

The Internal Logic and Quantitative Characteristics of Learners' Subconscious Learning from the Perspective of Psychology

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Abstract: *In the face of the process of social development, in the daily education and teaching, the thinking of learning methods has never been interrupted. It is possible for learners to use their subconscious mind to learn. It comes from three traditional concepts, namely, the theoretical source of cognitive theory, the empirical source of primacy effect, and the source of the relationship between explicit knowledge and implicit knowledge. Its internal logic refers to the subtle degree of cognitive system reconstruction caused by the dynamic process of thinking about people and things when learners acquire knowledge or skills. This level of representation and its latent value corresponding to the original state, burst existence, complete state further explains the meaning of the concept of subconscious learning. It is clarified that the three quantitative characteristics of "perception - re-perception, memory - re-memory, thinking - re-thinking" belong to the discrimination orientation of subconscious learning.*

Keywords: *subconscious learning; Internal logic; Latent value; Quantization characteristic*

1. Introduction

For the generation of new ideas, one is based on the derivation of traditional theoretical categories. This includes inheriting and developing independent theory, and then creating new thought dynamics in practice; Or for the interactive integration of two or more theories, the formation of new wisdom crystallization to act on practice. The second is the condensed conclusion of practical activities and life phenomena. This is due to the efficient achievements of innovation in reality, which must be the embodiment of a completely new concept, and has nothing to do with any traditional theory and traditional practical experience. The existence of things always has its development laws and contradictory attributes, and people's grasp is often how to apply to the development of social production and life.

2. The Origin of Subconscious Learning

When things are new, there is a law of cause and effect. Trace the origin of the original release, can make the context of the origin clear, candlestick. Psychology points out that human cognition is born and developed in the process of acquiring and processing internal and external information. Based on the understanding of the first impression, the input and storage of information can be described as a breakthrough from scratch. In the process of learning, there are many unknown factors in the expansion of learners' cognition. Such as rich imagination, dynamic thinking rhythm, information reception and re-integration, etc., will break the construction of learners' original cognitive system.

2.1. The Source of Theory: Cognitive Theory

In the mental process of acquiring or applying knowledge and processing the acquired information (R.M. Gardner, 1985), cognition is the activity that involves the combined use of sensation, perception, memory, thinking, imagination and language. ^[1] 3-5 People receives the incoming information from the outside world, and converts it into internal psychological activities through the processing of related cellular neural networks (the process of receiving, encoding, storing, extracting and using information), and then controls people's behavior. This process is the process of information processing, that is, the cognitive process. ^[1]3-5 In this process, people's cognitive ability will have a non-negligible influence on them, and also promote the birth of cognition. People's understanding of self-perception,

self-memory and self-thinking is reflected in the process of subjective and objective assimilation or alienation. The process of this activity is that the subjective reflects the objective, and the objective is manifested in the subjective. ^[2]

It is precisely because of the assimilation or alienation of subjective and objective cognitive activities that people realize that the change of individual perception, memory and thinking is a deeper process of re-perception, re-memory and re-thinking of knowledge acquisition and application or information processing from the outside to the inside. This is metacognition, or cognition based on cognition (J.H. Flavell, 1976). In many studies, scholars mainly divide metacognition into three types: metacognitive knowledge, metacognitive experience and metacognitive monitoring. ^[3] In daily education and teaching activities, in the learning process, learners will not only carry out various cognitive experiences such as image perception, memory and thinking of knowledge, but also actively and effectively monitor and adjust various cognitive re-perception, re-memory and re-thinking of their own ontology, to form a complete cognitive closed loop, constitute a cognitive cycle system, and then act to improve the level of cognitive development of learners.

Cognition is the contemplation of external concrete objects ("learned, interrogated, deliberated, discerned, practiced"), while metacognition is the opposite, the contemplation of objects is internal abstraction. Therefore, the content reflected by the two speculative activities is different, the former identifies and understands the external concrete object, and the latter monitors and adapts the whole process. Of course, the generation and development of cognition and metacognition also have a sequential relationship, and the development speed of cognitive ability precedes the development speed of metacognition ability. ^{[1]3-5} The two are compatible and inclusive, complement each other and constantly cooperate to promote the occurrence of learners' cognition and thinking activities, and construct a cognitive system.

