

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

students to achieve better second language learning results. In the process of English cross-cultural teaching, teachers should actively make use of the impact of these external psychological factors on students' English learning process, optimize the learning carrier, strengthen the introduction effect of English learning, so as to promote students' acceptance of English and improve the effect of English learning.

Objective: This study starts with the internal and external psychological factors of students in the process of cross-cultural second language learning, and improves the effect of students' learning introduction by optimizing the production conditions of external positive psychological factors, so as to promote students to improve their English ability.

Subjects and methods: This study combines neural network algorithm with comparative analysis to classify students with psychological characteristics in the process of English learning, and compares the psychological states of students with cross-cultural education and ordinary students without cross-cultural education.

Study design: In this study, cross-cultural education courses are tried out in colleges and universities, and on this basis, the learning process data of students are obtained through the teaching background system of colleges and universities. The psychological states of English students who participate in cross-cultural education and those who do not participate in cross-cultural education are compared, and the psychological characteristics of different individuals are classified by neural network algorithm, In the classification and comparison, it analyzes the psychological advantages formed by students in the learning process under the intervention of cross-cultural education.

Methods: This study uses the background of colleges and universities to obtain students' learning materials, and uses algorithm programs to classify.

Results: The comparison results of the positive effects of different educational psychological elements on students are shown in Figure 1:

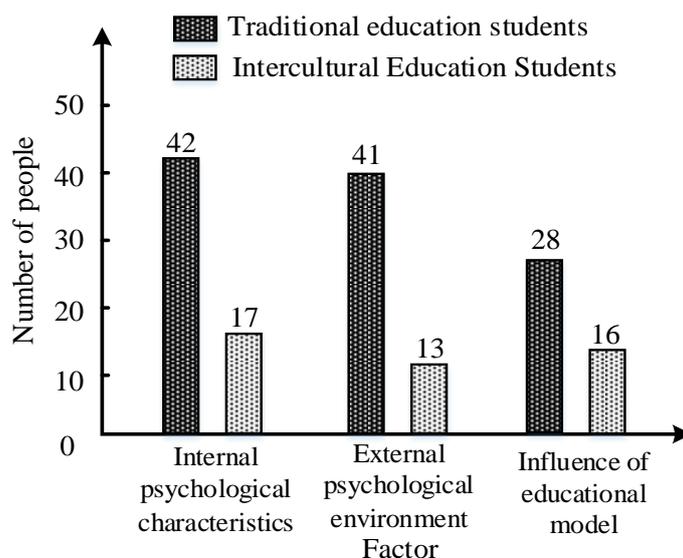


Figure 1. Comparison of positive effects of educational psychological elements on students

In Figure 1, among the students who adopt cross-cultural education, the number of students whose internal psychological factors have a positive impact on their English learning effect is 42, the number of students whose external psychological factors have a positive impact on their English learning effect is 41, and the number of students whose personality guiding factors have a positive impact is 28. The number of students in the category of 13 psychological factors is lower than that in the category of traditional psychological factors. The number of students in the category of 13 psychological factors is the same as that in the category of 13 psychological factors. It can be seen that cross-cultural education has stronger advantages in students' internal psychology, external environmental psychology and personality guidance factors. It can give students stronger psychological guidance, form the amplification effect of educational factors at the psychological level, and help students form stronger learning motivation.

Conclusions: In the process of English teaching, compared with traditional education methods, cross-cultural education can not only provide students with internal psychological driving force, but also provide students with an external environment to contact the second language culture. Internal and external factors act on students' psychological level, which can more effectively help students improve their psychological acceptance of the second language and form their second language thinking cognition, Provide help for English learning.

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EXPLORATION AND OPTIMIZATION OF THE CONSTRUCTION PATH OF ECOLOGICAL CIVILIZATION EDUCATION FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: In the initial subject of educational psychology, “epiphany”, as an important sign of psychological changes in the learning process, has always been a psychological activity phenomenon pursued by educational psychology. With the gradual development of educational psychology, the complexity and diversity of students’ cognitive development ability in the process of education have been gradually recognized. How to achieve a good teaching effect through the application of psychological law has become the main topic of educational psychology. In the more traditional educational psychology theory, students’ intellectual development level, learning motivation and learning strategies are important factors affecting students’ learning behavior. Learners’ intellectual development level determines students’ learning degree and learning speed, and learning motivation can become the internal driving force of students’ active learning and help students maintain a subjective initiative of active learning. In the face of new knowledge and difficulties in the learning process, a pleasant attitude is helpful for students to have a more sober and comprehensive view of learning behavior in the learning process, and it is also the basis for students to develop learning strategies. With the development of educational psychology, the cultural path of educational psychology has gradually evolved. The core problem of cultural path in educational psychology lies in the guiding role of situational view in students’ situational cognition in the process of learning. Compared with the traditional didactic education, the education method with situational characteristics is easier to convey specific and applied information to students, and promote students to mobilize the existing knowledge in cognition to think in a new situation. This situational cognition is affected not only by students’ knowledge system, but also by the cultural environment in which students live. Through the construction of ecological civilization education, students can create a cultural environment with ecological civilization as the main proposition, and then create a cognitive situation of ecological civilization, so that students can apply their existing knowledge to this new situation and solve new problems.

Objective: This study creates an ecological civilization situation through the construction of ecological civilization education, and integrates students’ cognitive framework into this situation, so as to help students establish the concept of ecological civilization, promote students to understand the necessity of ecological civilization and learn the knowledge of ecological civilization.

Subjects and methods: This study combines support vector machine classifier with experimental intervention methods to analyze the correlation factors and influence degree between students’ psychological state and ecological civilization education by classifying and comparing differences.

Study design: This study uses support vector machine algorithm to classify students’ psychological states in the process of ecological civilization knowledge learning, and tests the impact of students’ different psychological deviation states on ecological civilization knowledge learning through experimental intervention, and then puts forward the path and strategy of ecological civilization education construction on this basis.

Methods: In the process of analyzing the influence of factors, this study adopts the five-level quantitative method, which is divided into five levels from level 0 to level 4. The higher the quantitative level is, the more significant the influence is.

Results: The impact of ecological concept on students’ psychological state is shown in Figure 1.

Figure 1 quantifies the impact of students’ ecological concept on their psychological state. It can be seen that the cultivation of ecological concept can help students improve their psychological cognition of ecological concept at the psychological level, enhance their sense of belonging to ecological and cultural atmosphere, and cultivate students’ psychological expectation for the positive development of ecological culture and ecological society.