self-anxiety scale to the students. Use SPSS 20.0 software to make statistics.

Results: The anxiety status of the two groups before and after the experiment is counted, and the specific results are shown in Table 1.

It can be seen from Table 1 that there is no significant difference in the anxiety of the two groups of students before the experiment, but after the experiment, the anxiety of the two groups of students is relieved to a certain extent, indicating that ideological and political education in colleges and universities can alleviate the anxiety of college students to a certain extent. However, after comparing the data of the two groups of experiments, it can be seen that the psychological state of the students in the experimental group is significantly better than that in the control group, which proves that under the background of the new era, using the means of networking and informatization to carry out ideological and political education for students can effectively alleviate students' psychological anxiety. This may be because students are one of the main audiences of the network. Students also like to express their views on the network. Those are students' real ideas. Because the network is hidden and anonymous, students can truly express their ideas, and educators can understand students' thoughts through the views expressed by students. We can find an effective way to carry out ideological and political education for students. Ideological and political education should be personalized and targeted, and the network can help ideological and political education to carry out targeted education and teaching, so that students can boldly express their opinions and ideas in the process of Ideological and political education.

Table 1. Comparison of anxiety status / proportion of people in the two groups before and after the test

Group	Before and after the experiment	No anxiety	Mild anxiety	Moderate anxiety	Severe anxiety
Test group	Before the experiment	17	46	31	6
	After the experiment	39	49	12	0
Control group	Before the experiment	16	44	36	4
	After the experiment	28	48	23	1

Conclusions: In order to adapt to the development and changes of the new era, we must start from the perspective of college students' mental health education, accurately grasp the psychological characteristics and influencing factors of college students in the new era, and form a set of educational practice system in line with the psychological characteristics of college students in the new era according to the existing problems and difficulties, so as to promote the steady progress of Ideological and political education in colleges and universities in the new era. Therefore, this study focuses on the key role of carrying out ideological and political education for college students under the background of the new era. Through the respective characteristics and interaction between the development of Ideological and political education and students' psychological state, this study defines what mode of Ideological and political education can be carried out in colleges and universities to meet the psychological needs of college students at the present stage. It has positive guiding significance for the follow-up ideological and political education in colleges and universities.

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ON THE FEASIBILITY OF EDUCATIONAL PSYCHOLOGY IN THE TRAINING OF COLLEGE TEACHERS

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Background: Educational psychology is not only one of the compulsory professional basic courses for normal students, but also one of the key contents of teacher qualification examination. Colleges and universities aim to cultivate students' all-round development of morality, intelligence, physique and beauty, so that students can obtain professional knowledge, master practical operation skills, be full of innovative spirit and good professional ethics. Some of the teachers are professional and technical teachers who graduated from non-normal universities. Although they learn the theoretical knowledge of pedagogy through training and refresher meetings, they do not grasp the theoretical knowledge of educational psychology in depth, understand it thoroughly, and apply it fully in teaching. College students are in puberty, and teachers can master and fully apply educational psychology, promoting the all-round development of students is an

inevitable requirement for implementing quality education and improving students' overall quality and comprehensive professional ability. College students' psychological education needs to be paid more attention. College teachers need to put themselves in their own shoes, analyze college students' psychological characteristics, learning status and life needs, and deepen the correct guidance for college students' psychological education quality, find a good solution in the work of college teachers.

Objective: College teachers have professional technical knowledge. Through curriculum teaching, in the process of teachers' curriculum guidance in the classroom, they can accurately analyze the actual personality and conduct standards of different students, focusing on the actual psychological change level of students. In the actual teaching process, fully analyze the psychological problems and obstacles that students may face, and strengthen different psychological guidance for different students. Including learning knowledge and dealing with problem-solving methods. When students encounter difficulties, college teachers can leave problem homework for students through the method of suspension, guide their ideas according to the problems, provide effective psychological counseling for students, clarify the key points and key points of the actual research content, affirm students' research results, fully mobilize students' enthusiasm, and encourage students to strengthen their interest in the research of the overall subject. Encourage students to establish good self-confidence and beliefs, constantly improve students correct psychological state of solving problems, so that students can realize the importance and necessity of learning course content, establish correct beliefs, and constantly improve students' ability to deal with problems in all aspects.

Subjects and methods: Modern educational psychology research shows that when teachers' knowledge level reaches a certain key value, the improvement of teaching level will depend on teachers' rational understanding of teaching, that is, teachers' teaching thinking ability. The level and correctness of teaching thinking ability directly affect the teaching effect. Therefore, in the process of receiving education, teachers should pay attention to the improvement of teaching thinking ability, so as to really receive good teaching results. Therefore, in this study, two college teachers were selected for training to conduct students' teaching research after making an in-depth study of educational psychology. The training period is 3 months. Select two classes of students from a university (set as class A and class B), and make two teachers teach two classes of students respectively, using the knowledge and theory learned from the theory of educational psychology. The teaching time is 1 month. Test the impact of different teaching methods on students.

Results: During the teaching period, teachers adopted group teaching method, personalized teaching mode and special teaching method for education. The statistical results (Table 1) and specific analysis are as follows.