2.2. The Source of Experience: The Primacy Effect

Primacy effect is the cognitive status of learners, including themselves, others and things, and it is also one of the inducements that can easily affect the development of their critical thinking. The resulting primacy effect is also called the first impression effect and priority effect, which was first proposed by the American psychologist A.S. Lochins (1957). It was first used to point to the influence of the first impression formed by both parties in interpersonal communication on the subsequent relationship, which is a kind of preconceived cognitive effect. ^[4]

Usually, the first cause effect is generated by the active side's subjective cognition of the passive side, and its degree of identification is not necessarily completely correct, but it is very fresh and more profound for the impression (one of the three elements of public impression in "public relations psychology", the subject of cognition). It is a state process that ADAPTS information schema from low level to high level after assimilation, adaptation and balance. ^[5] The feedback of the result of this process will highlight the cognitive correlation of the original first impression when it intersects with the impressed person (one of the three elements of public impression in "public relations psychology", the object of cognition) in the future. In short, if the impression degree between the impressor (cognitive subject) and the impressed (cognitive object) is very good when they meet for the first time, then this good cognitive state will play a positive role in promoting the upgrading of friendly relations in the communication process until the next or even the subsequent contact. If the impression degree of the impressor (cognitive subject) and the impressed (cognitive object) is not good when they meet for the first time, then there will be a natural conflict or a low sense of identity in the subsequent communication. The situation here is relative to the fact that the first impression dominates the unidirectional relationship between the impressor (cognitive subject) and the impressed (cognitive object). The impressor (cognitive subject) is the active party in the first interaction situation, and the impressed (cognitive object) is the passive party. From the two-way relationship between the impressor (cognitive subject) and the impressed (cognitive object) in the first impression, the two are mutual, and the two are each other's cognitive subject and object. In the situation of two-way relationship perspective, no matter which party has a bad first impression, there will be unfavorable factors for the development of this relationship in the subsequent communication. What is clear is that when both parties have a good first impression at the same time, it is the most likely to promote the sustainable development of the relationship. However, whether it is a one-way relationship or a two-way relationship in the first impression, the state presented is not absolute, but will change according to whether the mutual understanding of the two parties is good or not.

With the in-depth exploration of the first impression, the impressor (cognitive subject) and the

impressed (cognitive object) are no longer just cognitive subjects and cognitive objects describing interpersonal relationships, but are widely extended to the connections between people (oneself or others), people and things, things and things, etc., providing a theoretical basis for the subsequent expansion and practical research.

2.3. The Source of The Relationship: Explicit Knowledge And Tacit Knowledge

Knowledge, up to now, the academic community has not yet a unified and clear concept identification. How do we understand knowledge? The knowledge of practical education philosophy refers to the result of representational or abstract experience of individuals interacting directly with the environment through various practical activities, and can be expressed, combined and transmitted by means of various symbols created and invented by human beings in long-term practical experience, such as words, numbers, pictures and other structures.^[6]

The classification of knowledge is diverse, here we focus on the distinction between explicit knowledge and tacit knowledge. Explicit knowledge and tacit knowledge were first proposed by physical chemist and philosopher M. Polanyi (1958) in his book *Personal Knowledge from the perspective of philosophy*. Explicit knowledge refers to the knowledge that is formalized by means of written words, ICONS, mathematical formulas, etc. Tacit knowledge refers to the knowledge that can not be formalized and has subjective cognition, such as experience, culture, etc. Later, among many further studies, Japanese management scientist Ikujiro Nonaka (1995) further proposed the SECI process of the mutual conversion of explicit knowledge and tacit knowledge. The process is divided into four basic transformation modes: socialization, externalization, combination, and internalization.^[7] The so-called socialization is the process of sharing experience and understanding meaning of tacit knowledge and tacit knowledge among the public, so it is also called tacit knowledge; Externalization is obviously the process of transforming tacit knowledge into explicit knowledge, so it is also called conceptualized knowledge. Fusion is the systematic integration process between explicit knowledge and explicit knowledge, so it is also called systematic knowledge. In contrast to externalization, internalization is the process of transforming explicit knowledge into tacit knowledge, which is also called operationalization knowledge.^[7]

The purpose of clarifying explicit knowledge and tacit knowledge is to better reveal the distinction between explicit knowledge and tacit knowledge. At the same time, you can also know the relationship between the two. Although the emphasis on explicit knowledge is greater than tacit knowledge in reality, there is no difference in its root cause. Explicit knowledge is tangible, is the representation of knowledge; Tacit knowledge is intangible, it is the abstraction of knowledge. In the integration of representation and abstraction, tangible and intangible form the basis for learners to have the complete degree of knowledge and the construction of cognitive system.

