

**Figure 1.** Children's feedback results under different color statistics of children's interest.

**Conclusions:** Meanwhile, we should pay attention to the rich and contrast of color matching. Through the stimulation of color, we can effectively improve the excitement of children's spirit, so as to stimulate the enthusiasm of game activities.

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## APPLICATION EFFECT OF EDUCATIONAL PSYCHOLOGY ON STUDENTS' IDEOLOGICAL AND POLITICAL EDUCATION

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**Background:** Psychology studies the essence and law of people's psychological activities in a general sense, and how to cultivate healthy psychology and perfect personality. On the basis of the general conclusion provided by psychology, ideological and political education focuses on the formation and development of people's political, ideological and moral qualities and the law of Ideological and political education. Ideological and political education must draw on the general theories and methods provided by psychology. Contemporary college students, parents' expectations and social requirements are relatively high, most college students also have certain expectations of themselves, but lack of social experience, mental health is not enough, entering the society will be hit completely, resulting in a series of psychological problems. According to the relevant survey, nearly 40% of the students in Colleges and universities have abnormal psychological performance, and this trend is still increasing. Therefore, we must solve the psychological problems of college students and combine positive psychology with political and ideological education.

**Objective:** This paper studies how to enhance the effectiveness of Ideological and political education in Colleges and universities from the perspective of psychology. From the content, goal and value orientation, this paper tries to find the internal coincidence between psychology and ideological and political education, so as to explore new contents and methods for the development of Ideological and political education on the basis of the basic theoretical framework of Ideological and political education.

**Subjects and methods:** Questionnaire survey was used to conduct empirical research. The subjects of the survey are the students of different grades in a certain university and department. Based on the survey materials and the collected data, the empirical application value of the research is improved.

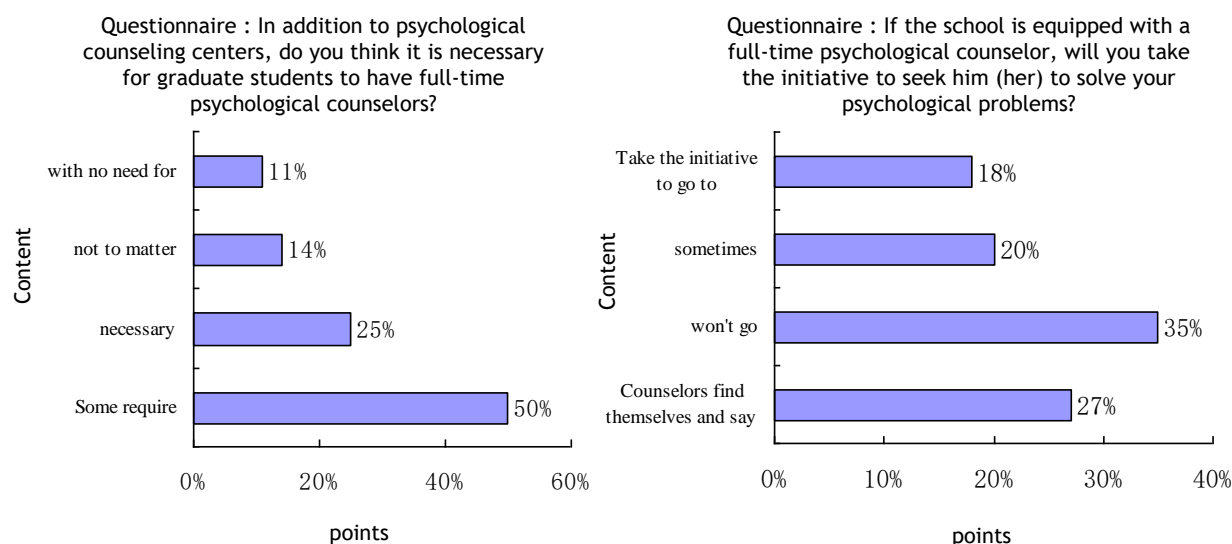
A total of 200 questionnaires were distributed and 170 were effectively recovered, with a recovery rate of 85%. The questionnaire includes: (1) Personal and family information; (2) The status quo of learning interest and learning effect; (3) Emotional and social support system status; (4) Interpersonal communication; (5) The status quo of sexual mental health; (6) Psychological confusion and reasons; (7) Evaluation of school mental health work and resource demand.

**Results:** According to the questionnaire statistics, the students are not very satisfied with their learning effect, which indicates that they are under great psychological pressure (as shown in Table 1). 12% of the

respondents think that they are “very satisfied”, 65% think that they are “generally satisfied”, 15% think that they are “not very satisfied” and 8% think that they are “very dissatisfied”.

