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A STUDY ON THE INDUCING EFFECT OF ENGLISH VOCABULARY TEACHING ON STUDENTS' COGNITIVE PSYCHOLOGY

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Background: As a psychological mechanism based on human behavior, the core problem of psychological cognition is the internal psychological process between input and output. The main feature of psychological cognition is to emphasize the role of knowledge, which is the main factor determining human behavior. Cognitive psychologists' study internal mechanisms and processes that cannot be observed, such as memory processing, storage, retrieval and memory changes. From the perspective of information processing, the research on cognitive process is the mainstream of modern cognitive psychology. It can be said that cognitive psychology is equal to information processing psychology. It regards people as an information processing system, and holds that cognition is information processing, including the whole process of encoding, storing and extracting sensory input. According to this view, cognition can be divided into a series of stages, each stage is a unit that performs specific operations on input information, and response is the product of this series of stages and operations. The various components of the information processing system are interrelated to some extent. With the development of cognitive psychology, sequential processing is increasingly challenged by parallel processing theory and cognitive neuropsychology. It can be said that cognitive psychology is a psychology that studies the psychological process behind cognition and behavior (including thinking, decision-making, reasoning and the degree of some motivation and emotion). This science covers a wide range of research fields and aims to study the operation of memory, attention, perception, knowledge representation, reasoning, creativity and problem solving. Cognitive psychologists focus on the psychological mechanism as the basis of human behavior, and its core is the internal psychological process between input and output. However, people cannot directly observe the internal psychological process, but can only speculate by observing the input and output. Therefore, the method used by cognitive psychologists is to infer unobserved psychological processes from observable phenomena. Some people call this method convergence proof, that is, collect data of different properties and draw conclusions. Now, cognitive psychology research usually needs the joint support of experiment, cognitive neuroscience, cognitive neuropsychology and computer simulation. This multi-directional research is becoming more and more popular. By studying the brain, itself, cognitive psychologists hope to reveal the basic process of cognitive activity, not just speculate on its process. The most commonly used is to study the cognitive differences between patients with brain injury and normal people to prove the existence and specific patterns of cognitive processing. Psychological cognitive problems are an important factor in the development of cognitive impairment. As a mental disease, cognitive impairment has no more significant external manifestations than traditional psychological, emotional, behavioral and physical disorders. On the contrary, cognitive impairment is a concept of maladjustment caused by cognitive disorder, and its clinical manifestations are more recessive.

Vocabulary is the basis of learning English. Only by mastering certain vocabulary can we practice English listening, speaking, reading, writing, translation and other skills. Vocabulary competence is an important part of language communicative competence and the embodiment of learners' language level. In a sense, learning a foreign language is mainly to obtain the vocabulary of the target language. Vocabulary acquisition is the central task of second language acquisition. The four basic skills of foreign language teaching are inseparable from the dependence on vocabulary. In short, English vocabulary teaching is the basis of students' English learning and is of great significance. Therefore, in the actual English teaching, we should pay special attention to vocabulary teaching. In view of this, this study analyzes the characteristics of students' psychological cognition and the factors affecting students' psychological cognition, and probes into how to follow students' cognitive psychology to design English vocabulary teaching, so as to provide theoretical basis and practical guidance for improving the quality of education and teaching.

Objective: To study how to optimize students' cognitive psychology, improve students' cognitive structure, develop students' metacognitive ability, cultivate students' cognitive strategies and promote students' lifelong development.

Subjects and methods: 300 students were randomly divided into control group and experimental group, with 150 students in each group. The control group implemented the traditional English vocabulary teaching

mode, and the experimental group implemented the English vocabulary teaching based on psychological intervention. Combined with the Montreal Cognitive Assessment Scale (MoCA), the students' psychological cognitive status was measured, and the psychological cognitive status of the two groups was compared and analyzed.

Methods: Use Excel software to complete data analysis.

Results: Table 1 shows the psychological cognitive status of the two groups of students. As can be seen from Table 1, compared with the control group, the experimental group of English vocabulary teaching based on psychological intervention has significantly improved students' cognitive psychological improvement, and there is a statistical difference between the two groups ($P < 0.05$).

Table 1. Psychological cognition of two groups of students ($n=300$)

Factor	Control group ($n=150$)	Experience group ($n=150$)	<i>P</i>
Executive ability	2.47±0.43	4.66±0.61	0.00
Naming ability	2.54±0.55	4.52±0.60	0.00
Attention	2.36±0.41	4.39±0.43	0.00
Language ability	2.69±0.59	4.45±0.56	0.00
Abstract ability	2.47±0.43	4.66±0.61	0.00
Delayed recall	2.54±0.55	4.52±0.60	0.00
Orientation ability	2.36±0.41	4.39±0.43	0.00

Conclusions: In order to improve students' cognitive psychology, this paper constructs an English vocabulary teaching model based on psychological intervention. The results show that compared with the control group, the experimental group of English vocabulary teaching based on psychological intervention has significantly improved students' cognitive psychology. This shows that the English vocabulary teaching model based on psychological intervention has high time value.

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ANALYSIS ON THE CURRENT SITUATION OF TABLE TENNIS PLAYERS' TRAINING IN COLLEGES AND UNIVERSITIES IN CHINA AND THE INFLUENCE OF AEROBIC TRAINING ON ATHLETES' ANXIETY

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Background: Modern medicine believes that anxiety is related to genetic factors. Anxiety can be found in the families of patients with anxiety. It is an organic disease with physiological and biochemical abnormalities in the brain, especially in the amygdala, hippocampus, hypothalamus and frontal cortex. The role of other brain structures in the development of anxiety. The physiological changes of anxiety disorder show the overactivity of neural activity as a whole, but these physiological changes are not unique to anxiety disorder, so it may also be the result of the disease rather than the cause. In short, the clinical manifestations of anxiety disorder are chronic anxiety disorders such as tension, excitement of autonomic nerve function and excessive vigilance, accompanied by a series of symptoms such as muscle tension, autonomic nerve disorder and exercise anxiety, which last for a long time. It is generally believed that over compensation for negative emotions can lead to anxiety disorder. With the development of social economy, people's life and work pressure is increasing. The incidence rate of anxiety disorders is also increasing. It should be pointed out that mild anxiety has a positive impact, which can stimulate spirit, improve attention and make talents think quickly. However, excessive anxiety can inhibit the brain and make people confused all day. In modern society, anxiety has become a common problem in daily life due to the gradual aggravation of social competition. Athletes' anxiety belongs to the category of psychological diseases. The tension and fear caused by failure to achieve their own goals or overcome external threats will not only frustrate athletes' self-esteem and self-confidence, but also distract athletes' energy and attention, thus affecting the healthy life of sports mobilization. From the physiological level, the increase of anxiety value