Table 1. Statistical results proportion of people /%

Class	Dissatisfied	Commonly	Basically satisfied	Satisfied
Class A	0	11	32	57
Class B	0	9	39	52

(1) Group teaching mode. Non fixed grouping is carried out within the class, which changes according to the changes of students' learning ability of corresponding disciplines, and teaching students according to their aptitude is really implemented in the teaching with class teaching as the main organizational form.

(2) Individualized teaching mode. Individualized teaching mode usually refers to teacher guidance, peer guidance, parent guidance, tutoring guidance and other forms. With the rapid development of modern multimedia teaching, independent learning, inquiry learning and discovery learning with multimedia and network as the core have made unprecedented development of individualized teaching. Distance education and air classroom have provided broad space and stage for individualized teaching.

(3) Special teaching mode. Due to the existence of students with poverty, single parents, growth retardation and aggressive or withdrawal behavior, they are more likely to have problems in school than other students. These students are usually referred to as high-risk students and should be specially taught. In this experiment, two teachers also conducted special observation and educational counseling for such students.

Conclusions: Educational Psychology says that students' psychological needs are hierarchical. The higher the level of psychological needs, the stronger the motivation to trigger behavior. According to the source, there are mainly two kinds of psychological needs, one is subjective demand, the other is objective demand. The decisive factor of forming motivation is subjective demand, and the external condition of forming motivation is objective demand. In teacher education, teachers must master several effective ways of educational psychology in the process of Education:

(1) Teachers should mobilize students' enthusiasm and form a psychological interactive teaching

atmosphere.

(2) Teachers should stimulate students' learning motivation and enlarge students' learning enthusiasm.

(3) Teachers should communicate with students to stimulate students' interest in learning.

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THE CONSTRUCTION OF IDEOLOGICAL AND POLITICAL CONTENT OF COLLEGE CURRICULUM FROM THE PERSPECTIVE OF COGNITIVE PSYCHOLOGY

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Background: Bruner, the representative of cognitive psychology, and Ausubel, the contemporary, are famous American psychologists. They believe that the essence of learning is to actively form cognitive structure, and students' learning process should be a transformation process from passive acceptance of knowledge to active acquisition of knowledge. By differentiating and integrating the existing cognitive structure, we can actively form a new cognitive structure. Therefore, Bruner and Ausubel both pay attention to the positive role of cognitive structure in the learning process and the construction of cognitive structure. The acquisition, processing, storage and use of information is the core of cognitive psychology. Its research is to explain individual psychological activities and speech acts, focusing on reminding the internal psychological mechanism of cognitive process. In ideological and political teaching, we should use cognitive psychology theory, emphasize the role of students' intelligence, and comprehensively cultivate students' ability to use ideological and political theory knowledge to solve practical problems in learning and life.

Objective: At present, the ideological and political course teaching in colleges and universities often ignores the cultural knowledge structure built by college students in the past learning process, focuses on the scholastic profound theoretical expression and concept explanation, stripping the political and cultural nature of the ideological and political course education in colleges and universities, resulting in the simplification of classroom teaching resources and the rigidity of teaching forms, and the teaching effect is obviously poor. It even brought some negative effects. Ideological and political teaching based on cognitive psychology should pay attention to the research on the cognitive process of learning subjects. The key to learning ideological and political theory well is to make full use of the special mechanism and function of the brain, form a cognition of the information and laws of Ideological and political language, and master the structure of ideological and political theory through analysis and understanding. In terms of teaching structure and organization, teachers should try to guide students step by step according to the differences of students' cognitive level, follow the law of cognitive development, from shallow to deep, from easy to difficult.

Subjects and methods: 200 students from a university are selected to build an elective course of Ideological and political education, which lasts for 1H and 1-2 sessions a week. The students were divided into two groups of 100. There was no significant difference in thought and academic achievement between the two groups before the experiment. In the experimental group, with the help of cognitive psychology, cognitive psychology emphasizes the situational characteristics of teaching, that is, the processing of symbolic information. According to the principle of cognitive psychology, information processing is mainly driven by concepts. When making class planning, teachers must fully consider students' original knowledge structure and original cognitive model, so that the concepts of new and old knowledge appear repeatedly in the interaction, so as to effectively give play to students' concept driving role. The control group only carried out daily teaching. The experimental time was 2 months. Excel software was used to count the academic achievements of the two groups of students before and after the experiment.

Results: The statistical results of the academic performance of the two groups of students before and after the experiment are shown in Table 1. It can be seen from Table 1 that there is basically no difference in the scores of the two groups of students before the experiment, while after the experiment, the scores of the students in the experimental group are significantly higher than those in the control group.

The above results show that teachers should not only pay attention to the relationship between new knowledge and original knowledge, but also pay attention to students' psychological emotion, that is, pay attention to students' original knowledge level, original experience, possible difficulties in learning, and students' emotional state. We should pay special attention to actively guide students to change their learning methods, guide students from "learning" in high school to "learning" in university, and advocate the moral education learning method of "active participation, willing to explore, exchange and interaction". Highlight the cultivation of students' teaching consciousness and behavior as learning subjects, strengthen