

three-dimensional thinking ability, and provide students with a new learning experience different from traditional education.

Objective: This study analyzes the psychology of college students majoring in digital media from the perspective of educational psychology, applies the virtual reality course to the curriculum system reform, improves students' learning enthusiasm through the virtual and interactive characteristics of the virtual reality course, and provides students with a more immersive learning experience.

Subjects and methods: This study combines the factor analysis method with the grid subdivision algorithm, designs the virtual reality curriculum through the grid subdivision algorithm, and analyzes the relationship between students' learning psychology and the characteristics of virtual reality teaching of digital media specialty through the factor analysis method.

Study design: According to the characteristics of virtual media, the course is designed in the form of virtual reality. On this basis, the psychological state and learning effect of students in the process of curriculum learning is recorded in the form of pilot curriculum, and on this basis, the correlation characteristics between curriculum elements and students' psychological elements in the process of virtual reality teaching are analyzed by factor analysis.

Methods: This study uses Excel to count the psychological data of college students majoring in digital media.

Results: The analysis results of students' psychological impact at different levels are shown in Figure 1.

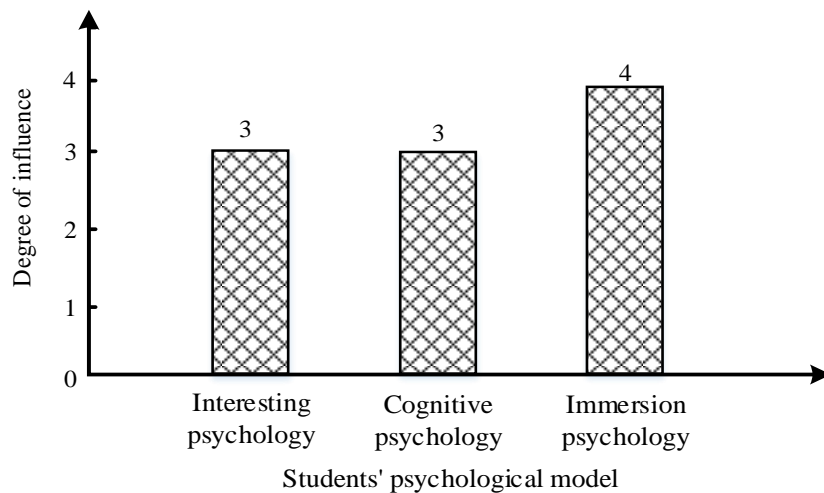


Figure 1. Analysis of students' psychological influence

Figure 1 among the three psychological modes of interest psychology, cognitive psychology and immersion psychology of middle school students, the influence degree of interest psychology and cognitive psychology is level 3, which constitutes a significant influence, while the influence degree of immersion psychology is level 4, which constitutes a significant influence. It can be seen that the virtual reality curriculum system can best affect college students majoring in digital media in terms of immersion psychology, so that students can obtain a sense of learning immersion, and then improve the learning experience and learning effect

Conclusions: Virtual reality, an emerging technology, is beneficial to improve students' learning experience from the psychological level, and then help students form a positive learning feedback cycle from the perspective of psychological incentive behavior. Digital media courses combined with virtual reality technology can be taught in a more three-dimensional and appropriate way, which is more conducive to students' cognitive understanding. At the same time, the establishment of a virtual reality curriculum system is also beneficial to the students majoring in digital media to improve their learning freshness and enthusiasm. In the learning process, it provides students with a more immersive learning experience beyond the traditional forms of education, so as to help students form their subjective initiative in learning and improve their learning effect from both direct and indirect perspectives.

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THE INTERVENTION EFFECT OF CULTURAL APPRECIATION OF TOMB MURALS ON GROUPS WITH COGNITIVE IMPAIRMENT IN THE HAN AND TANG DYNASTIES

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Background: Cognitive impairment refers to that the cognitive ability of social individuals being inconsistent with the general cognitive ability of individuals of normal age or normal education level, but individuals still have a certain degree of daily living ability and do not have dementia symptoms. In the early description of the clinical characteristics of cognitive impairment, the identification of cognitive impairment requires the existence and persistence of subjective memory impairment for more than half a year. At the same time, the objective memory and learning ability are significantly reduced, and the overall cognitive ability does not meet the criteria for dementia. With the progress of the times, the concept of cognitive impairment with memory impairment as the main connotation has been gradually expanded. The scope of cognitive impairment includes not only forgetting cognitive impairment, but also non-forgetting cognitive impairment. With the expansion of the scope of inclusion, there is a significant decline in phased cognitive ability (including the decline of subjective self-cognitive ability experience and the decline of cognitive ability under objective judgment of others). However, individuals whose daily activity ability still belongs to the normal category can be included in the category of cognitive impairment. This includes a variety of cognitive impairment groups between normal aging and dementia, such as memory impairment, executive ability disorder, attention disorder and so on. These symptoms intersect and are extremely unstable, which form the common precursor symptoms of a variety of dementia diseases. Some people with cognitive impairment have congenital cognitive deficiency in the face of cultural information, that is, it is difficult to effectively extract, recognize and remember abstract information. In modern society with high cultural popularity, people with cognitive impairment belong to one of the physiological vulnerable groups. As one of the excellent traditional Chinese cultures, the cultural value of the tomb mural culture in the Han and Tang Dynasties cannot be effectively conveyed to the groups with cognitive impairment. Therefore, this study studies the cultural appreciation of the tomb mural culture in the Han and Tang Dynasties for the groups with cognitive impairment, and puts forward the auxiliary strategies for cognitive impairment by analyzing the characteristics of cognitive impairment. So as to help the groups with cognitive impairment more effectively accept and understand the cultural value of tomb murals in the Han and Tang Dynasties.

