

It can be seen from Table 1 that the value of  $F$  is in the standard value of 0.320-0.355,  $P > 0.05$ , so the variance is homogeneous, and the corresponding  $t$  value is in the range of 3.0-3.06,  $P < 0.05$ , which indicates that the e-commerce marketing mode has a significant impact on consumers' psychological adversity, with statistical significance.

According to Table 2, the standard values of  $F$  are 0.340-0.353 and  $P > 0.05$ , so the variance is the same, and the corresponding  $t$  value is between 3.21-3.06,  $P < 0.05$ , which indicates that e-commerce marketing mode has a positive and significant impact on consumer psychology and has statistical significance.

From the data processing and analysis of the experimental group, we can find that the results of the experimental group before and after the measurement are significantly different. From this point of view, the results are in line with the original assumption of the study, which can effectively improve the e-commerce marketing mode from the perspective of cognitive psychology. The research also shows that the application of cognitive psychology in e-commerce marketing can make the attitude of consumers develop in a positive direction, effectively improve the consumers' positive shopping mood, and enhance the degree of consumption. In a word, it is effective to optimize e-commerce marketing mode innovation by cognitive psychology, but it still needs further research on specific methods and technology levels used by different groups.

**Conclusions:** Generally speaking, compared with other technology schools, cognitive psychology is more easily accepted by consumers because of its experience and participation in the process of technology implementation. Through the use of cognitive psychology, the optimization of e-commerce marketing mode can promote the positive degree of consumers' understanding of products. From the research point of view, through the use of cognitive psychology, a number of psychological and emotional indicators of the tested consumers have been improved. It can be seen that cognitive psychology has broad application prospects. Especially in the current rapid development of social background, the use of e-commerce marketing industry can effectively improve consumers' understanding of products and the positive subscription.

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## FUNCTION OF COGNITIVE PSYCHOLOGY IN THE IDEOLOGICAL AND POLITICAL EDUCATION OF COLLEGE STUDENTS

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**Background:** The ideological development of college students is closely related to the concepts, beliefs, values, attitudes and other factors in the existing cognitive structure. Cognitive psychological factors have a great impact on the effectiveness of Ideological and political education of college students. And in the process of Ideological and political education, educators and educational objects often have cognitive bias. Using cognitive psychology knowledge to analyze the above problems can enhance the scientificity and practicality of Ideological and political education. Psychological ideological and political education should learn from the latest research results of cognitive psychology, which is of great significance to overcome the psychological cognitive problems existing in the process of Ideological and political education, improve the cognitive structure of educational objects, and design a scientific and reasonable process of psychological ideological and political education.

The purpose of this study is to analyze the results of College Students' psychological and ideological education through cognitive psychology. Through the implementation of developmental mental health education, it can provide a healthy personality basis for ideological and political education, improve students' cognitive bias, provide rational cognition for ideological and political education, change students' irrational cognition, and provide a reasonable way of thinking for ideological and political education, Optimize the effectiveness of College Students' psychological and ideological education

**Subjects and methods:** This study is to set consumers in the specific context of e-commerce marketing, to observe the response of consumers to the stimulation of e-commerce marketing mode and the factors that affect consumers' decision-making and cognitive vision. In order to find out the general relationship and rules between stimulation and reaction, and transform them into e-commerce marketing mode, the college students in this study are mainly selected from more than ten thousand students in four universities. They are randomly selected from freshmen, sophomores and juniors, and 1121 valid questionnaires are

obtained, including 496 boys and 625 girls, the main test was conducted by the teachers or the students of the major. The questionnaire was checked on the spot, and if there were any questions, they were corrected and then returned. All questionnaires were collected on the spot.

**Study design:** In this paper, 30 questions related to attention, perception, representation, memory, thinking and language in cognitive psychology are selected, all of which are single choice questions. The dimensions of cognitive characteristics of questionnaire design include perception judgment dimension, thinking emotion dimension, representation extraversion dimension and memory intuition dimension” There are 15 questions in total, including single choice question, multiple choice question and question answer question. The questionnaire involves three aspects, including the content of moral education, the current situation of the implementation of school moral education methods, and the development of students’ morality.

**Methods of statistical analysis:** SPSS19.0 for Windows software package was used to analyze the results.

**Results:** A comparative analysis of the role of cognitive psychology in the psychological and ideological education of college students, the test results are shown in Table 1 and 2:

**Table 1.** Test results of the experimental group before the role of cognitive psychology in the psychological and ideological education of college students.