**Table 1.** Satisfaction with self-learning effect.

	Very satisfied	Generally satisfied	Dissatisfied	Very dissatisfied
Proportion of people /%	12	65	15	8



**Figure 1.** Attitude towards the provision and consultation of full-time psychological counselors.

Among the respondents, 11% answered “no need”, 50% answered “some need”, 25% answered “very necessary” and 14% answered “indifferent”; The title is “if the school is equipped with full-time psychological counselors, will they take the initiative to solve psychological problems?” Among them, 18% answered “will take the initiative to go”, 20% answered “sometimes will”, 35% answered “will not go”, and 27% answered “counselors take the initiative to find out what they can say” (Figure 1). The results showed that most of the respondents affirmed the necessity of providing full-time psychological counselors, and recognized the importance of providing full-time psychological counselors to enhance students’ mental health. At the same time, it must be noted that most students often passively accept mental health counseling when they encounter psychological problems, and only a few of them will actively seek psychological counseling help.

This shows that a good grasp and rational use of psychological knowledge can fundamentally improve the pertinence of Ideological and political education in Colleges and universities. In the process of psychological counseling for college students, we should pay attention to the combination with the actual situation, analyze the specific situation, and carry out targeted education methods according to different psychology, so as to make the education effect reach the desired height. In the process of Ideological and political education in Colleges and universities, we should pay attention to the way of communication with college students, pay attention to psychological communication, and maintain a sincere attitude.

**Conclusions:** In the work of Ideological and political education in Colleges and universities, we should combine the basic psychological conditions of college students, understand and master their psychological activities and ideological conditions, integrate educational psychology into the ideological and political education in Colleges and universities, and study the psychological characteristics of college students through the use of psychological knowledge. Among them, we should also pay attention to the rational use of the characteristics of psychology, such as development, goal and confidentiality. Combining with the reality, improving the scientificity of Ideological and political education in Colleges and universities is conducive to improving the moral culture and comprehensive quality of college students, and also points out the direction of ideological and political education in Colleges and universities. At the same time, college teachers should change the traditional relationship between teachers and students, create a good teaching environment, develop students’ positive quality, improve students’ ability to resist setbacks, and promote students’ healthy growth.

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## CULTIVATION OF POSITIVE PSYCHOLOGICAL QUALITY IN ENGLISH TEACHING FROM THE PERSPECTIVE OF COGNITIVE PSYCHOLOGY

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**Background:** One belt, one road, is the largest number of university graduates. In recent years, with the continuous expansion of the scale of university construction, the growing university graduates will become the main force in economic construction and socialist modernization. Especially since the “belt and road” construction was put forward and developed, China’s international exchanges have become more frequent, and the demand for transnational talents with high level technology has been increasing. English quality has put forward higher requirements. However, in the teaching practice, English teachers find that students’ learning mood is not high, the phenomenon of learning weariness and abandonment is becoming more and more serious, learning motivation and enthusiasm are not high, English learning initiative and initiative are poor and other negative English learning psychological problems, which also reflects that there are serious deficiencies in the current English Teaching in cultivating students’ positive learning psychological quality.

At present, most of the domestic scholars focus on the study of a particular subject’s learning psychological status or some specific learning psychological problems, ignoring the exploration and cultivation of students’ positive learning psychological characteristics. This negative research orientation leads to excessive attention to students’ negative psychological characteristics, so that teachers and students pay more attention to the negative learning psychology and reduce the cost of learning Interest and confidence. Many studies have shown that students’ learning psychological quality is of great significance to students’ academic success. In order to improve the effect of College English teaching and the quality of personnel training, this study, under the guidance of positive psychology theory, explores the Cultivation Strategies of students’ learning English teaching positive psychological quality, so as to promote the success of students’ English learning.

**Subjects and methods:** In order to achieve the success of students’ English learning, based on the theory of cognitive psychology, this paper focuses on the design of the cultivation strategy of positive psychological quality in English teaching.

**Study design:** (1) To establish a positive outlook on the cultivation of English learning psychology. In order to solve the serious problem of students’ negative psychology in English learning, we must establish a positive outlook on mental health education and cultivate the positive psychology of English learning. First, we should attach importance to the cultivation of students’ active English learning psychology from the ideological point of view, and let the teachers and students understand the importance and significance of the positive English learning psychology. In practice, a team of teachers, which is dominated by full-time learning psychological tutors and teachers of English majors, is formed, which permeates the cultivation of positive psychological quality of English learning in daily and classroom education.

(2) Deeply explore, train and develop the positive psychological quality of students’ English learning. In the view of positive psychologists, psychological education should take the mission of exerting human potential and positive factors, cultivating people’s positive thinking, making students have positive quality and ability to overcome negative factors by relying on their own positive forces to actively promote mental health development. Therefore, in the view of positive psychology, students have the ability to overcome the negative tendency or problem diseases by relying on their own positive factors. They advocate to treat the students’ psychological development with positive perspective. When facing the problems in the development of students’ learning psychology, they should stimulate the students’ potential and superior character, and make them rely on their own positive factors to promote their own positive psychology of English learning the formation and development of. In teaching practice, teachers can understand students’ learning psychology through classroom observation and after class communication, deeply explore the students’ inner positive psychological quality of English learning, guide students to explore their own positive psychological quality of English learning guided by positive psychology theory, and take various measures to help students consolidate and develop positive English learning psychology Quality, and targeted measures to improve students’ English learning psychological problems, improve the positive learning psychological quality. The following three aspects can be taken into consideration to cultivate and