3. The Internal Logic of Subconscious Learning

From the theoretical source of cognitive theory, the experiential source of primic effect, and the source of the relationship between explicit knowledge and implicit knowledge, it is clear that subconscious learning refers to the degree of imperceptibility of cognitive system reconstruction caused by the dynamic process of thinking about people and things when learners acquire knowledge or skills.^[8] Subconscious learning is a complete creative cycle, which corresponds to the degree of subtle construction of cognitive system in the process of dynamic thinking of learners to acquire knowledge or skills, rather than to the degree of representation of different people and things. The learner is the change subject of the reconstruction of subjective and objective cognitive system of human and things, and the reflection of its critical thinking degree is the process of the change subject's reconstruction and development of subjective and objective cognitive system. It is a reflection of the degree, it has a "range" (mathematical noun, the range of values of the dependent variable in the classical definition of a function; The modern definition of a function defines the set of elements in the field) and the size, and should have different states. In addition to its own attributes, the meaning of its existence is to help learners to effectively analyze, rationally monitor, appropriately consolidate and deepen the representation of knowledge or skill acquisition.

3.1. Cognitive Representation

The cognitive representation of subconscious learning is embodied in the process of learners'

dynamic thinking of the four objects of "human-things environment". (1) Learners' cognitive representation of "person" is reflected in the two dimensions of "external impression and connotation perception". External impression is a process of dynamic thinking and understanding of the body, appearance, clothing, dialogue, and preferences of the person being impressed (cognitive object). Connotation perception is a process of dynamic re-thinking and understanding of the personality, accomplishment, quality, advantages and disadvantages of the impressed person (cognitive object). External impression and connotation perception have the characteristics of intercommunication and integration, and they affect learners' dynamic thinking degree and cognitive reconstruction of recognized objects. (2) Learners' cognitive representation of "events" is embodied in the complete reflection of a series of continuous occurrences of "causes, processes and results" of events. Without considering the influence factors of the event, the formation of "cause-through-result" is the activity process of learners' complete thinking about the event in the dynamic change. It is a comprehensive and realistic understanding of the matter, not a subjective speculation taken out of context or based on only one part. (3) Learners' cognitive representation of "things" is reflected in the four aspects of "what is, how is it produced, what is its utility, depletion or extinction". What is it, the judgment of the attributes of things to distinguish categories; How to produce, the "life" understanding of the object; What is the utility, the value of the object, the function, the role of discrimination; To wear out or die out, the extent to which something is consumed is known. The synthesis of these aspects is the necessary element of the wholeness of a comprehensive cognition. (4) Learners' cognitive representation of "environment" is reflected in the two levels of "environment and realm". The space in which human beings live and the various natural factors that can directly or indirectly affect human life and development are called the environment.^[9] Environment can be divided into natural environment, humanistic environment, social environment, or psychological environment by the change of human psychological activities. The division of its meaning also has the distinction of context, artistic conception and situation. The boundary of the land, the degree to which things are achieved, or the circumstances in which they appear^[10] are the part-of-speech interpretations of the realm. Ancient and modern into a big cause, university ask, must pass through three realms: "Last night the west wind marred green trees, alone on the high-rise, looking at the end of the world road"; "The clothes gradually widen the end does not regret, for the Yi dissipated people haggard"; "People look for him thousands of times, suddenly look back, the man is in the dim lights."^[11] These three realms are the realms of accomplishment and the realms of learning. As for the environment of life, it belongs to the division from low to high in Mr. Feng Youlan's book "New Original Man" : natural realm, utilitarian realm, moral realm, heaven and earth realm.^[12]

The learner's cognitive representation of people and things is an interactive process of argumentative thinking from the outside to the inside. In the real and virtual situations of learning, human-object environment is by no means an independent existing object that provides learners with cognitive and critical thinking, but is often presented in the form of a blend of mutual coexistence. Their symbiosis and integration form the systematic reconstruction of subconscious learning represented in the cognitive system, and promote the generation degree of learners to acquire knowledge or skills.

