

\* \* \* \* \*

## ONLINE TEACHING MODE OF PHYSICAL EDUCATION THEORY IN HIGHER VOCATIONAL COLLEGES BASED ON COGNITIVE PSYCHOLOGY

Peng Zhang

*Department of Basic Education, Lianyungang Higher Vocational Technical College Traditional Chinese Medicine, Lianyungang 222007, China*

**Background:** According to the theory of cognitive psychology, the process of human acquiring knowledge and skills includes three processes: information input, information storage and processing, information extraction and application. The core idea of modern cognitive psychology is that man is an information processing system. The characteristic of the system is to use symbolic form to represent things in the external environment or internal operation process. The system can process the external environment and its own operation process. Starting from this basic theoretical framework, cognitive psychology is to study the laws, characteristics and essence of various information processing processes of human information processing system, so as to deepen our understanding and understanding of human perception, memory, thinking and other activities, and then use the achievements in this field to give better play to human ability to understand the world. Modern cognitive psychology emphasizes the study of human internal cognitive process, and its basic idea also highlights its fundamental view that it compares the human brain with the computer and regards the human brain as an information processing system similar to the computer. The student training goal of higher vocational colleges is different from that of primary and secondary school students to strengthen basic knowledge, cultivate basic skills and take entering a higher school as the main purpose, and it is also different from that of undergraduate colleges to cultivate research talents. The main purpose of teaching in higher vocational colleges is to enable students to obtain the practical ability (including skills and knowledge) required by a specific occupation or occupational group, so that they will become high skilled applied talents in the front line of social and industrial development in the future. For this purpose, the classroom teaching mode of higher vocational colleges should also be different from that of primary and secondary schools and undergraduate education. On the basis of knowledge transfer, we should mainly highlight the training of practical skills. Even in the teaching of physical education, we should design and organize teaching by highlighting practical skills.

**Objective:** Due to the different training objectives and educational objects, the classroom teaching of higher vocational education cannot be imitated mechanically. There are more researches on high-efficiency classroom in higher vocational education focusing on specific disciplines, and there are few researches on constructing a universal high-efficiency classroom teaching model based on psychological theory. In order to explore the efficient model of classroom physical education theory teaching in higher vocational colleges, it is important to reflect on the classroom teaching form of specific courses at a certain height, and to summarize the efficient classroom teaching model with guiding significance. Based on the theory of modern cognitive psychology, this study discusses this problem and studies the online teaching mode of physical education theory in higher vocational colleges.

**Subjects and methods:** 100 college students in a higher vocational college were selected to conduct online teaching of physical education theory in Higher vocational colleges by using cognitive psychology theory for 3 months. After the experiment, the students were asked to fill in the questionnaire. The self-made psychological state self-assessment form was mainly used for evaluation, including 35 questions. The time for filling in the questionnaire was controlled within 30-60 mins, and the students' satisfaction with physical education theory teaching was counted. The psychological state of students is counted by Excel, and summarized, recorded and archived.

**Results:** The current higher vocational education is developing rapidly, and the scale of students is becoming larger and larger. In particular, many higher vocational colleges have new campuses, most teachers do not live in the new campuses, and there is less and less direct communication between teachers and students. In the online teaching classroom of physical education theory based on cognitive psychology, teachers and students can understand each other's dynamics in time by paying attention to each other (that is, becoming followers of each other). Students can feed back their learning questions and suggestions on the course to teachers in time. Teachers can also timely understand students' learning situation, from which they can have a deeper understanding of students' attitude towards learning, learning behavior, cognitive level and application ability, and constantly reflect on their own educational views and teaching methods, so as to summarize a set of teaching mode more suitable for students' situation, so as to achieve a win-win situation between teaching and learning. And this interaction is not limited to learning, but also in life. In

this way, teachers will be more aware of the ideological dynamics of students, and then give guidance, so as to achieve better educational effect. The psychological state of students on the current curriculum design is shown in Table 1. It can be seen from Table 1 that students are basically satisfied with the teaching mode after the experiment, and two students express a little dissatisfied with the course. This may be due to the large population base, and teachers cannot fully understand each student's psychological state, so as to carry out targeted teaching. Therefore, this also reflects that in the future online teaching of physical education theory, teachers should make full use of network resources to understand students' psychological state in real time, so as to make targeted teaching strategies.

**Conclusions:** At present, higher vocational education is booming. Due to the close integration of higher vocational education with the market, the teaching reform of higher vocational colleges should be constantly updated and deepened. According to the theory of modern cognitive psychology, the process of individual learning knowledge and skills is actually the process of individual effectively absorbing, storing, processing, extracting and using information through the brain. In order to achieve the goal of efficient classroom teaching in higher vocational colleges, teachers' teaching design must be based on cognitive psychology, take the realization of the goal of cultivating students in higher vocational colleges as the principle, realize effective information input, efficient information storage and processing methods, and skillfully extract and use the results of information as the guiding mode.

**Table 1.** Students' satisfaction before and after the experiment

	Crowd	Number of people
Higher vocational students	Dissatisfied	0
	A little dissatisfied	2
	Commonly	17
	Quite satisfied	45
	Very satisfied	36

\* \* \* \* \*

## APPLICATION OF DESIGN PSYCHOLOGY IN PRODUCT DESIGN

Jinming Zheng<sup>1</sup>, Tingjiao Ye<sup>2</sup>, Xiaofeng Wang<sup>1</sup> & Xiaojun Cui<sup>1</sup>

<sup>1</sup>*Institute Of Information Technology, Wenzhou Academy of Agricultural Sciences (Wenzhou Vocational College of Science and Technology), Wenzhou 325000, China*

<sup>2</sup>*College of Animal Sciences, Wenzhou Academy of Agricultural Sciences (Wenzhou Vocational College of Science and Technology), Wenzhou 325000, China*

**Background:** Design psychology is also a kind of psychology. It is the science of user psychology in a specific field. The establishment of design psychology integrates many basic knowledge and basic rules of psychology. The protagonist and core of any design process and practical activities are people, and human psychology is also the basis of design psychology. Design psychology is carried out around people's psychology and needs, such as cognitive psychology and Gestalt psychology. Therefore, we should do a good job in screening and selecting the sources of basic psychological theories involved, and fully combine design knowledge with design needs. Design psychology is a subject that studies the needs of users. First, we should understand the basic information of users and establish user model on this basis. Design psychology also studies the user use process and the relevant information in the user use process. This is the application of design psychology in packaging design. Design psychology also studies users' evaluation of design, which is a way to summarize experience and make progress. User feedback and evaluation is the assessment and affirmation of design, so design psychology should have the process of user feedback. Design psychology should also study users' psychological needs, study users' feelings for products, and establish users' emotional model. Design psychology is a subject that studies the aesthetics of users to products and needs to establish users' aesthetic model. Design psychology should also study the environmental factors of product use, carry out packaging design on this basis, meet the environmental requirements, establish the environmental model of use, and so on. Only with these qualities can designers design good products, meet the needs of users and enhance the value of products.

**Objective:** Packaging design plays a very important role in product sales. Not only the role of packaging, but also the role of marketing. Exquisite packaging design will undoubtedly add a lot of color to the product. In a certain sense, it can improve the value of the product and reflect the quality of the product, which is