

**Methods:** Through Epiinfo data statistical analysis software, this paper analyzes the effect of residential landscape design combined with art design psychology on residents' psychology.

**Results:** Table 1 refers to the improvement rate of residents' mental health level during the experiment. It can be seen from Table 1 that after applying the residential landscape design scheme combined with art design psychology, the mental health level of residents has been significantly improved.

**Conclusions:** The residential landscape design scheme combined with art design psychology proposed by the research institute can improve the mental health level of residents. The scheme can be further used in the residential landscape design of other residents to improve the psychological problems of residents.

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## ANALYSIS ON THE INFLUENCE OF COLLEGE PHYSICAL EDUCATION CURRICULUM REFORM INTEGRATING SOCIAL PSYCHOLOGY ON STUDENTS' PSYCHOLOGICAL QUALITY

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**Background:** From the perspective of the development of college physical education, China's major colleges and universities have implemented corresponding measures to realize the effective reform of college physical education curriculum. The teaching goal of college physical education course is to implement a reliable guarantee for the physical and mental health of college students, and cultivate all-round development talents with high physical and psychological quality on the basis of cultivating college students' positive and sunny life attitude and thinking concept. As the key position of school physical education curriculum education, colleges and universities can improve the knowledge of college physical education students under the influence of relevant measures of physical education, and play a certain role in promoting the development of students' health quality. Colleges and universities should not only pay attention to students' professional theoretical knowledge and practical operation ability, but also attach great importance to physical education and implement physical education in colleges and universities into the actual teaching process of physical education curriculum. For the public physical education curriculum in colleges and universities, it should be integrated with the physical education in colleges and universities, optimize the teaching methods of physical education curriculum, improve the level of teaching and educating people in colleges and universities, guide students to establish correct social values, cultivate college students' good physical literacy, improve students' personal ideological education while strengthening physical fitness, and realize the coordinated development of physical education and public physical education curriculum. Social psychology plays an important role in the field of psychology. Its main research object is the occurrence and change law of psychology and behavior of social individuals and groups. In the process of social interaction, different social individuals and groups often show significantly different psychological and behavioral changes. Therefore, social psychology usually explores from two different levels: individual level and group level. At the social individual level, social psychology mainly focuses on the process of individual socialization, speech development and the impact of environment on individuals. At the social group level, it mainly includes the research focus of group communication structure, racial prejudice and so on. In order to fully integrate the changes of physical education curriculum and psychology into the teaching methods of colleges and universities according to the changes of physical education curriculum or psychology.

**Objective:** College physical education curriculum is oriented to all students, hoping to improve students' physical and psychological quality through reform and optimization, and finally achieve the purpose of promoting the all-round development of college students. The purpose of this study is to explore the impact of different college physical education curriculum reform on students' psychological quality, especially the college physical education curriculum reform integrating social psychology.

**Subjects and methods:** 162 college students were selected as the research objects by stratified cluster random sampling in a university. Three different groups were set up: control group, experimental group A and experimental group B. The college students in the control group accepted the conventional physical education curriculum teaching mode, the college students in the experimental group a accepted the

physical education curriculum teaching mode under the devil training mode, and the college students in the experimental group B accepted the college physical education curriculum reform teaching mode integrating social psychology. Before and after the intervention of physical education, three groups of college students were evaluated by the self-designed evaluation scale of will character and psychological quality.

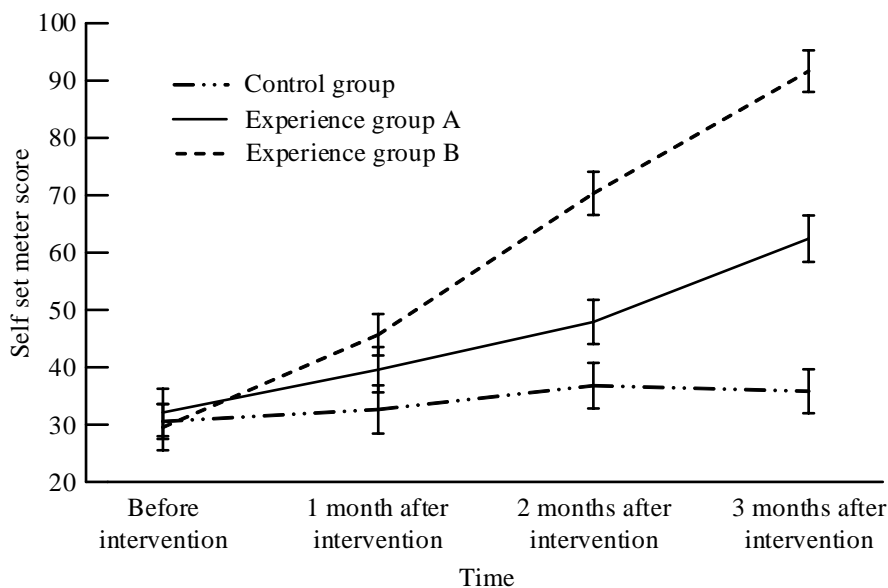
**Research design:** The self-designed “will character and psychological quality evaluation scale” includes 20 items, and each item is set with 5 answers. If the answer is very consistent, score 5 points. If it is more consistent, 4 points will be recorded; 3 points will be given if it is between conformity and non-conformity. 2 points will be given if it does not meet the requirements. Totally unqualified, 1 point will be scored. The scale was used to evaluate and analyze the psychological quality of college students before and after the intervention. The total score of the self-designed scale is 100. The higher the score, the stronger the willpower and psychological quality of the tested college students.

