

a mathematical way.

Study design: Using stratified group random sampling, 600 high school students of different ages and genders were surveyed, and a total of 600 questionnaires were distributed and 600 were recovered with a valid number of 593.

Methods: Excel was used to calculate the effects of memory impairment and intuitive imagination in mathematics metacognitive teaching in high school students.

Results: Mathematical metacognition is the cognition of mathematical cognitive activities. The organic combination of mathematical metacognition knowledge, cognitive experience and cognitive monitoring can improve students' intuitive imagination ability. Through the study of metacognition theory, teachers study how to improve students' metacognition ability, so as to improve their level of mathematics metacognition, innovate the way of learning and improve students' metacognition ability, so as to promote the promotion of learning interest and achieve self-efficacy.

The results of this survey adopt the five-grade scoring method, using 1 to 5 grades to quantify the influence values of specific factors, 1 means irrelevant, 2 means slight influence, 3 means general influence, 4 means obvious influence, and 5 means full influence. The specific statistical table obtained is shown in Table 1.

Table 1. Effect of memory impairment and intuitive imagination in mathematics metacognitive teaching in high school students

Factor	Learning style	Metacognitive capability	Learning interest	Efficacy
Fresh students	4	5	4	5
Grade 2 in senior high school	5	4	4	5
Grade 3 of senior high school	4	4	5	4

Conclusions: Metacognition is a psychological process that involves many non-intellectual factors, such as learners' learning interest, learning motivation, learning methods, cognitive ability, self-efficacy, etc. In the ordinary teaching process, teachers should communicate more with learners and pay attention to the inner development of learners. At the same time, teachers should also strive to create an environment for students to learn independently, and promote the improvement of students' metacognitive ability in the school teaching environment. Through the daily teaching process of teachers, teachers should innovate the ways and methods of metacognitive ability training, so as to achieve the effect of alleviating students' memory barriers and improving intuitive imagination.

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REFORM AND PRACTICE OF FINANCIAL ACCOUNTING TEACHING PARADIGM BASED ON EDUCATIONAL PSYCHOLOGY

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Background: Psychology is a science that studies psychological phenomena and their laws. It can provide scientific basis for the whole teaching process. Educational psychology is a group of subjects, and higher education psychology is a branch of school educational psychology. They have the same and different points, which is the relationship between individuality and commonness. Higher education psychology is the combination of psychology and education. It is a science to realize the aim of higher education. It provides psychological basis for realizing the social function of colleges and universities and teaching methods adapted to the characteristics of higher education. Since the 1930s, western financial accounting has been guided and restricted by the generally accepted accounting principles. The development of the generally accepted financial accounting is based on the accounting theory. In the 1970s, this task relied mainly on renowned accountants or academic groups to take responsibility for it. In the mid-70s of the 20th centuries, the western financial accounting showed a new trend. At the same time, financial accounting is the core course of accounting major, which is the foundation of learning follow-up courses. Traditional teaching methods cannot meet the needs of training accounting talents under the new situation. It is necessary to carry out teaching reform and research to improve students' enthusiasm and self-learning ability. Learning is everyone's own practice, is irreplaceable, modular teaching so that students complete the learning

practice, can well reflect the “self-learning experience” of the teaching essence. The financial accounting course is the core professional course of accounting specialty, which should enable students to change from traditional indoctrination education to purposeful active learning. Teachers should pay attention to guiding students to study independently in class. Teachers play a role of organizing, demonstrating, coordinating and assisting students to learn. How to scientifically study the psychological phenomenon in the teaching process of financial accounting, analysis and observation, experiment, investigation, case study and other methods of higher education psychology. Setting up the teaching of financial accounting on the basis of scientific research will shorten the process of teachers’ self-exploration. Understanding the scientific theory of educational psychology will help young teachers change their roles as soon as possible, improve the quality of education and teaching, and help to carry out educational reform.

Objective: According to the needs of accounting personnel in the actual work, the post optimization, modular teaching design of the teaching design, focusing on accounting skills and accounting professional qualification examination requirements. We shall locate the posts oriented by financial accounting, analyze the tasks of financial posts, study the working ability of tasks, invite front-line personnel of enterprises and experts of accounting firms to participate in the guidance, and carefully design the financial accounting curriculum system through research. Applying the theory and research of educational psychology to the teaching of financial accounting is of great help to the students from three aspects: cognition, ability and emotion. Therefore, this study aims to analyze the reform direction and practical goal of financial accounting teaching paradigm from the perspective of educational psychology.

Subjects and methods: Take 200 students in a certain school as the research object, randomly divide them into experimental group and control group. There is no significant difference between the two groups. Using the same teacher, teaching the same financial accounting course, using two different teaching models, the experimental group teachers applied the knowledge of educational psychology in the teaching process. In the control group, only ordinary teaching was carried out, and two classes were videotaped. In the experimental group, the students should be divided into three levels according to their different learning ability, learning level and psychology, and different teaching methods should be adopted to meet different requirements. In the classroom teaching, let the students with good grades do some difficult exercises to achieve the goal of improvement, and let the middle students do some assured exercises to protect their learning enthusiasm. Ask students with poor grades to do some exercises that are easier to do to boost their self-esteem and confidence. So, every student has a chance to practice. In extra-curricular tutoring and homework requirements, should also be based on the different levels of students and different requirements, above the medium students, to do some extra-curricular exercises to expand knowledge. For some students with poor learning ability, poor grades and asked them to master the most basic knowledge of textbooks, in short, on the upper, middle and lower levels of students to take different teaching. Students should be treated equally in class regardless of whether their grades are good or bad. In teaching, teachers should give priority to praise and encouragement, and should not damage students’ self-esteem in public. Some poor students, after class, the lack of knowledge and skills, respectively, to take different measures, enthusiastically give timely help and counseling. Test the results of two groups of students.

