

constructed, the entropy method is used to determine the weight of the index, and the coupling co-scheduling model is constructed to calculate the coupling co-scheduling of food innovation and entrepreneurship education and ideological and political education in colleges and universities.

Results: From 2017 to 2021, the degree of coupling and coordination between innovation and entrepreneurship education and ideological and political education of food majors in colleges and universities is shown in Table 1. The quality of ideological and political education is quantified through the changes of cognitive impairment of students in ideological and political education. The coupling degree between 0.8 and 1.0 indicates very strong coupling, between 0.6 and 0.8 indicates strong coupling, between 0.4 and 0.6 indicates moderate coupling, between 0.2 and 0.4 indicates if coupling, and between 0 and 0.2 indicates very weak coupling. Table 1 shows that with the increase of time, the coupling between ideological and political education in colleges and universities and innovative teaching of food specialty gradually increases, and finally reaches a strong coupling in 2021.

Table 1. The coupling relationship between cognitive impairment and teaching innovation in ideological and political education

Project	2017	2018	2019	2020	2021
Ideological and cognitive impairment	0.25	0.30	0.45	0.57	0.67
Perceptual deficit	0.24	0.28	0.44	0.53	0.63

Conclusions: Social cognitive impairment has become a common phenomenon, and the phenomenon of cognitive impairment is also increasing in colleges and universities. Therefore, it is very important to analyze the impact of students' cognitive impairment on professional teaching. In the study, the coupling relationship between ideological and political education and innovative teaching of food specialty is analyzed to evaluate the impact of students' cognitive impairment on teaching innovation under ideological and political teaching. The results show that the coupling between students' ideological and cognitive impairment, perceptual deficiency impairment and food specialty innovation in ideological and political education is increasing, indicating that there is a strong coupling between ideological and political education and food specialty. Therefore, in the teaching innovation of colleges and universities, ideological and political teaching should be used to alleviate students' cognitive obstacles, so as to ensure the development of professional innovative teaching.

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THE APPLICATION OF FLIPPED CLASSROOM TEACHING MODEL IN COLLEGE JAPANESE TEACHING FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: Educational psychology is a type of psychology proposed according to the current situation of education. The purpose of educational psychology is to solve the problems of traditional teaching schemes in innovative design. Educational psychology believes that in the educational situation, human learning behavior is affected by psychology, and in the design of teaching methods, it advocates paying attention to students' learning habits and development space. With the development of society, the field of educational psychology has gradually expanded, and the courses of educational psychology that can be accepted in colleges and universities have also begun to increase. At the same time, the research and development of educational psychology have gradually been widely used in the reform of foreign language teaching in colleges and universities. The reason is that through the research of educational psychology, it is found that the learning psychology of students in foreign language teaching is far more affected than other disciplines. Therefore, teachers begin to try to use educational psychology to reform and innovate foreign language teaching. In foreign language teaching, Japanese is a popular foreign language course for students. In order to improve students' Japanese ability, college Japanese teachers are constantly looking for teaching programs suitable for students' learning. In the application of educational psychology, with the development of information technology, teachers begin to apply flipped classroom to college teaching. How to use educational psychology to conduct Japanese counseling and testing for Japanese course students? The problems that need to be solved under the current development situation.

The proposal of flipped classroom brings hope to the reform of Japanese classroom teaching. Flipped

classroom represents the reversal of knowledge transfer and knowledge internalization. Culture teaching in Japanese teaching has always been a difficulty in the classroom. For incomprehensible language classroom, teachers' lectures cannot arouse students' interest. Therefore, it is necessary to use flipped classroom to reasonably and effectively improve the Japanese teaching mode. In the formulation of flipped classroom teaching mode, it is easy to find that students' psychological activities will have an impact on the formulation of flipped classroom teaching mode. The generation of students' negative psychology in Japanese learning is the students' negative emotion in the face of complex English learning environment in the process of learning. With the continuous development of society, a large number of methods to alleviate students' negative emotions in Japanese learning have gradually emerged, among which education and teaching have an obvious impact on students. In higher education, the reform of educational model for students' psychology in Japanese teaching has also become one of the methods for higher education to improve teaching quality. Therefore, exploring the reform of educational psychology on college English flipped classroom model will not only help to improve college teaching level, but also alleviate college students' negative learning emotions and promote students' healthy development.

Objective: Starting with students' learning psychology, this paper analyzes the role of student-centered educational psychology in the innovation of flipped classroom model in college English teaching, and discusses the impact of Japanese flipped classroom innovation model on students' learning enthusiasm.

Study design: Using the method of stratified sampling, 120 students majoring in Japanese in a university were investigated in class, and the students' learning experience in flipped classroom teaching was judged from the students' classroom performance. Using educational psychology, this paper makes statistics on the changes of students' psychological mutual activities in college learning, so as to formulate the innovative model of Japanese flipped classroom teaching, and applies it to the teaching of Japanese majors. The teaching duration is 4 and. It makes statistics on the positive psychological changes of students before and after flipped classroom teaching, and evaluates the impact of educational psychology on the application of flipped classroom teaching model in college Japanese teaching.

Results: The positive psychological changes of 120 students are shown in Table 1. Table 1 shows that the Japanese flipped classroom teaching mode under educational psychology can significantly affect students' positive psychology, which is reflected in the continuous growth of students' persistent psychology, firm psychology and self-confidence psychology.

Table 1. Changes in students' positive psychology under innovative teaching mode

Positive psychology	Before teaching	After teaching	P
Persistent	46	101	<0.05
Firm	64	107	<0.05
Self-confidence	59	111	<0.05

Conclusions: College foreign language teaching is the main course to expand students' cognition. In college foreign language teaching, how to improve teaching quality and cultivate students' positive learning psychology is very important. Based on educational psychology and starting with the flipped classroom teaching in the teaching of Japanese majors, this paper discusses the innovative mode of Japanese flipped classroom teaching. In the application of the teaching mode, it can be found that the students' positive psychology shows a good development trend, which shows that the college Japanese flipped classroom teaching mode applying educational psychology can greatly improve the students' positive psychology of learning, and then improve the teaching quality. In college foreign language teaching, teachers not only need to improve students' professional ability with language and culture, but also should pay attention to students' psychological changes and find an appropriate teaching mode from students' psychological activities, so as to improve the quality of college teaching and ensure the normal development of students.

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RUSSIAN LANGUAGE AND CULTURE COMMUNICATION STRATEGY BASED ON COGNITIVE IMPAIRMENT

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