	Levene test		t test		
	F	P	t	df	sig
Judgment dimension	0.465	0.582	2.031 2.433	300 299.5	0.02 0.03
Emotional dimension	0.585	0.643	2.221 2.858	288 287.935	0.02 0.02
Extraverted dimension	0.673	0.591	2.612 2.267	311 219.75	0.02 0.03
Intuitive dimension	0.541	0.673	3.054 3.024	300 256.95	0.03 0.02

**Table 2.** Test results of the experimental group after the role of cognitive psychology in the psychological and ideological education of college students.

	Levene test		t test		
	F	P	t	df	sig
Judgment dimension	0.452	0.642	3.243 3.345	300 294.65	0.05 0.054
Emotional dimension	0.533	0.746	3.362 3.527	289 299.95	0.05 0.05
Extraverted dimension	0.653	0.667	3.231 3.376	299 290.85	0.057 0.055
Intuitive dimension	0.533	0.723	3.571 3.253	290 288.767	0.057 0.05

It can be seen from Table 1 and Table 2 that after applying cognitive psychology in the ideological and political education of college students, the judgment dimension, emotional dimension, extraverted dimension, and intuitive dimension  $Sig \geq 0.05$ , so the variance is uniform, and the corresponding t value is Between 3.2 and 5.7, it shows that cognitive psychology has a positive and significant impact on the ideological and political education of college students, which is statistically significant.

From the processing and analysis of the measurement data before and after the experimental group, it can be found that the results of the measurement before and after the experimental group are significantly different. From this point of view, the results are in line with the original idea of the study-cognitive psychology can effectively improve the results of college students’ ideological and political education. Research also shows that the application of cognitive psychology to the ideological and political education of college students can make college students’ attitudes develop in a positive direction, effectively improve college students’ emotions, and enhance their ability to manage emotions. In short, it is effective to optimize the ideological and political education of college students with cognitive psychology, but further research is still needed in terms of specific methods and technical levels used by different groups of people.

**Conclusions:** On the whole, the implementation process of college students' ideological and political education reflects the psychological cognitive process of educators and students. Using the relevant theories of cognitive psychology to analyze the psychological cognition problems in the process of ideological and political education, we can see the cognitive structure. Construction and transformation play an important role in ideological and political education in universities. Educators should adopt a variety of methods to optimize the cognitive structure of educational objects to enhance the acceptance of ideological and political education.

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## APPLICATION OF PSYCHOLOGY IN CHARACTER IMAGE DESIGN

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**Background:** Image design is to transform or reconstruct the original imperfect image of the subject to achieve the purpose of benefiting the subject. It is not only suitable for personal characteristics of hair, make-up and clothing, but also for the real work and life services, which is very similar to corporate CI design, are for the long-term future development. Therefore, its content includes the external form, such as clothing, make-up, but also includes the external performance of internal character, such as temperament, behavior, speech, living habits and so on. From this height of character image design, is not the ability of makeup artist or fashion designer can complete, but the objective environment for the confirmation of the main image has a long process, not overnight. At present, there is no professional character designer. Therefore, many character designers are transformed from makeup artists, which makes the public understand the concept of character designer as stylist. In fact, the design of character image is not only to change the appearance of appearance and clothing, but also to make full use of psychology to change customers from the inside out.

The purpose of this study is to analyze the situation of character image design from the perspective of psychology, optimize the effect of character image design, and study the influence of psychological changes on the effect of character image design based on the character's perception, cognition, emotion, personality and behavior.

**Subjects and methods:** This study is mainly through the psychological point of view of the character image design, in the design process, fully consider the psychological changes in the process of image design, improve the effect of character image design. This study mainly adopts the form of questionnaire survey. In order to ensure the quality of the questionnaire survey, the paper questionnaire of field survey is distributed. The distribution method is personal distribution. The main choice is the personnel who participate in the character image design for indoor collection. In order to ensure the quality and efficiency of the questionnaire, the questionnaire was distributed on site, supervised and collected on site. A total of 300 questionnaires were collected, and 280 valid questionnaires were collected, with an effective rate of 93.33%.

**Study design:** This paper takes cognition, interpersonal relationship, social relationship and family as independent variables, and takes the image of characters as dependent variables to analyze the influence of psychology on the design of character image.

**Methods of statistical analysis:** In this paper, SPSS22.0 is used to analyze the data, descriptive statistical method is used to analyze the basic situation of the survey object, independent sample *t*-test and one-way ANOVA are used to analyze the influence of psychology on character image design.

**Results:** For the regression of the above variables, the results are shown in Table 1. It can be seen from Table 1 that if the *P* value of the interaction item of cognition and family is greater than the significant level, the coefficient of the interaction item of cognition and family is not significant, which indicates that the moderating effect of cognition and family on character image is not significant. However, if the interaction between cognition and family is greater than the significant level, it indicates that the interaction between cognition and family is significant.