can effectively improve students' vital capacity and step index, improve college students' physical quality and promote the development of college students' physical quality; The implementation of physical exercise intervention has improved the psychological problems of college students in "interpersonal relationship", "anxiety" and "paranoia", and improved the psychological quality of college students. In addition, after the implementation of physical exercise intervention, the students in the experimental group are more and more interested in the teaching method of physical exercise, participate in physical exercise more actively, and have full confidence in the process of exercise, so that colleges and universities can complete physical education teaching tasks in a relaxed and pleasant environment, and improve students' physical and mental health at the same time.

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## THE INFLUENCE OF TEACHER TEAM CONSTRUCTION ON COLLEGE STUDENTS' PSYCHOLOGICAL ANXIETY UNDER THE BACKGROUND OF EDUCATIONAL PSYCHOLOGY

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**Background:** The main research content of educational psychology is the basic psychological laws of education and teaching situation and middle school teaching. It is based on psychology, and the research involves teaching design, educational technology, special education and classroom management. Educational psychology can improve the level of teachers, improve the quality of education and teaching, and promote the reform of education and teaching. As for research methods, the main research methods of educational psychology are quantitative methods and qualitative methods. The characteristics of educational psychology include teachers' characteristics, students' characteristics and teaching methods. Different from psychology, educational psychology focuses on the psychological laws of student groups, and evaluates whether students can learn knowledge and master corresponding skills under normal teaching conditions. Anxiety disorder is a very complex psychological and emotional disorder. Its clinical manifestations are usually motor agitation and sympathetic hyperactivity. The causes of the disease are depression, mental stimulation, personality, congenital heredity, etc., which are manifested in negative emotions such as anxiety, shame, disappointment, anxiety, fear and so on. Generally speaking, anxiety itself is a very reasonable emotional response. If individuals stay in negative emotions such as anxiety for a long time, they are prone to physical and emotional diseases. According to different types, anxiety can be divided into pathological anxiety and realistic anxiety. Pathological anxiety is one of the most common types of anxiety. Its clinical manifestations are panic anxiety, generalized anxiety disorder and so on.

On the basis of analyzing the theory of educational psychology and college students' psychological anxiety, this paper studies and constructs a construction method of college teachers combined with educational psychology, which is of great significance to teachers' personal, social, national and other levels. The efficient construction of college teachers is not only reflected in knowledge structure, ideas and cultural vision, but also reflected in students' attitude towards teachers, communication strategies, literary and artistic characteristics and way of thinking. In addition to having a unique personal style, college teachers also need to adopt highly targeted personalized teaching plans according to the specific situation of students, which are embodied in the following three aspects. First, take the cultural leadership acceptable to students as the starting point to help students form a good value concept and improve students' English communication ability and cultural literacy from multiple dimensions. Second, teachers' pay attention to the cultivation of students' cognitive ability and enhance their innovative ability and independent consciousness. Third, teachers need to broaden their cultural vision to affect students' thinking level and vision pattern.

**Objective:** In order to analyze the effect of the proposed teacher team construction scheme on college students' psychological anxiety under the background of educational psychology, in order to contribute to the healthy development of students.

**Subjects and methods:** Students from two colleges and universities were selected as the research object and divided into control group and experimental group according to the digital random grouping method. The students in the control group were taught by ordinary teachers, and the teachers in the experimental group were taught by teachers after the construction of teaching team combined with educational psychology. The effect of teacher team construction scheme on college students' psychological anxiety under the background of educational psychology was analyzed by K-Nearest Neighbor (KNN) classification algorithm, Set the time period to 3 months. In order to ensure the reliability of the results, the authenticity of the results is confirmed by two professional evaluators. Hamilton Anxiety Rating Scale (HAMA) was used to analyze the mental health status of patients. Using HAMA, the scale was divided into mental and physical factors, with a total of 14 items. Each item was quantified by 5-level score, and the total score was 90 points. Somatic anxiety factors include autonomic nervous system symptoms, reproductive and urinary system symptoms, gastrointestinal symptoms, respiratory system symptoms, cardiovascular system symptoms, sensory system and muscle system symptoms. Mental anxiety factors include behavioral performance, depressive mood, cognitive function, insomnia, fear, tension and anxiety.

