

intervene students' anxiety from the dual pathological perspective of physics and psychogenesis, help students get rid of anxiety control and improve their comprehensive physical and mental quality. At the same time, this study also provides a feasible path for the students' mental health management system in the teaching management of colleges and universities, and lays a theoretical foundation for the comprehensiveness of the curriculum system of colleges and universities in the future.

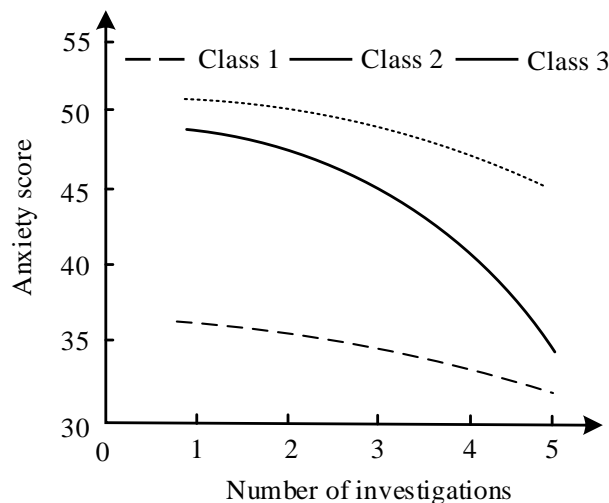


Figure 1. Change track of anxiety score of college students

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APPLICATION OF EDUCATIONAL PSYCHOLOGY IN CHEMISTRY TEACHING

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Background: Educational psychology believes that psychology is practical and not separate research. Psychology plays a role more or less in various fields related to people. This role is most obvious in the relationship between teaching behavior and teaching. Educational psychology also advocates the integrity of psychological function. Therefore, educational psychology opposes the educational behavior of the traditional form of training, because the educational behavior of the traditional form of training is to train students' thinking ability, memory ability and other instinctive behaviors, and each part is separated and independent. This teaching method not only ignores students' psychological function, but also ignores people's unity at the cognitive level. Learning behavior is the overall embodiment of students' psychological function. Through the overall application of their own thinking ability, memory ability, emotional feeling ability and motivation psychology, students can adapt to the learning environment under the guidance of a certain purpose, and achieve their own learning objectives in this adaptation process. In the whole learning process, what should be concerned most is the role of students' learning psychology in the process of environmental adaptability. Therefore, in the process of students' learning, teachers should remove the non-situational and sluggish educational methods, but should explore students' psychological interests according to students' internal psychological needs, and arrange teaching objectives and teaching contents through students' internal interests and habits. Only under this teaching method of organically combining students' psychology can students' psychological enthusiasm be fully mobilized. This study applies the theory of educational psychology to modern chemistry teaching. Through the use of students' psychological laws, it provides guidance for students' chemistry learning strategies. At the same time, it also helps teachers establish a teaching path suitable for students' psychological needs, reshape the role relationship between teachers and students in educational behavior at the psychological level, and provide a new way for modern chemistry teaching. Active teaching method based on students' psychological status.

Objective: This study applies educational psychology to modern chemistry teaching, helps to improve students' chemistry learning cognition by taking students' psychological cognition as a whole for

psychological guidance, and then strengthens the benign relationship between teachers and students in learning behavior, so as to provide teachers with a painful death that can better grasp the basis of students' psychological law in the direction of chemistry teaching. Help students achieve the effect of improving their chemistry scores.

Subjects and methods: This study uses the combination of correlation analysis and random forest algorithm to provide support for the research of chemical teaching methods in educational psychology through two aspects: psychological elements and the correlation between action and psychology.

Study design: This study uses the random forest algorithm to classify the psychological factors of students in the process of learning chemistry, and on this basis, it connects the educational psychology and educational strategies with students' chemistry learning psychology through correlation analysis, so as to finally achieve the effect of driving students' psychology through strategies and changing students' learning behavior through students' psychology.

Methods: In this study, the research data are sorted and analyzed through Excel. In the force analysis, the measurement method of transforming the force into quantitative level is adopted, that is, five levels from level 0 to level 4 are selected to quantify the impact of specific factors, of which level 0 means irrelevant, level 1 means slight impact, level 2 means normal impact, level 3 means obvious impact and level 4 means full impact.

Results: The impact analysis of students' psychological elements is shown in Figure 1.

