

psychology system, the staff's work enthusiasm, recognition and sense of honor are developing from low to high.

Table 1. Psychological changes of job burnout of staff under management psychology

Project	Enthusiasm	Recognition degree	Sense of honor
0 month	1	1	1
2 months	3	2	2
4 months	3	3	3
6 months	5	5	4
<i>P</i>	<0.05	<0.05	<0.05

Conclusions: Logistics work in colleges and universities plays an important role in ensuring the normal operation of colleges and universities, and it is also a key part to ensure the sustainable development of colleges and universities. With the development of society, the work situation and management optimization of logistics staff in colleges and universities begin to be concerned by colleges and universities, among which the job burnout psychology of staff is an important object in management optimization. Aiming at the job burnout psychology of archives management staff, this paper puts forward a management scheme based on management psychology, and analyzes its mitigation effect through follow-up observation. The results show that with the in-depth application of management psychology, the job burnout of staff has been significantly alleviated. Therefore, in the management optimization of colleges and universities, for logistics personnel, how to use management psychology to alleviate their negative psychological emotions is the key consideration for the development of colleges and universities.

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ANALYSIS ON THE INFLUENCE OF JOB BURNOUT PSYCHOLOGY AND COLLEGE TEACHERS' PROFESSIONAL IDENTITY PSYCHOLOGY ON JOB PERFORMANCE

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Background: In the education and teaching of colleges and universities, the ability level of teachers is an important factor to ensure the teaching quality. Therefore, in order to always pay attention to the teaching status of teachers, colleges and universities put forward the use of work performance evaluation for testing. In the work performance evaluation of college teachers, teachers' teaching quality evaluation is not only affected by teachers' basic ability, but also can be known from a large number of studies that teachers' psychological factors can also affect their work performance. In many studies, it is pointed out that teachers' professional quality and sense of identity have a significant impact on their teaching level. Generally speaking, the more positive the recognition psychology of teachers' profession, the more obvious the teachers' teaching passion reflected in daily teaching, and it is easier to drive the students' classroom learning enthusiasm. Teachers' professional quality is the degree of teachers' working hard. The classroom atmosphere brought by more dynamic teachers is easier for students to feel the charm of the subject and receive teachers' teaching knowledge. Some studies have simply analyzed the classroom impact of teachers' job burnout. The research found that teachers' job burnout psychology can directly lead to the reduction of classroom teaching quality, and then affect teachers' job performance evaluation. Therefore, in order to improve the teaching quality of college teachers, improve teachers' work performance, and explore the specific role of burnout psychology in Teachers' professional quality, we will be able to establish a perfect teaching system more quickly.

Teachers' burnout psychology is the sense of lightness shown by teachers in teaching planning. When teachers have burnout psychology, their inner thoughts will change greatly, which will seriously lead to teachers' behavioral cognitive deviation. Burnout psychology is a psychological factor that regresses individual ability. Under the influence of burnout psychology, the decline of teachers' ability level will also lead to teachers' anxiety psychology, and then produce psychological side effect feedback, leading to the further reduction of teachers' ability level. In addition, teachers' professional identity psychology is teachers' recognition and sense of belonging to teaching. At the same time, psychology believes that identity psychology is a kind of psychological cognition, and the generation of identity psychology is an

individual's psychological demand for the outside world. In the group of teachers, the recognition psychology of teachers' profession is the recognition of teachers' education and teaching, that is, the psychological needs of teachers for the results of teaching. When teachers' burnout psychology and teachers' identity psychology to their profession change, teachers' comprehensive teaching level will also change to varying degrees. Therefore, in order to study the correlation, this study analyzes the impact of teachers' burnout psychology and identity psychology on teachers' job performance, so as to evaluate the impact of burnout psychology and identity psychology on teachers' work, in order to provide the development direction for higher education.

Objective: To explore the current situation of teachers' burnout psychology and identity psychology in higher education, analyze the impact of teachers' burnout psychology and identity psychology on teachers' work performance, analyze the changes of teaching quality in the changes of teachers' work performance, and then explore the development path of higher education reform.

Subjects and methods: 160 teachers from 20 different majors in a university were selected as the research object. Through the follow-up survey, the burnout psychological performance of teachers in the teaching process was understood. At the same time, the interview method was used to understand the recognition psychology of teachers to the profession. 160 teachers were evaluated regularly. The results of Excel and teacher performance evaluation were used to evaluate the impact of teachers' burnout psychology and professional identity psychology on Teachers' job performance. On the basis of relevance evaluation, this paper constructs a scheme to improve teachers' work performance, and puts forward the direction of higher education reform.

Results: The correlation evaluation between teachers' burnout psychology, professional identity psychology and teachers' job performance is shown in Table 1. The correlation coefficient is used to calculate the correlation. Table 1 shows that teachers' burnout psychology and identity psychology can affect their job performance, and it can be found that there is a negative correlation between burnout psychology and job performance, and there is a positive correlation between identity psychology and job performance.

