

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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Background: Cognitive impairment is a kind of mental disorder. People with cognitive impairment usually show different cognition from ordinary people. In psychology, people's cognitive impairment is a functional abnormality in learning and thinking logic judgment. Cognitive psychology believes that the body will go through the process of receiving, transmitting and processing when receiving information. Cognition is information processing. Cognitive impairment is the result of information processing failure in information processing, resulting in the body unable to receive relevant information and cognitive blind spot. At present, the main treatment methods for cognitive impairment are divided into protective treatment and surgical treatment. Protective treatment refers to the medication management of people with cognitive impairment and the use of drugs to treat their nerve cell disorders. Surgical treatment refers to the brain repair of people with cognitive impairment through surgery, and the targeted destruction of some parts of the brain by targeted target. College students' cognitive impairment is a learning disorder caused by students' difficulty in quickly understanding and accepting relevant knowledge when accepting new knowledge. From the current situation of college education, college students come from different regions and have certain differences in basic education. Therefore, there will be cognitive differences in the face of the same knowledge, and cognitive impairment will occur in severe cases.

Foreign language teaching is the subject that is most prone to students' cognitive impairment in college teaching. Foreign language is a language different from students' mother tongue. In foreign language learning, students need to understand the language culture and language connotation of the language they learn, and a large amount of miscellaneous information will have a serious cultural impact on students, resulting in students' cognitive impairment. In the foreign language teaching of colleges and universities in China, Russian, as a main language, is gradually loved by a large number of students. However, the pronunciation of Russian is different from that of Chinese. Russian pronunciation needs skills, and Russia, as a world-class country, contains extremely rich cultural ideas. In the process of learning Russian, students first need to fully understand the local culture and the spirit of Russian with the help of cultural connotation, so that they can master Russian. However, the difficulty of Russian and its language and culture lead to students' cognitive impairment, which makes it difficult to carry out Russian teaching. At that time, Russian language and culture were difficult to spread. From the perspective of the current situation of foreign language teaching in colleges and universities, it is expected that the improvement of foreign language teaching environment in colleges and universities will continue. However, from the perspective of the current situation, colleges and universities pay little attention to the improvement of foreign language teaching environment. Therefore, based on the students' cognitive impairment, the study puts forward Russian cultural communication strategies from the perspective of alleviating students' cognitive impairment, in order to improve the quality of foreign language teaching in colleges and universities and increase students' knowledge.

Objective: This paper discusses the current situation of college students' cognitive impairment, analyzes the impact of students' cognitive impairment on the communication of Russian language and culture, and puts forward the communication strategy of Russian language and culture with solving students' cognitive impairment as the primary task.

Study design: Taking a university in Northeast China as an example, this paper selects Russian majors as the research object, counts the number of students with cognitive impairment among Russian majors, and evaluates the level of cognitive impairment of students. Correlation analysis is used to judge the impact of students' cognitive impairment on students' Russian language ability, so as to construct a Russian language teaching scheme based on alleviating students' cognitive impairment. This paper carries out teaching practice for students with cognitive impairment for 6 months, evaluates the improvement of students' cognitive impairment in teaching, and puts forward the communication path of Russian language and culture in colleges and universities.

Results: The changes of students with cognitive impairment in the teaching process are shown in Table 1. Table 1 shows that in the six-month teaching practice, the number of students with severe cognitive impairment has shown a significant downward trend. At the same time, a large number of students with severe cognitive impairment have gradually changed to low cognitive impairment, and the number of students with low cognitive impairment has increased.

Table 1. Changes of students' cognitive impairment ($n=72$)

Project	0 month	2 months	4 months	6 months
Severe cognitive impairment	37	32	26	18
General cognitive impairment	21	25	29	34
Low cognitive impairment	14	15	17	20

Conclusions: The cognitive impairment of college students is one of the main factors affecting students'

learning, and it is also the main factor hindering the normal development of college teaching. In college teaching, a foreign language is an important subject to help students broaden their horizons. In the research, aiming at the obstruction of Russian language and culture communication in colleges and universities, starting with students' cognitive obstacles, and taking solving students' cognitive obstacles as the starting point, this paper puts forward Russian language and culture communication strategies. The results show that under the new teaching scheme, the number of students with serious cognitive impairment is decreasing, and students' Russian scores are significantly increasing. Therefore, in order to improve the teaching quality and help students learn the language and culture in foreign languages, colleges and universities need to consider students' cognitive barriers and formulate teaching plans by alleviating students' cognitive barriers.

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THE IMPORTANCE OF CONTEMPORARY COLLEGE STUDENTS' VALUES EDUCATION FROM THE PERSPECTIVE OF SOCIAL PSYCHOLOGY

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Background: As a psychological subject studying social activities, social psychology can effectively analyze social activities and explore the behavior changes between social organizations. In college teaching, teachers gradually pay attention to social dynamic changes when formulating teaching plans, and formulate teaching plans closer to life through social activities. Therefore, analyzing the application of social psychology in college teaching innovation is of great significance to the improvement of college education level. The research of social psychology is mainly aimed at the behavior process and interpersonal relationships of individuals under the influence of the external environment. Social psychology believes that individual experience is affected by social activities, resulting in psychological and behavioral changes. From the current situation of college teaching, students' campus activities are a kind of social activities, and students' social behavior on campus also affects students' psychology all the time. In some studies, it is proposed that the campus, as a transitional stage in which students are inferior to the society, all the social activities arranged by the school on the campus are set up to help students adapt to social activities in advance. Similar to external social communication, in the research of social psychology in colleges and universities, Tong Yang believes that it includes social activities, social communication behavior, group psychology and other main contents. With the continuous changes of the international community, it is questionable how to gradually improve students' psychological values through social psychology.

The values of contemporary college students are mainly constructed and improved through college teaching. In college teaching, the responsibility of school leaders and teachers is not only to instill relevant professional knowledge into students' thoughts in the form of theory, but also to help students establish healthy values in teaching courses. Generally speaking, the healthy values of college students include establishing correct ideological and moral quality, cultivating students' firm patriotism, cultivating students' positive outlook on life and establishing correct values. From the current college education, students' values education is mainly in ideological and political teaching, but it is undeniable that the current college ideological and political education curriculum is still not deep enough. The current ideological and political education in colleges and universities emphasizes that students receive correct ideological and political education in the classroom and build a perfect moral system, but most of them are only reflected in theory and are difficult to deal with the changing real environment. Therefore, the research starts from the perspective of social psychology, takes the changes of social activities and students' social psychology in the content of social psychology as the theoretical basis of teaching, and puts forward a more targeted value education model for college students for the purpose of cultivating students' values.

Objective: This paper discusses the current situation of students' social activities in colleges and universities, analyzes students' social psychology in social activities, discusses the impact of students' social psychology on students' daily learning state, and analyzes the role of students' social psychology in their values education.

Study design: Taking a university as an example, 200 students were randomly selected from the university for tests and analysis. The school social activities participated by all students from 2019 to 2021