3.2. Latent Value

Subconscious learning is a reflection of the degree, and the reflection has a range and size, which is the latent value. In other words, the quantified range that represents the learner's state by describing the range and size of subconscious learning is called latent value. Latent values have a maximum, a minimum, a median, and an average value, between which an "interval" (a mathematical term, usually referring to the set of real numbers) is formed, and all value ranges are greater than or equal to zero. If subconscious learning is regarded as a "ray" (a geometric term with only one endpoint and direction), then the ray is a certain quantization range composed of the minimum starting point, the middle value (hereinafter referred to as the median), and the maximum value. And in addition to the above values, there is another very important value on this ray - the average value. The ray has an infinite number of values, and the minimum value is a definite value, zero; The median is half the maximum; The maximum value is not necessarily a fixed value, when the maximum value is determined to be a fixed value, the ray becomes a line segment consisting of the minimum, median, average, and maximum at the end.

The average value needs to be clear: (1) the average value and the minimum value, the median value and the maximum value together are enough to become the scope and size of subconscious learning, which is an indispensable important value of the ray, which can make subconscious learning

more intuitive to show. (2) The mean is greater than the minimum and less than the maximum, not equal to the minimum or maximum, and not necessarily equal to the median. The mean may be greater than the median, less than the median, or equal to it. Only if the maximum value is determined to be a number of fixed values, and the mean is exactly half of the maximum value, then the mean is equal to the median value. (3) The mean need not be a fixed value number, it can also be a certain range of ranges, which is a special subinterval of this ray.

3.3. *The State of Response*

The interpretation and division of the latent value and its value interval will give an accurate overview of the state of existence corresponding to the recognition of subconscious learning. Subconscious learning can be divided into true state and false state according to the learner's own mental state. The so-called false state refers to the learners who are medically recognized as having mental illness or intellectual impairment, and their subconscious learning corresponds to an abnormal state at the latent value. The true state is a normal state corresponding to the latent value of the subconscious learning of learners who are medically recognized as mentally or intellectually healthy.

Both true and false states can be divided into the following three types by the nature of subconscious learning. (1) Original state. When learners never know or first understand a certain knowledge or skill, their subconscious learning can be regarded as the initial form. (2) Mengcun. A state of cognitive speculation that the learner has not yet fully ingrained, but which is stored in conscious memory with certain impressions. There are two kinds of situations: one is the correct state of cognitive speculation, and the other is the wrong state of cognitive speculation. (3) Complete state. The learner has already produced a relatively stable critical thinking state on the cognition of people and things. The value interval corresponding to the latent value of the three states also has three cases.

First, when the median value is certain and the average value is greater than it, the value interval of the original state is greater than or equal to zero and less than the median value; The value interval of MOE is greater than or equal to the median value and less than or equal to the average value. The range of complete state values is greater than the average and less than or equal to the maximum. When the latent value is zero, it can be called the zero state, which is a special state of the original state; When the latent value is the maximum, it is the limit, also known as the limit state, which is a special state of the complete state.

Second, when the median value is certain and the mean value is equal to it, the value interval of the original state is greater than or equal to zero and less than the median (or mean); If the value interval is equal to the median (or average), it is a fixed value; The range of perfect state values is greater than the median (or average) and less than or equal to the maximum. When the mean value and the median value are equal, it means that they are in dynamic equilibrium, and the state at this time can be called the equilibrium state. The equilibrium state is also the special state of MOE.

Third, when the median value is certain and the mean value is less than it, the value interval of the original state is greater than or equal to zero and less than the mean value; The value interval of MOE is greater than or equal to the average value and less than or equal to the median value. The range of perfect states is greater than the median value and less than or equal to the maximum value.

It can be seen that when learners are in the original state, there is no deep critical thinking process for learning, but it is in the stage of consolidating the foundation relative to the further improvement of learning efficiency. When the learner is in the Meng existence, it is the state of subconscious learning with substantive thinking. In this period, if learners grasp the correct learning opportunity, they will be able to reflect the efficiency of learning more effectively; otherwise, it is the best stage to reconstruct the learning goal relatively effectively. The so-called "not breaking", breaking the original "wrong" cognitive system of learners, timely correction and reconstruction of a new correct cognitive system, is to help learners correctly improve learning efficiency. When the learner is in a complete state, there will be an opposite relationship between the deepening degree of learning. On the one hand, it is beneficial to the development of learners' learning knowledge or skills, on the other hand, it will bring profound adverse effects on learners' learning knowledge or skills. Once the learners' consciousness of incorrect behavior is established and solidified, the educational guidance will inevitably face greater challenges if we want to improve this situation.

