

STRENGTHENING CHINESE CULTURE EDUCATION IN CHINESE INTERNATIONAL EDUCATION UNDER LANGUAGE BARRIERS

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Background: Language is an important tool for human beings to describe the external world and inner feelings. Different from the interactive communication mode of behavior, the interactive communication mode of language can break away from the constraints of time and space and communicate with concepts that have nothing to do with current time and space. Human language ability is divided into two main types: acquisition and learning. Therefore, the source of language barriers often comes from these two stages. Natural acquisition is the main ability used by individuals in the process of learning the first language after birth. Most children's first language acquisition speed is roughly the same. Children who grow up in a bilingual or multilingual environment can often naturally acquire two or more languages. However, this stage is also the initial stage of language barriers. Usually, such barriers are manifested in the process of language expression, understanding and communication. The types of language barriers that children are prone to are more complex, which can be divided into congenital stuttering, acquired stuttering, delayed language development and developmental language difficulties. Acquired aphasia, etc., in adulthood, some patients will still have language disorders, but some will be relieved in adulthood. Even if an individual has normal language ability in childhood, he may still have Dean in adulthood. This disorder is often manifested in the accompanying diseases of other neurological diseases or post-traumatic diseases, such as vocal organ and nerve organ diseases caused by frostbite, post-traumatic language disorders caused by stroke, etc. In addition, with the increase of social life pressure, the number of patients with language disorders caused by social-environmental problems and psychological pressure problems has also increased. Due to the diversity of the sources of language barriers and the accompanying social communication barriers, how to carry out educational assistance for language barrier groups has become one of the difficult problems in today's education system. Especially in the process of Chinese international education, for language disabled groups, there are many obstacles in their understanding of Chinese cultures, such as cross-cultural understanding obstacles, cross-language cognitive obstacles, their own language obstacles and so on. How to improve Chinese culture and education strategies for language disabled groups is one of the important topics of the current Chinese international education system.

Objective: Aiming at the various difficulties of language barrier groups in Chinese culture learning in Chinese international education, this study puts forward educational auxiliary strategy suggestions from the characteristics of language barrier, so as to help students with speech barrier overcome the dual barriers of culture and language and achieve better learning effect.

Subjects and methods: This study combines the field investigation method with particle swarm optimization algorithm to conduct investigation, research and data analysis in the order of current situation investigation, current situation sorting, proposal and seeking the optimal scheme.

Study design: This study obtains basic data through field investigation. According to the obstacle characteristics of language barrier groups in Chinese culture learning in Chinese international education, this paper puts forward different educational assistance strategies with different emphasis, and then uses particle swarm optimization algorithm to calculate the fitness and solve the optimal scheme for the educational assistance strategies with different emphasis.

Methods: In this study, Excel table is used to uniformly sort out the survey data, and particle swarm optimization program is used to optimize the scheme.

Results: The types of obstacles encountered by language barrier groups in the process of Chinese culture education in international Chinese education are shown in Table 1.

Table 1. Chinese culture learning disability factors

Chinese culture learning disability factors	Number of people	Proportion (%)
Language barrier	151	75.5
Limited level of Chinese	127	63.5
Transnational cultural cognitive impairment	92	46.0
Wrong way of cultural education	86	43.0
Insufficient cultural education	78	39.0

Table 1 classifies the barrier factors encountered by language barrier groups in the process of Chinese culture and education in Chinese international education. Among them, the language barrier accounts for

the highest proportion, reaching 75.5%, followed by the barrier caused by Chinese level, reaching 63.5%. The least number of people is the obstacles, accounting for only 39.0% of the whole.

Conclusions: In Chinese international education, the Chinese culture learning of language barrier groups is often accompanied by language and cultural barriers. Therefore, it is necessary to adopt teaching strategies that meet the learning characteristics of language-disabled groups in Chinese cultural education for language disabled groups. Through the teaching auxiliary optimization of teaching strategies, students can improve their enthusiasm for Chinese cultural learning and avoid the delay of learning progress caused by their own language barriers in the learning process. At the same time, it also avoids the students' psychological inferiority complex caused by the backward learning progress, and improves the students' self-efficacy from the other two aspects of psychology and behavior, so as to achieve the purpose of improving the learning effect of Chinese culture.

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ON THE REFORM MODE OF TEACHING MANAGEMENT IN COLLEGES AND UNIVERSITIES FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: Educational psychology is a branch of psychology combined with education, that is, educational intervention with the help of relevant psychological theories or research results. It refers to the conscious and phased application according to the psychological laws and change characteristics of both teaching subjects and objects in a specific educational situation. Educational psychology can intervene students' psychological problems from the psychological level, and help teachers make teaching design and curriculum plan from the aspects of curriculum design, teaching method improvement and teaching motivation guidance, so as to achieve better teaching effect and teaching quality. Educational psychology is a psychological theory put forward to serve the teaching reform. By exploring the relationship between students' personality development and educational environment, the relationship between ability development and knowledge learning, social development and standardized learning, and the regularity between the effectiveness of teaching and talent training, we can strengthen the formation of the cultivation concept of people-oriented and students as the main body. The content of educational psychology includes learning psychology, teaching psychology, teacher psychology and education. As a positive educational concept, it can effectively intervene the psychology and laws of both sides of teaching, realize the innovation of teaching methods and models, and improve teaching quality. Under the background of continuous enrollment expansion of higher education, there are great individual differences in students' quality, and the simplification and modularization of teaching means and teaching effect further limit the improvement of teaching quality, and make students have frequent psychological problems, which seriously affect the teaching quality and reform process. Exploring the reform mode of teaching management in colleges and universities with the help of educational psychology has important theoretical and practical value for promoting the deepening reform of higher education. Exploring the new mode of teaching management with educational psychology can effectively improve the level of educational management, help students clarify their value orientation in the collective society and guide the establishment of their correct values.

Objective: In order to improve the teaching quality and psychological management of students, we should analyze the current situation and improve the teaching quality of students in the process of psychological education and management.

Research objects and methods: Taking teachers and students of a university as the research object, the research first collects data on the problems existing in the current educational management and teaching status, then innovates the teaching management mode, constructs a new teaching management mode from the perspective of educational psychology, and tests the effect of educational application with this mode.

Method design: With the help of principal component analysis, this paper makes factor analysis on the influencing factors affecting the effect of teaching management, and then innovates the educational management mode from the two aspects of teachers and students, such as learning and training teachers' mental health knowledge, carrying out mental health education for students under the ideological guidance of educational psychology, and so on. The experiment lasted for two months. After the experiment, data collection and statistics were carried out on the teaching management effects under different modes to explore the influence mechanism of educational psychology on the teaching management reform of colleges