

coordinated development of students' cognition and emotion, and cultivate good personality. This paper applies cognitive psychology to college teaching and evaluates the teaching quality after application. The application effect of cognitive psychology can be improved from three aspects: student-oriented, teacher-oriented, improving class quality and adapting teaching to students' cognitive development. The detailed measures are mainly to establish the "people-oriented, student-oriented" teaching concept. In the teaching process of secondary vocational classes, teachers should establish reasonable classroom question time and let students express what they do not understand, or use pictures instead of words when displaying multimedia teaching. It can effectively avoid students' secondary processing of text information in the process of transformation and improve the quality of classroom teaching. According to the students' easy to accept teaching methods, the selection of appropriate teaching methods and teaching means, in the teaching process of continuous exploration, looking for students to accept the knowledge of the fastest teaching method. This study carries out a questionnaire survey from the following four points: first, make a horizontal comparison between teachers, so that teachers can obtain vitality and motivation in the increasingly fierce competition, and stimulate their own potential. Second, it can guide teachers to strive to meet the teaching objectives set at the beginning and improve their teaching quality in the teaching process. The third teaching quality evaluation system gives sufficient appraisal and scoring to teachers' daily teaching work, so that the teaching management department of colleges and universities can better master their teachers' teaching quality and teaching level, take it as an important basis for teachers' promotion, evaluation and distribution, prevent teachers from doing badly, and do a good job A level of unreasonable treatment. Fourth, teachers' teaching work must provide accurate feedback materials, so as to help teachers improve their teaching methods and teaching quality.

**Study design:** 300 groups of different ages, genders and occupations were investigated by stratified cluster random sampling. 100 students, teachers and parents were randomly selected for questionnaire survey. A total of 300 questionnaires were distributed, 286 were recovered, and the number of valid copies was 279. If there are blank answers to class I questions in 7 of the answers, it shall be deemed invalid.

**Methods:** The effect of dynamic modeling of college teaching quality evaluation system based on cognitive psychology is statistically analyzed by Excel.

**Results:** There are many factors affecting the teaching quality, and the relationship between the influencing factors is complex constructing a reasonable, effective and scientific teaching quality evaluation system model and related operation mechanism is of great significance to improve college teaching evaluation, expand college management theory and improve college classroom teaching quality.

In this survey, the influence values of specific factors are quantified in five grades of 0-4. 0 means irrelevant, 1 means slight influence, 2 means general influence, 3 means obvious influence and 4 means full influence. In order to reduce the large error caused by individual subjectivity in the evaluation, the evaluation values of 300 social groups are taken as the average and the results are rounded, the specific statistical table is shown in Table 1.

**Table 1.** Effect of dynamic modeling of college teaching quality evaluation system based on cognitive psychology

Factor	Incentive effect	Guiding function	Feedback function	Management function
Student group	4	3	3	3
Teacher group	4	4	3	4
Parent group	3	3	4	3

**Conclusions:** The teaching quality evaluation of college teachers is of great practical significance to improve the quality of national higher education. However, college teaching involves a lot of cognitive psychology content. Therefore, based on cognitive psychology, and the establishment and design of a scientific, fair and reasonable classroom teaching quality evaluation system is the guarantee to improve the quality of the whole higher education. The research on the classroom teaching quality evaluation system can also promote colleges and universities to quickly update their educational ideas, speed up the reform of the whole higher education and improve the quality of the whole higher education.

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## REFORM AND PRACTICE OF MUSIC TEACHING IN COLLEGES AND UNIVERSITIES FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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**Background:** With the continuous progress of the times, the requirements for college students are becoming higher and higher. Nowadays, how to strengthen the moral, intellectual, physical, aesthetic and labor development of college students has become a concern of the whole society. In the education system of colleges and universities, music education in colleges and universities is one of the main ways to improve students' aesthetics, alleviate students' negative emotions and improve students' mental health. Therefore, with the promotion and popularization of quality education, college music teaching plays a more and more important role in the college education system, and people from all walks of life pay more and more attention to college music teaching. However, the current college music classroom teaching mode is relatively traditional and single, which cannot meet the needs of the times. Therefore, the current college music teaching mode still needs to be improved and optimized.

Educational psychology is a branch of psychology. Its main research direction is the learning effect of students, the effect of teaching intervention, the teaching psychology of teachers and the social psychology of school organization under the educational situation. Educational psychology is to apply psychological theory to education, so as to improve teaching methods, improve students' learning enthusiasm, and help students solve various problems in the process of learning and growth. In order to improve students' interest in music course learning, improve music performance, and then improve artistic aesthetics, based on educational psychology, this paper analyzes students' learning psychology and learning behavior in the process of music teaching in colleges and universities, and puts forward strategies to reform music teaching in colleges and universities. Based on the teaching design theory in teaching psychology, strengthen the practicability of music skills and apply what you have learned. Using the classroom management theory and organizational learning theory in educational psychology to cultivate students' teamwork spirit and ability, so as to make them complement each other and make common progress. According to the cognitive science theory and curriculum development theory in educational psychology, pay attention to learning evaluation and reflection, let students understand their learning effect, establish students' confidence and improve students' interest in learning. The reform of music teaching mode in colleges and universities based on educational psychology can effectively improve the effect of classroom teaching, improve students' music literacy, and provide high-quality talents for the society, which is of great significance to the healthy growth and long-term development of college students.

