

film and traditional film is different. Therefore, compare the visual expression effects of VR and traditional films, and analyze the impact of VR films on the cultivation of positive psychological quality of senior high school students.

Objective: To compare VR with traditional film visual expression and analyze their effects on the cultivation of positive psychological quality of senior high school students. VR films are used to enrich the learning life of high school students. Through films with different themes, students can feel excellent positive psychological qualities such as responsibility and courage, mobilize their learning initiative, make them study more actively and persevere in learning.

Research object and method: Three classes were randomly selected from the senior one of a high school and divided into normal class (57), traditional film class (54), and VR class (56). There was no significant difference between the three classes. Before the experiment, understand the personality and learning of students in each class. At the beginning of the experiment, the normal class will have classes and study normally in a previous way. The traditional film class will watch traditional films on the Friday night self-study in the second and fifth weeks of each month, and the VR class will watch VR films on the Friday night self-study in the second and fifth weeks of each month. The themes of the two films are in line with the psychological characteristics of students. The story is wonderful and moving. They are inspirational films. The experimental period is one semester. The meta-analysis method is used to quantitatively analyze the relevant effects of the experiment. The higher the score, the higher the degree. The data processing software is SPSS software to study the impact of different film types on senior one student.

Results: After saying goodbye to junior middle school life, the learning pressure and learning tension of senior one student increased. In order to alleviate students' boredom of learning and mobilize their learning enthusiasm, students were arranged to watch inspirational traditional films or VR films at a fixed evening self-study time. After one semester, the learning enthusiasm score of students in VR class is 1 point higher than that of traditional film class. The relevant results are shown in Table 1.

Table 1. The learning status of three groups of senior one student after a semester

Class	Learning enthusiasm	Learning initiative	Learning autonomy
Normal shift	3	3	3
Traditional film class	4	5	4
VR class	5	5	4

Conclusions: Film has the function of educational influence. In the audio-visual process, the feelings and ideas to be conveyed by the film will be transmitted to high school students, while VR film will further amplify the audio-visual experience and drive the experience of other sensory organs. This immersive viewing will enlarge the viewing experience of high school students and make them feel deeper, so as to be more active and active in learning.

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CREATIVE PRODUCT DEVELOPMENT AND DESIGN FROM THE PERSPECTIVE OF DESIGN PSYCHOLOGY

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Background: Design psychology rose in the last century, and its application field is ergonomics. With the passage of time, design psychology has been accepted by more people and applied more widely in the ordinary design process. Psychology is the basis of design psychology. Design psychology combines psychology, design art, aesthetics and other disciplines. When designing, it will analyze consumers' attention, perception and memory from the perspective of consumers, and carry out targeted design according to the characteristics of these three aspects. Study the way consumers' brains process external information, find the factors that can attract consumers, and design with these factors, so as to resonate with consumers. The development and design of cultural and creative products cannot be separated from the application of design psychology. Taking cultural and creative products in colleges and universities as an example, cultural and creative products mainly include products and creativity. In foreign countries, cultural and creative products have developed mature and formed a complete industrial chain. Cultural and creative products are complete, most of which belong to original products. Many foreign countries are good

at developing the cultural value of cultural and creative products. As a means of publicizing campus spiritual culture, some even create brands and expand their publicity. Compared with foreign countries, domestic campus cultural and creative products started late, lack of strong national support and lack of relevant legal support. Moreover, the design of domestic campus cultural and creative products is single, the production of products is relatively rough, and the cultural connotation is shallow, which cannot represent the characteristics of colleges and universities. In addition, there are few stores selling campus cultural and creative products in China. The innovation of cultural and creative products is insufficient, and there are few original products. According to the shortcomings of domestic campus cultural and creative products, the use of design psychology for targeted development and design should first grasp the attention of consumers. The products must be novel, which can make consumers pay attention intentionally, urge them to actively pay attention to the products, and then screen out the information required for design. In addition, it is also necessary to study the processing methods of consumers' perception and memory of relevant information, it also analyzes the characteristics of campus culture in detail, and designs campus cultural and creative products on this basis.

Objective: Apply design psychology to the development and design of campus cultural and creative products, take attention, perception and memory as the new design entry point, integrate into the cultural characteristics of colleges and universities according to the needs of consumers, and reflect it in the overall shape, color and material of cultural and creative products, so as to resonate with consumers and make consumers have the desire to buy, so as to improve the sales volume of campus cultural and creative products and open the market of campus cultural and creative products. Adjust and improve the development and design of campus cultural and creative products according to the time-varying consumption aesthetics and demand, so that campus cultural and creative products can keep up with the changes of consumer demand and promote the sustainable development of campus cultural and creative products.

Research objects and methods: The research objects are college students. Five universities with obvious cultural characteristics were selected, and 500 college students were randomly selected from these universities. Invite them to participate in the activity of tasting campus cultural and creative products. The campus cultural and creative products in the activity come from five universities. The design of related products integrates design psychology. Relevant data were recorded during the activity and recorded through SPSS17.0 software to process the data, and use fuzzy synthesis to evaluate the impact of design psychology on-campus cultural and creative products. The evaluation adopts grades 1-5. The higher the score, the greater the impact.