**Results:** Table 1 shows the relief of anxiety of students in the experimental group and the control group. Compared with the control group, the improvement rate of students' anxiety in the experimental group was higher in the seven mental factor dimensions. This is because after applying the teacher team construction scheme combined with educational psychology, teachers can help students dredge psychological problems in time. Therefore, the teacher team construction scheme combined with educational psychology can improve teachers' ability to control students' negative emotions.

**Conclusions:** After the teacher team construction scheme combined with educational psychology, teachers can help students dredge psychological problems in time, especially in depression, cognitive function, fear, tension and anxiety. The comprehensive quality of college students can be improved through scientific education forms and courses. The cultivation of high-quality talents is also a key topic of national and social concern. Teachers need to constantly improve students' cognitive ability through the cultural background, local customs and expression characteristics of many other countries, which is of great help to their good adaptability to enter the society. In the preparation stage of course teaching, we need to collect

the cultural characteristics of many countries and regions to improve our ability to see the world, and then affect students' own vision and thinking.

**Table 1.** Anxiety relief of students in experimental group and control group (%)

Dimensions of anxiety measurement	Control group	Experience group	Statistical value	<i>P</i>
Sense of despair	78.0	87.0	9.852	<0.05
Sleep disorder	81.0	92.0	10.231	<0.01
Block	82.0	93.0	11.231	<0.05
Diurnal variation	78.0	87.0	11.621	<0.01
Weight	78.0	92.0	12.301	<0.05
Cognitive barriers	79.0	93.0	12.354	<0.01
Anxious	81.0	92.0	12.632	<0.05

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## RESEARCH ON LANGUAGE INPUT CHARACTERISTICS AND COGNITIVE LANGUAGE SENSE IN SECOND LANGUAGE ACQUISITION FROM THE PERSPECTIVE OF COGNITIVE PSYCHOLOGY

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**Background:** Cognitive psychology is a research direction of psychology. In a broad sense, it refers to the study of human cognitive processes, that is, advanced psychological processes such as attention, perception, representation, memory, creativity, problem solving, speech and thinking. In a narrow sense, it refers to information processing psychology, that is, the study of cognitive processes from the perspective of information processing. Compared with behavioral psychology, the main feature of cognitive psychology is to emphasize the role of knowledge and information, and believe that knowledge is the main factor determining human behavior. The research focus of cognitive psychology is to explore the psychological mechanism of individual processing information, which is based on people's cognitive ability and cannot be observed directly. Based on this, researchers speculate the unseen psychological process through observable phenomena. The experiment of cognitive psychology usually needs the support of evidence from cognitive neuroscience, cognitive neuropsychology and computer simulation. It is not a speculative experiment imagined by researchers out of thin air. In order to explain the complex and abstract cognitive process of human beings, researchers are committed to studying the cognitive differences between patients with brain injury and normal people, so as to prove the existence and specific process model of cognitive processing process. The main viewpoint of cognitive psychologists is to divide the information processing mechanism of human brain into four parts: receptor, reactor, memory and processor; It holds that the existing knowledge and knowledge structure of human brain play a decisive role in human behavior. Cognitive activity is not to deal with a certain knowledge in isolation, but to mobilize various cognitive elements to fully understand the cognitive object.

Second language acquisition means that students learn a second foreign language on the basis of their mother tongue and a foreign language, that is, students master three languages. As individuals who are already familiar with and master their mother tongue when learning another language will consciously or unconsciously compare with their mother tongue, they need to try their best to suppress the interference of other language systems or components when using a language, and this constant stimulation and inhibition is an exercise for the brain, which greatly cultivates the individual's cognitive ability. Second language acquisition can help students form rigorous thinking ability and have good ability of information collection, information summary, information processing and mastering laws. At the same time, second language learning can help students expand their knowledge, obtain more knowledge of world history, geography, politics, art and other aspects, and improve the motivation and ability of learning in other disciplines. To evaluate whether students master a second language, we can consider the characteristics of language input, that is, students' listening and reading ability, and students' experience of using a language, that is, cognitive language and language sense ability. Cognitive psychology is a subject that studies the process of human cognition. It also includes the process of human language information processing. Applying the