**Methods:** MATLAB software and tableau software were used to calculate and process the survey data comprehensively and objectively. Finally, the influence of college physical education curriculum reform integrating social psychology on students’ psychological quality was analyzed.

**Results:** Figure 1 shows the changes of college students’ self-designed scale scores before and after three different physical education teaching interventions. As can be seen from Figure 1, before the intervention, the scale scores of the three groups of college students remained almost at the same level. With the progress of physical education teaching intervention, the scale score of college students in the control group increased slightly, but the increase range was very small. The scale score of college students in experimental group an increased more than that of the control group, but after 3 months of intervention, the scale score was still at a low level, about 60 points. The scale score of college students in experimental group B always maintained a significant growth trend. After 3 months of intervention, the scale score increased to about 90 points.

**Conclusions:** Integrating social psychology into the reform of college physical education curriculum can fully consider the socialization needs and self-development needs of students in physical education curriculum, and timely adjust the corresponding teaching methods or teaching contents of physical education curriculum according to their psychological and behavioral changes. The reform of college physical education curriculum integrating social psychology has a good intervention effect, can significantly improve students’ scale scores, and has a positive impact on the enhancement of students’ psychological quality.

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**Figure 1.** Self-designed scale scores of three groups of college students before and after physical education teaching intervention

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## AN ANALYSIS OF THE INFLUENCE OF CULTURAL AND PSYCHOLOGICAL DIFFERENCES BETWEEN CHINA AND JAPAN ON JAPANESE STUDENTS' TRANSLATION LEARNING

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**Background:** Culture is all human spiritual activities and their products relative to economy and politics. It is an abstract element contained in and free from material. Culture has strong heritability, and its inheritance forms mainly include national or national history, geography, customs, traditional customs, lifestyle, literature and art, code of conduct, mode of thinking, values, etc. Cultural psychology is one of the research fields of psychology. Its main research object is the interaction between psychology and culture. Its main research purpose is to reveal the mechanism of mutual integration between culture and psychology. As a discipline that studies the adjustment, expression, transmission, penetration and influence of cultural traditions and social activities on human psychological life style, cultural psychology covers a wide range of fields, including subjective and objective, self and others, psychology and culture, individual and living environment and so on. The existence of cultural and psychological differences between China and Japan is inevitable. The main reasons are the influence of religious culture and geographical factors. China's religious and cultural thought mainly originates from Buddhism and Taoism and Confucianism, which is usually reflected in the pursuit of order. The scholar class with Confucianism as the program is different social strata. It has defined many restrictions and has become a subtle and important part of Chinese people's daily life and behavior. Japan advocates Zen culture and Shinto culture, which interact and form a unique cultural aesthetics with Japanese characteristics. Japan is an archipelagic country, and its geographical environment is complex and bad, which makes the Japanese people gradually form a nihilistic and pessimistic cultural atmosphere. China is located in the Eurasian continent, with a vast territory and abundant resources. Therefore, the unique multi-ethnic cultural system of our people has created a strong tolerance and adaptability of the Chinese people. Under this influence, the cultural and psychological differences between China and Japan are deeply rooted, which has a certain impact on the exchanges and communication between the two peoples. For Japanese students' translation learning, the most difficult is the use of turning complex sentences and associated words.

**Objective:** To explore the impact of cultural and psychological differences between China and Japan on Japanese students' translation learning, in order to put forward targeted improvement measures according to the characteristics of influencing factors and influencing mechanism, so as to eliminate the impact of cultural and psychological differences between China and Japan on Japanese students' translation learning to the greatest extent.

**Subjects and methods:** 152 Japanese students who studied translation were randomly selected, using C4 Combining decision tree algorithm with multivariate regression analysis, this paper explores the impact of cultural and psychological differences between China and Japan on Japanese students' translation learning.

**Research design:** The study graded the influence of cultural and psychological differences between China and Japan on Japanese students' translation learning, using a 4-level scoring standard, from 0 to 3, indicating no influence, small influence, general influence and large influence respectively. Then, according to the influence evaluation results, from the perspective of cultural psychology, this paper puts forward corresponding improved teaching methods for Japanese students studying translation, judges the influence again, and makes a comparative analysis.

**Methods:** SPSS23.0 was used for all data information in the study and python software for statistical analysis.

**Results:** Table 1 shows the evaluation results of the influence of Chinese and Japanese cultural and psychological differences on Japanese students' translation learning before and after Japanese students accept the teaching improvement measures. According to Table 1, before the implementation of Japanese teaching improvement measures, the influence of religious culture, geographical factors, history and climate all had a great impact on Japanese students' translation learning, which hindered the development of their normal learning activities and was difficult to ensure their Japanese learning quality. After the implementation of Japanese teaching improvement measures, the influence of geographical factors, historical factors and climate factors has been reduced to 0, indicating that they no longer have an influence. The influence of religious culture is reduced to 1, indicating that its influence on Japanese students' translation learning is small.

**Conclusions:** Cultural psychology is one of the research fields of psychology. Its main research object is the interaction between psychology and culture. Its main research purpose is to reveal the mechanism of the integration between culture and psychology. Integrating cultural psychology into the teaching mode of