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APPLICATION OF PSYCHOLOGY IN SOCIAL GOVERNANCE

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Background: “Promoting the modernization of national governance system and governance capacity” proposed at the Third Plenary Session of the 18th CPC Central Committee has gradually become the overall goal of China’s comprehensive reform. A large number of ideas and ideas of social governance appear in our daily life and political work. From the previous focus on “social management” to the current popular “social governance”, although there is only a word difference between the two, it actually shows the change and innovation of the ruling concept of the Communist Party of China, and it is also its firm will to change from the traditional single management mode to a multi angle and all-round governance system.

Objective: Promoting the development of social governance system is an important content of China’s comprehensive reform at the present stage. The relevant research of psychology is an important scientific basis. On the one hand, due to the social science nature of psychology, there is a scientific explanation mechanism for many problems in social development; On the other hand, it is because the concept of social governance is a diversified subject and a refined concept of deliberative democracy and elimination of contradictions, which is closely related to psychology. The premise of social governance is to have a precise understanding of people’s psychology and behavior. In addition, the academic community should strengthen the psychological research related to social governance, pay attention to the theoretical localization and diversification of methods of psychological research, truly implement the concept of multi angle collaborative innovation governance, and grasp the scientific relationship between social governance and psychology.

Subjects and methods: (1) Humanistic embodiment of Psychology. From the relevant practical investigation and research, we can see that in the development process of psychology, most researchers focus on the natural sciences, while ignoring the in-depth exploration of Humanities and social sciences. (2) Social value embodiment of Psychology. According to the above, in order to deeply analyze the changes and characteristics of human psychology, research scholars must base on the attributes of social science, thoroughly and deeply analyze the specific process of social development, lay a good foundation for subsequent social changes and provide corresponding theoretical and practical guidance and help in this way. (3) Social responsibility embodied in Psychology. Around 1950, most researchers in western countries gradually realized that psychological research must bear the corresponding social development responsibility and practical responsibility. They used the basic thinking concept of social development and the research results of psychology to analyze policies and systems, and tried to influence and change such institutional norms.

Results: (1) Construction of diversified subjects. The diversified subject is the core difference between social governance and social management. The pluralistic subject refers to the pluralistic subject of social governance. (2) Deliberative Democracy. In terms of social governance, China emphasizes the way of deliberative democracy. Deliberative democracy is a major way of governance after representative democracy and participatory democracy. It advocates the integration of citizens’ decision-making, dialogue and consultation and rational communication in the process of governance. (3) Social mentality helps eliminate social contradictions. Eliminating social contradictions cannot ignore the basis of social mentality. From the perspective of psychology, the participation of social mentality plays an important role in the governance measures of social contradictions in social governance. (4) Refined social governance. Fine governance is also the key difference between social management and social governance. The idea of fine governance is mainly reflected in the specialization of governance technology, standardization of process, cost saving and governance effect.

Conclusions: To sum up, in order to give full play to the value role of psychology in social development, relevant research scholars should devote themselves to in-depth psychological research on social macro problems, realize the localized development of psychological theory, carry out diversified social governance methods, fully implement interdisciplinary scientific cooperation and innovative governance, and correctly measure the relationship between scientific research and humanistic care.

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EXPLORATION ON THE PATH OF ENVIRONMENTAL ART TEACHING REFORM IN COLLEGES AND UNIVERSITIES FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: Environmental art is to design the environment. It is an art science to create harmony and lasting, including urban planning, urban design, architectural design, interior design, etc. Environmental art is closely related to people's daily life, work and leisure. With the development of economy, people's income level is constantly improving, the quality of life is also improving, and people have higher and higher requirements for the quality of various environmental arts. Therefore, in recent years, environmental art began to rise and develop rapidly in China. Environmental art design is a comprehensive interdisciplinary subject set up according to social development and needs in China. It mainly cultivates students' artistic thinking mode, and students' rationality and design logic. However, there are still some defects in the current environmental art teaching in colleges and universities. Firstly, teachers' pay too much attention to the theoretical teaching of curriculum. The theory of environmental art design is strong, there are many professional terms, and the teaching content is relatively abstract. Many teachers simply instill theoretical knowledge into students in the teaching process, ignoring the cultivation of students' comprehensive ability and practical ability, resulting in low learning enthusiasm and enthusiasm of students. Secondly, students lack the exercise of practical projects and cannot combine theoretical knowledge with practical practice. Therefore, students will lack the corresponding scale perception when designing. Finally, the form of after-school homework practice and course examination in environmental art teaching is relatively single, and students' homework is basically completed by a single person, lack of team cooperation, and there is no atmosphere of mutual learning and common progress.

Educational psychology is an important branch of psychology. It mainly studies human learning, the effect of educational intervention, teaching psychology, and the social psychology of school organization. The focus of educational psychology is to apply the theories or research results of psychology to education. Therefore, based on educational psychology, we can carry out curriculum design and improve teaching methods. The research is based on educational psychology to reform the teaching mode of environmental art in colleges and universities. This paper puts forward some measures to improve the teaching mode of environmental art in colleges and universities, including promoting diversified teaching, teaching students according to their aptitude and realizing personalized teaching; Pay attention to the combination of theory and practice. Optimize course assessment methods. The improved environmental art teaching in colleges and universities can effectively improve students' learning enthusiasm, improve students' learning efficiency and achievement, improve students' art design level, and output high-level and high-quality environmental art design talents for the society.

Objective: To study the reform of environmental art teaching mode in colleges and Universities Based on educational psychology. The improved environmental art teaching in colleges and universities can effectively improve students' learning enthusiasm, improve students' learning efficiency and achievement, improve students' art design level, and output high-level and high-quality environmental art design talents for the society.

Research objects and methods: 80 students in a university were selected as the research object, and the students' professional course examination results were used to evaluate the teaching effect of the teaching mode.

Research design: The students were randomly divided into research group and control group, with 40 people in each group. The students in the research group used the improved teaching mode of environmental art design in colleges and universities, while the students in the control group used the traditional teaching mode of environmental art design in colleges and universities. After 4 months, the test results of the two groups were compared.

Methods: The relevant data were processed and analyzed by software SPSS 23.0.

Results: After teaching, the scores of students in the research group were better than those in the control group, and the difference was significant ($P < 0.05$), as shown in Table 1.

Conclusions: Environmental art design is a comprehensive interdisciplinary subject set up according to social development and needs in China. It mainly cultivates students' artistic thinking mode, design rationality and design logic. However, there are still some defects in the current environmental art teaching in colleges and universities. The research is based on educational psychology to reform the teaching mode of environmental art in colleges and universities. The improved environmental art teaching in colleges and universities can effectively improve students' learning enthusiasm, improve students' learning efficiency