4. Quantitative Properties of Subconscious Learning

The internal logic of subconscious learning reveals the learner's cognitive representation, and then makes its reflection to different degrees have a concrete range definition, and thus reflects the corresponding primitive, perfect and perfect state. Based on the learner's original cognitive and metacognitive level, the acquired information is encoded, processed and re-created to internalize and create new knowledge or skills belonging to the learner.^[13-5] For the experiential learning and inheritance of knowledge or skills, from the learner's own perspective, it is a kind of creation from appearance to internalization. Thus, the measure of subconscious learning is the creation of knowledge of the indirect development or continuous change of the learner's "perceive-re-perceiving, memory-re-memorizing, thought-re-thinking".

Only newly born babies and medically dead people, as well as learners who have never known or first learned a certain knowledge or skill, their subconscious learning can be seen as a primitive state, or even a zero state. Even mentally ill people or those with impaired intelligence and memory have the ability to learn subconsciously. The difference is that their latent value may be close to the minimum or maximum value. In the quantification of mental patients and those with mental and memory impairment, the latent value obtained may have a false state, and the corresponding state of the range may not be true. Especially for people with impaired memory, there is uncertainty in the cognitive system of a particular knowledge or skill. Because it is in an abnormal state and dynamic change. But it does not follow that measuring their subconscious learning is meaningless. If the concept of subconscious learning is applied to the treatment of patients with memory loss or mental illness, it can be necessary to carry out specific quantification in different situations to help doctors develop appropriate treatment plans and implementation methods more reasonably and effectively.

As far as learners are concerned, subconscious learning can change their cognition of knowledge or skills in a certain range or specific situation, which can help educators better grasp how to teach knowledge or skills to learners. Especially in understanding the audience, we can identify the state of learners who are about to learn knowledge or skills and adjust teaching strategies to better implement teaching. When education and teaching are carried out according to the different degrees reflected by the latent value, it is not necessary to quantify the latent value every time the new content is taught or the previous content is reviewed to determine the implementation method, strategy, degree and form of the teaching content. Therefore, we should dialectically treat and use the state corresponding to the size of latent value to serve the learning of learners and the teaching of educators.

4.1. Perception - Re-perception

The learner's "perceive-re-perceiving" of people and things is the unity of his subjective and objective understanding of the world. Based on the representation of bodily functions, the impression of understanding the world depends on the activities and processes generated by sensory stimulation or re-stimulation to encode and process information.^[13] The initial knowledge of the senses is only a brief understanding of the impression, and is not necessarily comprehensive, and the re-perception is a supplement to the re-understanding of the impression. This kind of knowledge supplement is in continuous or intermittent, but also gradually deepened. Both initial perception and re-perception are perceived by learners from visual, auditory, smell, taste, skin and other stimuli, and the degree of perception is sublimated from the attribute cognition of people and things to the overall grasp. What should be grasped is the development process from representation to spatial structure, and it is in a stable - constancy. Constancy here means that when the subjective and objective conditions of understanding people and things change within a certain range, the impression of "perceive-re-perceiving" remains stable to a considerable extent.^[13]

The eyes, ears, nose and tongue skin feel the stimulation or re-stimulation of all external information, and encode and process the obtained information to deepen the overall grasp of perception degree and structural understanding. There is no particular order in which these senses receive information, but rather the appropriate response of the body. Vision, the recognition of changes in brightness, color, time, and space stimulated by the characteristics of light intensity, spatial distribution, wavelength, and duration; Hearing is the understanding of the change of tone, sound and timbre by the characteristic stimulation of the frequency, amplitude and waveform of the sound wave. If the first two are physical knowledge, then smell and taste are chemical ways to spread information, the nose smells smells and the tongue feels sweet, bitter, sour and salty stimuli; After the skin is stimulated, the series of induction mainly has four forms of touch, cold sense, temperature sense and pain sense, and the

touch points caused by it are contact points, cold points, warm points and pain points, so as to feel the shape, size, temperature, pain and so on. ^[13] It is precisely because the senses receive external information by means of appeal that the cognitive development of learners is promoted, and it is also one of the factors affecting subconscious learning.

4.2. Memory - Re-memory

When it comes to memory, the forgetting curve is an inescapable necessity. It was put forward by the German psychologist H.Ebbinghaus (1885), and the curve revealed the law of forgetting all cognition of the human brain, which brought great influence to the study of human memory. ^[13] The process in which learners encode (initial memory), store (initial retention and awakening) and extract (initial memory) information input from the outside world is called memory; The process of "memory-re-memory" is the re-supplementary transformation after the generation of memory, that is, the occurrence of receiving information re-encoding (re-memory), re-storage (re-retention and awakening), and re-extraction (re-memory). ^[13] The link of the whole activity is the occurrence period of the relevant time, which is also the relationship between memory and time change in the Ebbinghaus forgetting curve.