Table 1. The influence of teachers' burnout and identity on job performance

Project	Job burnout psychology	Identity psychology	Job performance	Anxious
Job burnout psychology	1	-	-	-
Identity psychology	-0.407	1	-	-
Job performance	-0.454	0.375	1	-
Anxious	0.597	-0.336	-0.279	1

Conclusions: The changes of students' psychological activities in college teaching can reflect the quality of curriculum teaching, and the psychological changes of teachers will directly affect the quality of curriculum teaching. Therefore, it is of great significance to explore teachers' psychology in the process of teaching. This paper studies and analyzes the current situation of teachers' burnout psychology and identity psychology in college teaching, and reflects the impact of burnout psychology and identity psychology on teaching quality through job performance evaluation. The results show that teachers' burnout psychology will seriously reduce teachers' job performance evaluation, while identity psychology can improve teachers' job performance, and teachers' two kinds of psychology can significantly affect their negative emotions such as anxiety and curriculum development. Therefore, in college teaching, colleges and universities need to formulate teaching management plans to prevent teachers' burnout, and improve teachers' sense of identity, so as to promote the development of colleges and universities.

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CONSIDERING THE INFLUENCE OF EMPLOYEES' PSYCHOLOGICAL ANXIETY ON THE REFORM OF HIGHER MATHEMATICS EDUCATION

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Background: Higher mathematics is an important academic compulsory course for applied majors in higher education. Its main purpose is to cultivate professionals with high comprehensive quality and strong logic. Higher mathematics has richer content, more abstract theory and stronger logic than the mathematics contacted by ordinary high schools. Therefore, higher mathematics has higher requirements for students. The traditional teaching mode of higher mathematics in China is mainly that teachers impart relevant knowledge to students through classroom teaching, in which students play a passive role. However, although this teaching mode can enable students to receive relevant knowledge, this passive teaching is difficult to find excellent talents. At present, a large number of relevant studies on teaching reform have begun to emerge at home and abroad, but most of the theories remain in the research stage. Among them, the higher recognition is the performance evaluation of the teaching model to realize the teaching reform. Compared with the theoretical research, the practical, traceable and analytical research can better reflect the impact of performance evaluation on the teaching reform. However, it is still worth noting that due to the difficulty of teaching and learning brought by higher mathematics, teachers will have a certain anxiety in the formulation of curriculum teaching mode.

As an important role in higher mathematics teaching, higher mathematics teachers' psychological anxiety will seriously hinder the improvement of teaching quality. From the research and analysis of psychology, we can know that the generation of individual psychological anxiety is the negative emotion produced by the individual under the influence of the environment. The generation of anxiety will also breed the individual to produce depression, anxiety and other emotions, which will seriously hinder the individual's daily life and work. For teachers in higher mathematics teaching, as college employees, their psychological anxiety is generally affected by the working environment. Higher mathematics education has higher requirements for the teaching environment. First, it needs a professional team, and then it needs to have certain teaching conditions. Higher mathematics contains rich theoretical knowledge, but only using traditional teaching methods can achieve little effect. On the premise that the environment is difficult to meet the requirements, the psychological changes of teachers' anxiety gradually increase, which may eventually lead to teachers' slack psychology, produce a sense of subject disagreement, and then hinder the development of teaching. Psychology believes that anxiety will lead to other psychological negative emotions, such as depression and trance. Therefore, how to formulate a plan for teachers' psychological anxiety in the reform of higher mathematics teaching will contribute to the development of college teaching.

Objective: To explore the psychological anxiety of teachers in higher mathematics teaching in higher education, evaluate the impact of teachers' psychological anxiety on the quality of higher mathematics teaching, analyze the impact of teachers' psychological anxiety in other professional disciplines on the psychological anxiety of higher mathematics teachers, and analyze the impact of college teaching environment on the reform of higher education.

Subjects and methods: Taking a university teacher as an example, 20 teachers of higher mathematics and 50 teachers of the other five majors were selected to evaluate the psychological anxiety of all teachers with the self-rating anxiety scale. The performance evaluation of teaching reform is used to analyze the reform process and effect of higher education teaching, and the comprehensive scores of students in higher education teaching are counted to evaluate the changes of teaching quality. Excel is used to count the anxiety scores of higher mathematics teachers in the process of educational reform, SPSS is used to analyze the impact of teachers' anxiety psychological changes on educational reform, and it is also analyzed that the anxiety psychology of higher mathematics teachers is affected by the psychological anxiety of other professional teachers.

Results: The impact of the change of teachers' anxiety psychology in the teaching reform of higher mathematics education on the performance of education reform is shown in Table 1. Table 1 shows that with the continuous progress of educational reform, the psychological anxiety score of higher mathematics teachers continues to decrease. At the same time, it can be found that with the decrease of teachers' psychological anxiety score, the performance evaluation score of educational reform shows an upward trend.

Conclusions: Higher education reform is an indispensable link in the development of colleges and universities. In higher education, breaking away from the traditional teaching system and putting forward more innovative teaching schemes can further improve students' mathematics level. Therefore, the research takes teachers' psychological anxiety as the research object, analyzes the impact of teachers'