**Objective:** The current music classroom teaching mode in colleges and universities is relatively traditional and single, which cannot meet the needs of the times. Therefore, the current music teaching mode in colleges and universities still needs to be improved and optimized. Based on educational psychology, this study analyzes the learning psychology and learning behavior of students in the process of music teaching in colleges and universities, and puts forward strategies to reform music teaching in colleges and universities, hoping to effectively improve the effect of classroom teaching, improve students' music literacy, and provide high-quality talents for the society.

**Research objects and methods:** 80 students majoring in music in a university were selected as the research object, and the teaching effect of music teaching mode was evaluated by students' examination results.

**Research design:** The students were randomly divided into the research group and the control group, with 40 people in each group. Among them, the research group adopted the improved college music teaching mode for music teaching. The control group used the traditional college music teaching mode for music teaching. Three months later, the music test scores of the two groups were compared.

**Methods:** The software SPSS17.0 and excel were used to count and analyze the relevant data.

**Results:** After three months of teaching, the music test scores of the students in the research group were significantly higher than those in the control group ( $P < 0.05$ ), as shown in Table 1.

**Table 1.** Music test scores of two groups of students

Timing	Music test scores		t	P
	Research group	Control group		
Before teaching	61.9±12.3	62.1±13.1	0.403	0.762
After teaching	82.6±6.2	75.3±10.1	4.354	0.022
t	8.019	2.431	-	-
P	0.001	0.037	-	-

**Conclusions:** With the promotion and popularization of quality education, music teaching in colleges and universities plays a more and more important role in the college education system, and people from all

walks of life pay more and more attention to music teaching in colleges and universities. Based on educational psychology, this paper analyzes the learning psychology and learning behavior of middle school students in the process of music teaching in colleges and universities, and puts forward strategies to reform music teaching in colleges and universities. The results showed that after three months of teaching, the music test scores of the students in the research group were significantly higher than those in the control group ( $P < 0.05$ ). Therefore, the reform of college music teaching mode based on educational psychology can effectively improve the effect of classroom teaching, improve students' music literacy, and provide high-quality talents for the society, which is of great significance to the healthy growth and long-term development of college students.

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## APPLICATION OF TRADITIONAL AESTHETICS IN GRAPHIC DESIGN FROM THE PERSPECTIVE OF MULTICULTURALISM

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**Background:** Graphic design, namely visual communication design, takes vision as the form of communication and expression, transmits visual information to the audience, and then makes the audience meet the visual needs of the audience after receiving this visual information. In visual communication design, color design is one of the most common design forms, and it is also the way to make the audience feel the artistic value and aesthetic value of the design products most intuitively. However, due to congenital or acquired reasons, some people have different degrees of obstacles to some visual organs, resulting in color vision impairment. Patients with color vision impairment have a weak perception of color, which are generally divided into total color blindness, red blindness, green blindness and blue-yellow blindness. In visual design, we can't fully understand the aesthetic needs of color in graphic design. Therefore, it is necessary to carry out graphic design for people with color vision impairment, meet the visual needs of people with color vision impairment, reflect humanistic care and jointly build a harmonious society.

Under the multicultural background, traditional aesthetics has also been used in graphic design. Design psychology can analyze people's psychological state and psychological needs, and apply the analysis results to art design. In addition, design psychology also studies the psychological changes of designers in the design process and the psychological impact of design works on social groups and social individuals, and applies these to art design, so that art design can more intuitively and appropriately reflect the psychology and emotion of the audience, so as to meet the psychological and aesthetic needs of the audience. Design psychology contains many contents, including visual design, color psychology, consumer psychology, product design, environmental design, personality tendency, hierarchical demand, etc., it also involves perceptual texture and psychological effect. Among them, product design is based on visual design, color psychology and consumer psychology. Based on design psychology, the research puts forward suggestions on graphic design for people with color vision impairment to meet the visual needs of people with color vision impairment. Based on the theory of color psychology, select the color with high visibility for graphic design. According to the theory of perceptual texture, improve the color texture performance of the graphic design. Finally, through the theory of consumer psychology and personality tendency, China's traditional aesthetics is applied to graphic design, such as ink painting. Based on design psychology, the improvement of graphic design mode for people with color vision impairment can better meet the visual aesthetic needs of people with color vision impairment, reflect humanistic care and promote the construction and development of a harmonious society.

**Objective:** To improve the graphic design mode for people with color vision impairment based on design psychology, so as to better meet the visual aesthetic needs of people with color vision impairment, reflect humanistic care and promote the construction and development of a harmonious society.

**Research objects and methods:** 100 patients with color vision impairment were selected from a third-class hospital as the research object, and the satisfaction of patients with graphic design works was evaluated according to the evaluation value of patients. The evaluation value ranges from 1 to 5. The higher the score, the higher the patient's satisfaction with the work.

**Research and design:** Invite a designer to carry out graphic design. One of the graphic design works adopts the improved graphic design mode based on design psychology, which is recorded as work A. Another graphic design work adopts the traditional graphic design mode for design, which is recorded as work B.