Subconscious learning does not violate the Ebbinghaus law of forgetting and does not violate the changes that occur in time. The development of this change is closely related to the cycle of time, which makes the process of "memory-memorization" reversible. When learners move forward with the time cycle, their impression of people and things will be regularly forgotten, and the knowledge or skills acquired thereby will gradually fade. Therefore, the forgotten or diluted knowledge or skill is restored or expanded on the basis of the original memory after being awakened again. It should be noted that in the occurrence of "re-memory", there is a situation of advancing, maintaining the original state, and reverse forgetting. The impression degree of learners in the time cycle is the main reason for these three cases. On the other hand, when the impression is strengthened from shallow to deep (B.F. Skinner, 1948) or engraved on itself (K.Lorenz, 1932), the knowledge or skill perception tends to be stable for a long time. If the time of forgetting or fading exceeds a certain period and time limitation, the memory rate (H.Ebbinghaus, 1885) approaches zero, and subconscious learning returns to the original state. Then, when the learner re-contacts the knowledge or skill at this time, it can be regarded as the first learning activity, and has no direct connection with the previous forgetting or dilution experience, which is the extreme of reverse forgetting. The condition of maintaining the status quo is not absolute, because as long as the original impression has changed, this condition will be broken, so the status quo is an approximation, difficult to achieve. However, in real situations, the vast majority of situations tend to happen forward, in order to promote learners to re-learn knowledge or skills.

4.3. Thinking -- Thinking Again

Based on "perception and memory", learners can understand the representation of people and things, and establish complex and advanced concepts through the identification activities of thinking (imagination, association, thinking) from outside to inside. ^[13] The embodiment of imagery shapes the external image in learners' cognitive activities, and has different distinctions. On the other hand, the establishment of the concept is based on the thinking activities and process reflection, which is a higher level definition of the attribute generalization of human and things. After the initial formation of thinking, accompanied by the learners' continuous understanding of all external appearances, once there are similar aspects, it can cause the "resonance" of the initial formation result again, and through the way of "imagination supplement (re-imagination) - correlation (re-association) - creation generation (re-thinking)" to sublimate and enrich.

In thinking activities, learners improve the shaped image by imagining or imagining supplements (re-imagining) based on the understanding of the image, and deepen their thinking or create the understanding meaning that can be expressed or described (re-thinking) through the connection of attribute generalization association or correlation (re-association), so that the concept can be created. The formation of this kind of creation is either the result of the combination of traditional experience and learners' own internalization, or the highly condensed conclusion of innovative experience. No matter what kind of situation, it is the embodiment of the continuous development and change of "thinking - re-thinking", and it is the sign of the evolution of subconscious learning. If imagination is regarded as the "thinking" of speculative activity, then thinking is the "thinking" of speculative activity, and association is the link to undertake speculative activity, which is indispensable. The measurement of traditional experience compound or internalization can be carried out by the basic meaning, elements

and application range of classical concept narration. This is also the way education and teaching test the learner's learning and choose to pass the examination. For the generation of innovation experience, it is necessary to go through the time and practice of repeated testing and demonstration, in order to determine its authenticity, and then eliminate the false and preserve the true. The contribution of thinking and re-thinking lies in the reflection of learners' own internal activities, in the presentation of the conceptualization of images, and in the generation of the crystallization of true thought.

"Perception-re-perception" is the cognitive framework in space, "memory-re-memory" is the cognitive cycle in time, and "thought-re-thinking" is the result of the comprehensive development of the cognitive dimension of space and time. At the same time, it highlights the characteristics of constancy, reversibility and evolution embodied by subconscious learning, and illuminates the discrimination orientation for understanding this new concept.

5. Summary

How is subconscious learning established as a new idea? First of all, learners' cognition represents the critical thinking of people and things. Second, the primacy effect opens up the extent to which this debate has developed. Finally, the relationship between explicit and implicit knowledge indicates the existence of different states for this degree. Accordingly, the quantitative analysis of subconscious learning is to clarify the understanding of its constancy, reversibility and evolution. Therefore, it is expected that a set of systematic and complete measurement tools can be developed in the future to determine the specific latent value, so that it can use quantitative research methods or means to further improve the practical value and practical significance of the concept, and play a due role in the development of learners and education and teaching.

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