

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

improvement of students' self-consciousness and improve students' comprehensive quality in the process of active learning. After one semester of ideological and political teaching reform, students' knowledge and ability have been improved. The overall awareness score of humanities class is higher than that of chemistry class. The overall awareness score of the humanities class is (4.87 ± 0.58). The specific results are shown in Table 1.

Conclusions: With the continuous development of education, the state and colleges and universities attach great importance to students' ideological education and affirm the value and important role of educational psychology in education. Ideological and political teaching plays a very important role in the cultivation of students' three outlooks. Combine educational psychology with ideological and political teaching, realize the reform and innovation of ideological and political teaching methods, provide teaching effects, promote the improvement of students' self-efficacy and improve students' comprehensive quality under the guidance of teachers.

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EXPLORING THE TRANSFORMATION TREND FROM COMPARATIVE LITERATURE TO COMPARATIVE CULTURE FROM THE PERSPECTIVE OF CROSS-CULTURAL PSYCHOLOGY

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Background: Cross-cultural psychology is a branch of psychology. With reference to the data of multiple cultures, this paper analyzes the psychological differences between different cultures, explores their commonality, as well as the relevant social culture, and studies the impact of these cultural characteristics on psychology. Cross-cultural psychology comes from two disciplines: cultural anthropology and psychology. Cultural anthropology studies the psychological characteristics of different cultures and analyzes their differences, while psychology explores the causes of psychological differences. There is the cultural comparison in cross-cultural psychology. Analyzing the effects of different social environments on psychology, cross-cultural psychology provides new research ideas for psychology.

From the perspective of cross-cultural psychology, the fundamental attribute of comparative culture is cross-culture. Literature is the product of the joint action of multiple cultures, and neither Chinese nor Western culture can be pure. In the long history, the development of Chinese culture has also been affected by other cultures, while western culture will integrate some other cultures when conquering or communicating with other countries, and there is no clear boundary between Chinese and Western cultures. From the perspective of cross-cultural psychology, there is a situation of comparative culture transformation in higher education. In the process of teaching, learn advanced western knowledge and experience. In foreign language teaching, we should use the foreign language to tell and write about Chinese culture and customs. Chinese and Western cultures are merging with each other, and finally, realize the coordinated development of the two

Objective: Study the connotation of cross-cultural psychology and comparative literature, and on this basis, analyze the phenomenon of comparative literature in college education and teaching, study the law of its development and change, and find the trend of comparative culture transformation. This paper applies these comparative culture transformation trends to foreign language teaching in Colleges and universities, analyzes their impact on foreign language teaching, teachers and students, and the changes obtained by teachers and students in this comparative culture transformation.

Research objects and methods: The research objects are foreign language majors. A total of 200 foreign language majors were randomly selected from four universities to understand their learning situation, personal information, attitude towards foreign language teaching, understanding of comparative literature and other information, apply the trend of comparative culture transformation to foreign language teaching, and record the relevant experimental data. Through the fuzzy evaluation method to evaluate the impact of foreign language teaching on foreign language majors after the reform, the quantitative score of relevant influencing factors adopts grade 1-5, and 1-5 points respectively mean no impact, slight impact, general impact, obvious impact and complete impact. SPSS software is used for the statistical analysis of relevant data.