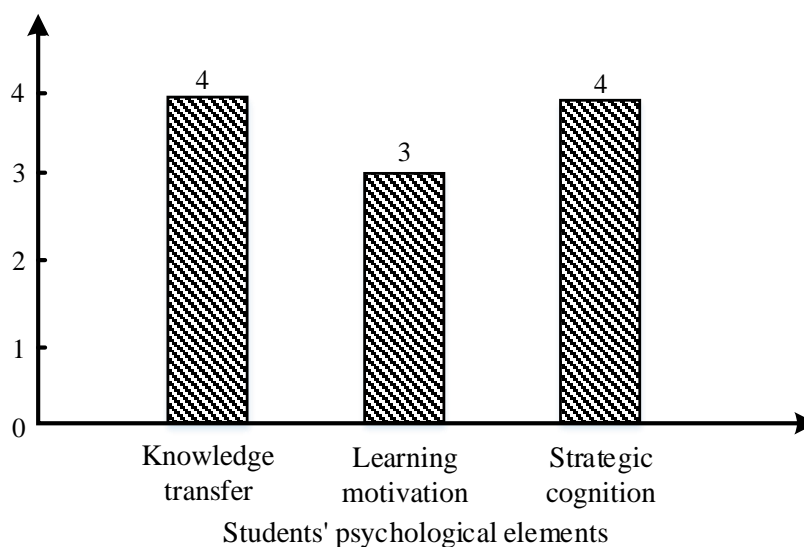


Figure 1. Analysis on the influence of students' psychological factors

In Figure 1, among the three chemical students' psychological elements of knowledge transfer, learning motivation and strategic cognition, the impact of knowledge transfer elements and strategic cognition elements on students' chemical learning results reaches level 4 of the impact level, which is a significant impact, while the learning motivation elements only reach level 3 of the learning level, which is a significant impact. It can be seen that the use of educational psychology can make students understand flexibility, transfer the knowledge or skills learned in other fields to chemistry learning and apply them flexibly. At the same time, it can also provide students with more comprehensive psychological cognition of learning strategies and promote the transformation of students' learning methods.

Conclusions: Educational psychology treats students as a psychological cognitive whole rather than a split instinct module. Therefore, the non-situational teaching method is unreasonable in the view of educational psychology, and students should be psychologically guided as holistic cognitive individuals. This study applies educational psychology to modern chemistry education, and guides students' learning psychology from three important psychological aspects: knowledge transfer, learning motivation and strategic cognition, so as to enhance students' autonomous learning ability, improve their learning enthusiasm and improve their academic performance.

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ANALYSIS OF THE INFLUENCE OF IDEOLOGICAL AND POLITICAL EDUCATION ON PSYCHOLOGICAL EDUCATION OF HEALTHY PERSONALITY

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Background: The psychological concept of healthy personality was first put forward in the 1920s. The psychological theory of healthy personality holds that human behavior has specific consciousness, and healthy personality is the realization of human self-assertion through rational behavior. This kind of self-realization is an “individualized” person at the psychological level. Such a person with self-realization ability should consciously think and analyze all kinds of imperfect and repressed aspects of his personality, and show these aspects in his normal life as much as possible. That is to say, individuals admit that they are a natural person with certain psychological defects through self-awareness and self-behavior. In this way, they constantly self-alert, constantly abandon past mistakes in this process, and actively choose a new life goal after self-correcting mistakes. However, individual psychology is divided into conscious psychology and unconscious psychology. Conscious psychology can realize and complete personality defects through self-cognition and self-thinking, but unconscious psychology is difficult for individuals and the outside world to detect. Therefore, the personality defects generated in unconscious psychology are difficult to be realized by individuals themselves, so they lack a certain degree of development. At this time, the individual needs to constantly make social contact with the outside world. Through social contact, the outsider can be aware of the individual’s problems before the individual itself, and feedback against this personality defect in social contact, so as to promote the external development of individual personality. This study applies the psychological theory of healthy personality to modern ideological and political education, provides an entry point for ideological and political education by analyzing the personality defects formed by students in the process of growth, and then uses the psychological oriented Ideological and political education strategy to help students improve their emotional control, promote psychological development, improve students’ moral quality, promote the formation of students’ sound personality and maintain students’ mental health.

Objective: This study applies healthy personality psychological education to ideological and political education, helps students establish sound personality psychology by guiding students’ growth psychology, provides methodological guidance for students’ behavior in daily learning and life, protects students’ psychological growth, and helps modern ideological and political education establish educational strategies more in line with students’ growth psychology and personality development. Lay a theoretical foundation for the improvement of the ideological and political education system.

Subjects and methods: This study combines fuzzy evaluation method with factor analysis method, transforms the psychological indicators of students from qualitative evaluation indicators to quantitative evaluation indicators, and analyzes the relationship between factors.

Study design: This study uses the membership theory of fuzzy mathematics to transform the qualitative evaluation indexes in healthy personality psychology and ideological and political education into quantitative evaluation indexes, and makes an overall evaluation of ideological and political psychological personality education in the environment of mutual restriction of various factors.

Methods: This study uses SPSS software as a fuzzy evaluation tool, and the collected data are sorted out through Excel.

Results: The analysis of students’ psychological personality growth factors is shown in Figure 1.

Figure 1 mainly shows the analysis of students’ psychological and personality factors in the process of learning and growth, including emotional control ability, closed psychology, self-cognition and moral quality. It can be seen that under the ideological and political psychological personality education, students’ closed psychology and self-cognition are significantly benign affected, and the force level is level 4. The influence on emotional control ability and moral quality is relatively low, but it still reaches the level of obvious influence, and the force level is level 3. It can be seen that ideological and political psychological personality education can effectively help students solve the problem of closed psychological dilemma, improve students’ self-cognitive ability and help students recognize themselves. In addition, ideological and political psychological personality education can also help students improve their moral quality and emotional control ability to a certain extent. However, because students are in a period of continuous psychological growth and continuous improvement of world outlook, the psychological support that education alone can give is limited.