Results: The average scores of the two groups before and after the experiment are shown in Table 1.

Table 1. Statistical form of academic performance

Groups	Before experiment	After the experiment
Experimental group	81.56	91.57
Control group	79.96	82.43

The results of Table 1 show that the students in the experimental group have improved significantly after a certain period of time, which shows that the teaching of financial accounting by using educational psychology can effectively improve the students’ academic performance.

Conclusions: Educational psychology plays a very important role in the teaching of financial accounting. An excellent financial teacher should have a comprehensive understanding and in-depth study of it so as to fully grasp the psychological law of students so as to carry out correct and effective education for students. The application of educational psychology in financial accounting teaching has become a development trend, and also an important factor to enhance students’ knowledge and ability and classroom teaching quality. Teachers should control the rhythm more effectively, enrich the teaching content, attach importance to the influence and application of educational psychology to teaching, and let students actively participate in the study of financial accounting in various effective ways, so as to improve students’ comprehensive application ability of financial accounting.

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PREDICTION METHOD OF TRADITIONAL MUSIC PREFERENCE BASED ON BEHAVIORAL PSYCHOLOGY

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Background: Behavioral psychology is a school of psychology founded by American psychologist John Watson in the early 20th century. The school emphasizes that environment is an important factor that affects children's behavior development, and human behavior is acquired, so environment is very important for human development. Watson once said, "Give me a dozen healthy, defect-free babies, nurture them in the environment I have designed, and I can assure you that I can train any one of them to be an expert of any kind I choose—doctors, lawyers, artists, business chiefs, even beggars or thieves, regardless of their talents, tastes, tendencies, abilities, or the professions and races of their ancestors." Obviously, student's behavior development has the controllability, may mold student's behavior through the external environment. It is pointed out in the standards of music curriculum that music teachers should mobilize students' interest in learning, broaden their horizons of knowledge and cultivate their comprehensive quality. As an important part of excellent traditional culture, traditional music culture is also of great significance for the cultivation of students' comprehensive quality. In view of the teaching method of promoting students' comprehensive quality in music teaching, we should promote students' comprehensive quality development while improving music quality. Because traditional music covers a wide range of knowledge, if students like traditional music, it will be an important help for its development in all aspects. Therefore, this paper studies the prediction methods of students' preference for traditional music based on behavioral psychology, analyzes and sorts out the prediction methods of students' preference for traditional music based on behavioral psychology, sorts out the development and research status quo of each method, compares its corresponding advantages and disadvantages, and discusses the future research direction of students' prediction methods for traditional music preference.

Objective: With the rising status of education in the country, students will be exposed to multi-disciplinary knowledge since primary school, and schools pay enough attention to the cultivation of students' comprehensive ability and devote themselves to promoting the all-round development of talents. Traditional music culture plays an important role in traditional culture, which covers many aspects of knowledge. The integration of traditional music culture and music teaching activities can not only help students to cultivate their musical accomplishment, but also help them to understand the traditional culture of the country, promote the formation of students' healthy values and world outlook, and promote the development of students' comprehensive quality. This study focuses on the comparison of students' preference for traditional music, in order to arouse students' interest in learning traditional music, broaden students' knowledge horizon and achieve students' all-round development.

Subjects and methods: In this study, 300 students were randomly divided into experimental group and control group. There was no significant difference between the two groups in terms of average academic achievement and learning habits. Two different teaching models were adopted to teach the same music course by the same teacher, and the teachers in the experimental group applied the knowledge of behavioral psychology to the hierarchical teaching. In the experimental group, the students should be divided into three levels according to their different learning ability, learning level and psychology, and different teaching methods should be adopted to meet different requirements. Let the students with good grades do some difficult exercises in order to improve their performance, let the middle students do some assured exercises to protect their enthusiasm for learning, and let the students with poor grades do some easy exercises to enhance their self-esteem and confidence. So, every student has the chance to practice music. Students should be treated equally in class regardless of whether their grades are good or bad. In teaching, teachers should give priority to praise and encouragement, and should not damage students' self-esteem in public. Some poor students, after class, the lack of knowledge and skills, respectively, to take different measures, enthusiastically give timely help and counseling. Test the enthusiasm of the two groups.

Results: The results of this test shall be determined by means of 1 to 3 grades and quantitative influence values of specific factors, 1 for general preference, 2 for very preference, and 3 for special preference. In order to reduce the large error caused by individual subjectivity in the evaluation, the evaluation values of 300 college students shall be adopted and the average value shall be taken to determine the results by rounding off the results. The specific statistical table is shown in Table 1.

Conclusions: Generally speaking, behavioral psychology treats students as passive learners, which is not conducive to the cultivation of students' creative ability. But on the other hand, behaviorism pays attention to the influence of environment on education and the influence of model learning on children. It emphasizes that we should use the means of reinforcement and "small approach" to cultivate students' behavior habits