

## A STUDY ON THE PROMOTION PATH OF STUDENTS' COGNITIVE PSYCHOLOGY IN ENGLISH WORD TEACHING

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**Background:** With the continuous development of psychology, new psychological research has become a development trend, and cognitive psychology came into being under this background. Cognitive psychology is a subject that analyzes the law of human psychological activities. Its research object is the cognitive status of human body in psychology, including language, thinking, memory, perceptual learning, attention, perception and so on. Most scientists point out that the process of human memory can be divided into three stages: long-term memory and coding. In the process of information processing, people will produce short-term memory, which is the initial stage of memory generation. It is worth mentioning that the memory function will not be limited. People's memory function can store a large amount of content in a short time, and code the information to classify similar information together. It can be understood that people's forgetting of knowledge is not the forgetting of their own content, but the forgetting of memory coding. The formation of long-term memory can be regarded as that people can form long-term memory as long as they can remember the corresponding code. The key problem in English word teaching is word memory. At present, the key to solve this problem is cognitive psychology. Cognitive psychology can not only help students understand and memorize words, but also improve the quality of English word teaching.

The ways to promote students' cognitive psychology in English word teaching are as follows: situational teaching, associative teaching, understanding teaching and fragment teaching. The results of fragment teaching method have been confirmed by most mathematicians. Although the efficient memory effect in the short term is ideal, the forgetting speed is also very fast. In understanding teaching, psychological theory holds that the human brain has a deeper memory of the knowledge after understanding. No matter how long the interval is, people can remember it with a little memory. With the help of the relevant characteristics of understanding and memory, English vocabulary teaching can improve the level of English vocabulary teaching. In teaching, teachers need to help students understand words, especially the original meaning of words. Teachers also need to promote students' proficiency in English alphabetical order through continuous practice. Usually, the arrangement of most English words is closely related to pronunciation, and the specific letter combination is closely related to pronunciation. Students use a lot of exercises to deepen and consolidate their grasp of vocabulary meaning. Teachers need to teach students to copy more English words. Such repeated practice can continuously deepen the brain's memory of memory coding, and then form long-term memory. It is worth mentioning that words of different nature also have certain rules. Teachers can promote students to better understand and master words by teaching in a regular way.

**Objective:** This paper analyzes the promotion path of students' cognitive psychology in English word teaching, and discusses the impact of the promotion path on students' cognitive ability, in order to provide new ideas for cultivating high-quality students.

**Research objects and methods:** Students from five schools were selected as the research object, and the number of students in each school was 100. Through the Density-based Clustering (DENCLUE) algorithm, this paper analyzes the impact of the promotion path of students' cognitive psychology on students' psychological cognitive ability in English word teaching. The evaluation contents include thinking ability, memory ability, memory ability, representation, perception and attention. Each evaluation content is represented by three levels: no improvement, improvement and obvious improvement. The research results are expressed by the improvement rate, which is the ratio of the number of people with improved and significantly improved levels to the total number of people. The duration of the experiment was 6 months. In order to enhance the feasibility of the experimental results, the average value of all objects is taken as the final result.

**Methods:** This paper analyzes the influence of the promotion path of students' cognitive psychology in English word teaching on students' psychological cognitive ability through NOSA data statistical analysis software.

**Results:** Table 1 shows the influence of students' recognition path on students' psychological cognitive ability before and after the combination of cognitive psychology. On the whole, with the increase of experimental time, students' thinking ability, memory ability, memory ability, image, perception and attention have been significantly improved. Therefore, the cognitive psychological promotion path of students in English word teaching can improve students' psychological cognitive level to a great extent.

**Table 1.** The influence of students' recognition path on students' psychological cognitive ability in English word teaching before and after the combination of cognitive psychology

Category	Before	After 1 month	After 3 months	After 6 months
Thinking ability	88.24	91.23	94.26	95.13
Memory ability	85.21	87.36	89.35	92.36
Recall ability	82.31	87.36	92.31	95.36
Appearance	84.56	86.68	92.36	94.26
Perception	83.24	87.15	91.25	94.36
Attention	83.25	87.63	92.35	94.68

**Conclusions:** The English word teaching model combined with cognitive psychology can greatly improve students' cognitive level and strengthen students' mastery and understanding of English words. Research is of great significance in both English teaching and teaching reform.

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## THE INFLUENCE OF IDEOLOGICAL AND POLITICAL COLLABORATIVE EDUCATION INTEGRATED WITH SOCIAL PSYCHOLOGY ON COLLEGE STUDENTS' MENTAL HEALTH

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**Background:** In the university stage, college students need to face academic pressure, employment pressure, family pressure, interpersonal pressure and many other pressures at the same time. Some students have negative emotions such as anxiety and depression under pressure. Moderate anxiety can help students concentrate, so that they can study more attentively and hard, and then improve their academic performance. However, when the degree of anxiety is too high and lasts too long, students' physical and mental health will be damaged, students' interest in learning will decline, and even weariness will appear, which will greatly affect students' normal study and life. Clinically, researchers divide anxiety disorders into two types: pathological anxiety and realistic anxiety. The mental anxiety of college students is generally realistic anxiety, which is caused by college students' worries about their studies, achievements, social and work. Finding a suitable way to solve the anxiety of students in the process of learning is of great significance to students' personal development.

Ideological and political collaborative education is an educational concept that takes "building morality and cultivating people" as its own task, constructs an all-round education pattern, and then complements and cooperates with other courses and ideological and political courses, so as to form a synergistic effect, which is of positive significance to alleviate students' anxiety. However, at present, there are still some defects in the ideological and political collaborative education model in colleges and universities, and its effect of alleviating students' anxiety is not ideal. Social psychology is a branch of psychology, which mainly studies the occurrence and change law of psychology and behavior of individuals and groups in social interaction, and discusses interpersonal relations at the individual level and social group level, including group communication structure, group norms and so on. Social psychology is generally divided into three fields: individual process, interpersonal process and group process. Among them, the individual process involves individual attitude, personal perception and self-consciousness, as well as the change law of individual personality development and social development. Based on social psychology, this study analyzes the psychological and behavioral patterns of teachers and students in the construction of ideological and political collaborative education system in colleges and universities, and puts forward strategies to improve the ideological and political collaborative education system in colleges and universities, so as to alleviate students' anxiety, improve students' academic performance and deliver high-quality talents to the society.

**Objective:** In the university stage, college students are prone to negative emotions. Based on social psychology, this study analyzes the psychological and behavioral patterns of teachers and students in the construction of ideological and political collaborative education system in colleges and universities, and puts forward strategies to improve the ideological and political collaborative education system in colleges and universities, so as to alleviate students' anxiety, improve students' academic performance and deliver high-quality talents to the society.

**Research objects and methods:** 100 students were randomly selected as the research object in a university. Self-rating Anxiety Scale (SAS) and Self-rating Depression Scale (SDS) were used to evaluate