

targeted improvement services for readers, enhance the two-way interaction between the library and readers, and make the service quality of the library more fit the readers' psychological needs. When readers use the equipment and facilities of the library for the first time, readers may be unfamiliar with the use and operation of retrieval equipment, resulting in the problem of low efficiency of information retrieval, which is difficult to meet the needs of readers. Therefore, the library should strengthen the cultivation of information literacy, enhance readers' personal information retrieval ability through various information equipment operation training, and further optimize readers' library service experience.

Objective: To study and analyze the characteristics of the use and service objects of university library, explore the reading and behavior characteristics of university library readers with behavior barriers, analyze the impact of university library management reform on behavior barrier readers, and analyze the direction and path of university library reform, hoping to provide help to improve the reading experience of behavior barrier readers and promote the progress and innovation of university library management mode.

Subjects and methods: This study uses the method of correlation analysis to explore the relationship between the management reform of university library and readers' behavior barriers, and uses regression analysis to study the impact of the management reform of university library on the reading experience of readers with behavior barriers, so as to provide reference for alleviating readers' behavior barriers. The research makes regression analysis on the relationship between independent variables and dependent variables, estimates the conditional expectation of dependent variables by giving independent variables, and realizes the exploration of the correlation between independent variables and dependent variables. The study also uses the way of comparative analysis to understand the impact of university library management reform on readers' behavior disorder, compares the behavior disorder of readers before and after the reform, and discusses the therapeutic significance of university library management reform on readers' behavior disorder.

Results: The comparison results of behavior disorder scores of readers with behavior disorder before and after the management reform of university library are shown in Table 1.

Table 1. Comparison of behavioral disorder scores of readers with behavioral disorders before and after the reform

Test dimension	Before reform	After reform
Male	4.3	1.6
Female	4.2	1.3

Conclusions: Based on behavioral psychology and humanistic thought, colleges and universities should reform the traditional library management mode and system, and strengthen the humanity of university library management by improving the attention to readers' reading behavior and psychological experience. The management reform of university library under humanistic thought can effectively improve readers' reading perception, help readers with behavior disorders alleviate the symptoms of behavior disorders, and improve the sense of library use experience of patients with behavior disorders.

* * * * *

RESEARCH ON THE INFLUENCE OF APPLIED COMPUTER COURSE TEACHING MODE ON COLLEGE STUDENTS' COGNITIVE PSYCHOLOGY

Xiaofeng Shang

City Institute, Dalian University of Technology, Dalian 116600, China

Background: The generation of cognition is the expression of the heart and an ecological rational thought. It emphasizes that people's cognitive psychology has limitations, and this limitation has adaptability at the same time. Cognitive adaptability can help individuals make correct decisions in the face of multiple choices. Cognitive psychology believes that individual cognition is a kind of memory performance, which is the process of brain processing and receiving information. At the same time, it believes that individual cognition can help language listening, understanding and production. Based on psychological knowledge, cognitive psychology theory absorbs the essence of modern information theory, cybernetics and other advanced theoretical achievements, and analyzes the process of individual psychological change from the perspective of experiment and information processing. Cognitive psychology takes human input and output activities as the research object, analyzes the internal psychological changes between human input and output activities, infers the psychological activities behind them from the

observable input and output phenomena, and probes into human cognitive psychological process from the outside and inside. Cognitive psychology believes that human cognitive process is the process of responding to external stimuli. Human cognition of knowledge or information goes through individual processing and storage, and finally stimulates individual sensory organs and enters individual memory. Cognitive psychology also emphasizes the enthusiasm of individuals in information search and processing. Individuals use strategies to actively search for information, process, store and express it.

With the development and progress of social economy, the application scope of computer technology is more and more extensive, and the computer industry has higher and higher requirements for the quality of talents. The computer industry is eager for applied technical talents. The new talent market environment requires colleges and universities to actively adjust their talent training mechanism, provide more high-quality technical talents for the computer industry, establish the training concept and mechanism of applied computer professionals, combine computer theory teaching with practice, and promote the improvement of professional adaptability of talents. The promotion of the reform of application-oriented and computer teaching mode is different from the general vocational training education. On the basis of high-quality undergraduate education, integrate the vocational practical training, and establish a modern vocational undergraduate education and teaching mode of application-oriented computer specialty. On the basis of ensuring the comprehensive quality level of talents, the applied computer course education mode strengthens the cultivation of students' practical professional skills, helps students improve their practical ability and practical problem-solving ability through technical application practice in various channels and ways, and promotes the improvement of students' comprehensive professional skills.

Objective: From the perspective of cognitive psychology, the research analyzes the cognitive psychological characteristics of students in the process of professional learning, and explores the impact of the teaching mode and system of applied computer course on students' cognitive psychology. Through the analysis of college students' cognitive psychological activities, taking students' computer course learning as the starting point, this paper analyzes the correlation between the applied computer professional course education mode and students' cognitive psychology, hoping to provide help to promote the efficiency and level of computer professional course education in colleges and universities, and promote students' professional skills, knowledge learning and cognitive psychological level.