Results: The creativity of campus cultural and creative products in domestic colleges and universities is insufficient, and the sales volume of products is not ideal, which cannot fully show the campus cultural characteristics of colleges and universities. From the perspective of design psychology, integrate campus culture into cultural and creative products, carry out design innovation in attention, perception and memory, promote the creativity of campus cultural and creative products, and meet the consumption needs of college students. Students majoring in language and literature score 5 points and 4 points respectively on the innovation and practicability of campus cultural and creative products. The relevant scoring results are shown in Table 1.

Table 1. Evaluation of campus cultural and creative products by college students of different majors

Major	Innovation	Practicability	Aesthetics
Language and culture major	5	4	5
Tourism English major	4	4	4
Bioengineering	4	4	4

Conclusions: The design of cultural and creative products on campus involves many disciplines, such as design psychology and aesthetic color composition. The ultimate purpose of campus cultural and creative products is to attract consumers to shop and reflect the spiritual culture of different colleges and universities. Through the research of design psychology, the perception, memory and attention of consumption are studied, and on this basis, novel and practical cultural and creative products in line with consumers' aesthetics are designed.

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THE APPLICATION OF EDUCATIONAL PSYCHOLOGY IN IDEOLOGICAL AND POLITICAL TEACHING IN COLLEGES AND UNIVERSITIES

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Background: Teaching psychology studies the psychological activities of education and the educated in education and teaching, as well as the related change laws. This psychology belongs to the category of psychology. In the 19th century, educational psychology developed into an independent discipline, and then it was continuously improved. Education includes school education, family education and social education. The formation of individual main knowledge and moral quality is mainly concentrated in the scope of schools. Educational psychology includes students' learning psychology, teachers' teaching psychology, teaching evaluation, teachers' psychology and so on. Educational psychology is closely related to educational and teaching practice and has strong applicability. Educational psychology plays a very important role in the ideological and political teaching of college courses. The application of educational psychology in the teaching of such courses can promote the expansion of teaching ideas. During the teaching period, we should pay attention to the psychological situation of students, understand their learning needs and personality differences, and carry out teaching around students. Educational psychology can also promote the innovation of ideological and political teaching methods. By strengthening the understanding of students' thoughts and emotions, it can carry out targeted teaching and increase the effect of ideological and political teaching. According to the knowledge of teaching psychology, the path of ideological and political teaching is innovated. Give full play to the leading role of teachers, update the teaching concept according to educational psychology, and get the favor of students. Using emotional teaching theory, increase the scientificity of teaching, pull in the relationship with students in the process of psychological counseling, promotes students' self-improvement, improves students' self-consciousness, cultivates students' learning enthusiasm, and improves learning efficiency in continuous learning and exploration. The specific path of ideological and political education curriculum reform in colleges and universities.

Objective: Through the characteristics of educational psychology, integrate it into the ideological and political teaching of college courses, understand the psychological status and emotional changes of students, and carry out corresponding education and teaching centered on students. Carry out the innovation of ideological and political teaching methods, strengthen the understanding of students' thoughts and emotions, carry out targeted teaching, and increase the effect of ideological and political teaching. Give full play to the leading role of teachers, update the teaching concept according to educational psychology, and get the favor of students. Using emotional teaching theory, increase the scientificity of teaching, pull in the relationship with students in the process of psychological counseling, promotes students' self-improvement, improves students' self-consciousness, improves students' learning enthusiasm, and lets students learn self-regulation.

Research objects and methods: The research objects are college students. Four colleges are randomly selected from a university, and then one class is selected from each of these colleges. Among them, the economic and trade class carries out normal ideological and political teaching, and the other three classes carry out ideological and political teaching integrated with educational psychology. Before the experiment, there was no statistical difference in the ideological and political situation of the students in these classes. The relevant situation of the students was recorded during the experiment, which lasted for one semester. Through SPSS18.0 software processing experimental data, using fuzzy evaluation method, using 1-5 grades to quantify the relevant influencing factors, to study the impact of the reformed ideological and political teaching on college students.

Table 1. The ideological and political situation of college students after the reform of ideological and political teaching

Group	Achieve mastery through a comprehensive study of the subject	Unity and cooperation	Overall situation
Economic and trade class	4.05±0.14	3.86±0.11	3.94±0.34
Humanities class	4.41±0.51	4.68±0.35	4.87±0.58
Chemistry class	4.64±0.83	4.70±0.42	4.32±0.45

Results: Educational psychology can study the psychological change law of educators and students, and apply it in teaching activities, which is conducive to the good development of teaching and improve the effect of teaching. According to the role of educational psychology, it is applied to the ideological and political teaching of college courses. Under student-centered teaching reform, it can promote the