Objective: This study analyzes the cognitive difficulties in the process of appreciating the tomb murals of the Han and Tang Dynasties by the groups with cognitive impairment, and then establishes a popular auxiliary strategy for cultural appreciation of the groups with cognitive impairment to help the groups with cognitive impairment understand and appreciate the tomb mural culture of the Han and Tang Dynasties.

Subjects and methods: This study combines the support vector machine algorithm with the usability evaluation technology to analyze the psychological characteristics, find the psychological correlation elements, establish the psychological overall planning model and analyze the effectiveness of the psychological model in order to study the auxiliary strategy of cultural appreciation of tomb murals in Han and Tang Dynasties.

Study design: In this study, patients with cognitive impairment were selected for the experiment of appreciating tomb murals in the Tang Dynasty, and the characteristics of cognitive impairment in the process of appreciating tomb murals in the Han and Tang Dynasties were classified by using support vector machine algorithm. On this basis, the psychological cognitive model of appreciating tomb murals in the Han and Tang Dynasties was established. Finally, usability evaluation technology is used to evaluate the effectiveness of the psychological cognitive model of tomb mural appreciation.

Methods: This study used online eye-tracking technology to record the eye movement data of experimental participants, and combined the data with the results of psychological interviews.

Results: The results of patients' psychological cognitive performance are shown in Figure 1.

The psychological cognitive performance of patients used in this study is divided into memory psychological cognition, understanding psychological cognition, loving psychological cognition and participatory psychological cognition. To a large extent, the four psychological manifestations can show the cognitive depth changes of patients with cognitive impairment. Memory represents the shallowest psychological cognition, while participating representatives can participate in group discussion, which is the deepest psychological cognition. Among them, the cognitive number of understanding sexual psychological cognition reached 62, with the largest number. It can be seen that the largest number of patients are in the second level of cognition, and some of them have not formed a psychological preference for arrival.

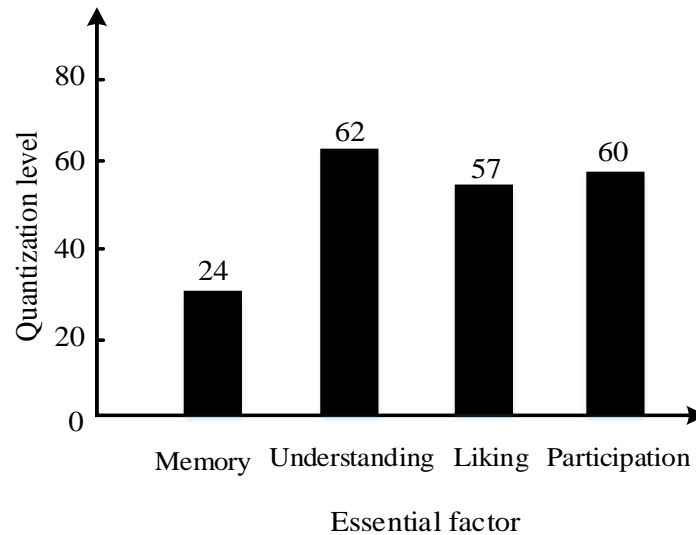


Figure 1. Psychological cognitive performance of patients

Conclusions: Due to their physiological cognitive defects, patients with cognitive impairment will encounter various obstacles in the appreciation of tomb murals in the Han and Tang Dynasties, making it difficult for them to understand the cultural value of murals. By analyzing the characteristics of patients' psychological cognitive impairment when appreciating murals, we can obtain the key cognitive elements of patients, establish a cognitive auxiliary model, help patients understand the cultural value of tomb murals in the Han and Tang Dynasties, promote the cultural dissemination of Chinese traditional culture among social vulnerable groups, and provide a basis for the establishment of a traditional culture promotion society traditional culture provides part of the theoretical basis for a sharing society.

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RESEARCH ON THE APPLICATION OF ADVANTAGEOUS CARRIERS AND INTRODUCTION STRATEGIES OF CROSS-CULTURAL EDUCATION IN ENGLISH TEACHING FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: Educational psychology is a subject whose main research object is the psychological law of students. In educational psychology, students' learning behavior and learning results often depend on students' psychological factors, which mainly take emotion and motivation as the main driving force of learning progress. However, in cross-cultural education, students' English learning achievement depends not only on the emotional motivation of their own subjective initiative, but also on the psychological impact of the external learning environment on students. In the process of English learning, students' individual psychological variables, psychological differences caused by language acquisition environment, psychological acceptance of cross-cultural language and other psychological factors will have a serious impact on students' English learning. In the part of the differences of students' individual psychological variables, students' purpose of learning cross-cultural language will have a significant impact on their learning behavior. In the process of learning English, students' psychological non acceptance and non-recognition of cross-cultural language is likely to be an important reason why it is difficult to improve their learning results, most students who are difficult to learn English well lack internal motivation because they are difficult to find the purpose of learning English at the psychological level. The concept of going abroad for further study, which has a strong purpose, will continue to be based on the motivation of students' self-supervision at the psychological level to promote the improvement of students' learning achievements. In addition, the environment of language learning also determines the effect of students' English learning. Students living in a cross-cultural environment from an early age will promote their cultural and emotional development and the transformation of psychological concepts through the second language when they first contact the social communication network. This transformation provides help for