Subjects and methods: Based on the 2021 college teaching quality evaluation report of a city, the research obtains the statistical data of college computer teaching quality evaluation from the evaluation report, understands the current situation of college computer teaching, and analyzes the changes of college computer teaching mode in recent years. Combined with the evaluation report data, this paper analyzes the development status of the teaching mode reform of computer specialty in colleges and universities, collects the problems existing in the current computer course teaching and the implementation of teaching reform in colleges and universities, and puts forward the implementation direction and path of applied computer specialty course education reform in colleges and universities. The research explores the actual implementation effect of the applied computer course teaching reform through the reform pilot, analyzes the internal relationship between the applied computer course teaching reform and students' cognitive psychology, and understands the impact of the teaching reform on students' cognitive psychology.

Results: The changes of students' cognitive psychological scores before and after the reform of applied computer teaching mode are shown in Table 1.

Table 1. Changes of students' cognitive psychological scores before and after the reform of applied computer teaching Mode

Test dimension	Before reform	After reform
Social cognition	1	3
Self-cognition	1	4
Others cognition	2	4

Conclusions: The promotion of the reform of teaching mode of applied computer course can effectively promote students' practical mastery of professional skills and knowledge, and help students exercise their professional skills in sufficient practical opportunities. The reform of teaching mode of applied computer course improves students' computer theoretical level and practical ability through organized and planned teaching arrangement, and promotes the comprehensive improvement of college students' cognitive psychology in social cognition, self-cognition and others' cognition.

* * * * *

THE INFLUENCE OF THE CONSTRUCTION OF TALENT TRAINING QUALITY STANDARD IN APPLIED UNDERGRADUATE COLLEGES AND UNIVERSITIES ON COLLEGE STUDENTS' PSYCHOLOGICAL QUALITY

Haibo Jiang* & Yihuo Jiang

Dongguan City College, Dongguan 523419, China

Background: College students are in a special moment of life, facing academic pressure, work pressure and social pressure, so they are very easy to suffer from mental diseases, such as anxiety, depression and so on. Generally speaking, when an individual is nervous about something, such as learning, work, social networking, etc., the individual will be attracted most of the attention by the event, and make a lot of efforts and imagination assumptions to solve or complete the event. When individuals pay more attention to the event because of repeated failures, until they break through the critical point, individuals will feel anxious. Many studies have shown that maintaining moderate anxiety can help students concentrate, so that they can study more attentively and hard, and then improve their academic performance. However, when the degree of anxiety is too high and lasts too long, students' physical and mental health will be damaged, students' interest in learning will decline, and even weariness will appear, which will greatly affect students' normal study and life. In the cultivation of college students' psychological quality, ideological and political education in colleges and universities is a widely used intervention means. However, from the teaching time, it can be seen that ideological and political education in colleges and universities can have little intervention effect on the talent training plan in applied undergraduate colleges and universities. The reason is that the psychological changes in college talent cultivation are due to the influence of scientific research projects. Therefore, how to intervene the psychological quality of college students is of great significance.

In order to promote the talent training of college students, aiming at the improvement of college students' psychological quality, some studies have proposed to formulate the quality standard of talent training in colleges and universities, and the importance of the quality standard of talent training in colleges and universities has been emphasized in the research. In the application-oriented undergraduate colleges and universities, the school pays more attention to the practical application ability of students, that is, in the daily education and training of colleges and universities, the attention and training of students' practical ability costs a lot of practice. From the perspective of China's educational development, applied undergraduate colleges and universities carry out curriculum design and class hour arrangement according to the talent needs in social development. Therefore, the talent training quality standard of applied undergraduate colleges and universities has its own characteristics. In the formulation of talent training quality standards in applied undergraduate colleges and universities, colleges and universities continue to emphasize the need to meet the needs of social talents to formulate teaching standards, and require teachers and students to meet the standard quality. However, it is undeniable that if the quality standard of talent training formulated by colleges and universities is too high for students, students will not be able to achieve it, which will also lead to a certain degree of psychological problems. In order to solve the students' psychological problems in the talent training of applied undergraduate colleges and universities, this paper studies and constructs the formulation scheme of talent training quality standards in applied undergraduate colleges and universities, so as to help college students improve their psychological quality.

Objective: College students are in a special moment of life, facing academic pressure, work pressure and social pressure, so they are very easy to suffer from mental diseases, such as anxiety, depression and so on. Aiming at the talent training of application-oriented undergraduate colleges and universities, this paper constructs the talent training quality standard of application-oriented undergraduate colleges and universities, formulates the scheme, and evaluates the correlation between the scheme and the cultivation of students' psychological quality.

Subjects and methods: Taking an application-oriented university as an example, 500 students were selected for empirical investigation, and the psychological emotions of all students in college learning were counted, including anxiety, depression, positive learning psychology and positive life psychology. The influencing factors of students' psychological emotions were determined by fuzzy evaluation method. Based on the influencing factors of students' psychological emotion, this paper constructs a talent training quality standard formulation scheme in applied undergraduate colleges and universities, applies the scheme to students' daily learning, and evaluates students' psychological changes during teaching.

Results: The impact of the perfection and rationality of talent training quality standards in applied undergraduate colleges and universities on students' anxiety, depression, positive learning psychology and positive life psychology is shown in Table 1, with 0-4 points indicating no impact to complete impact.