

ANALYSIS OF THE IMPACT OF INNOVATION AND REFORM OF TEACHING METHODS FOR BUSINESS ADMINISTRATION MAJORS ON STUDENTS' COGNITIVE AND PSYCHOLOGICAL BARRIERS

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Background: Cognitive psychological disorders are obstacles that people show in cognitive activities. Cognitive activities refer to the psychological activities that people need to acquire and apply knowledge, including attention, learning, thinking, decision-making, and understanding. Common cognitive impairments include inability to concentrate, impulsive decision-making, and difficulty remembering knowledge. Cognitive psychological disorder is based on the concept of cognitive psychology. Cognitive psychology is also known as information processing psychology. This system understands human cognitive process as a computer-like information processing system. The core of its attention is cognitive internal mechanisms of processes and behaviors. Cognition is a very important part of human psychology. It is the basis of various psychological elements and is also affected by various elements. Therefore, the influence of non-cognitive factors in psychological activities on cognition is also the research content of cognitive psychology. Students, as a group of continuous learning activities, are more obviously affected by cognitive and psychological barriers. When the cognitive and psychological barriers are more serious, students cannot study normally, and other problems may arise under the pressure of academic and psychological barriers. Students with severe cognitive impairment require intervention.

The business administration major trains talents in economics and management, and its teaching methods should conform to the needs of national economic development. At present, with the development of the economy and changes in the market, the needs of various employers for management personnel are also changing, but many businesses administration majors in colleges and universities have not made improvements to the teaching methods of students according to these changes, resulting in students in this major. The difficulty of finding a job has increased, and many employers have indicated that most of the fresh graduates have weak practical ability and lack of understanding of the most cutting-edge professional knowledge. From the current predicament of students majoring in business administration, it can be seen that the teaching method of this major need's innovation and reform, and in order to improve students' learning effect and practical ability, we should pay attention to whether the teaching method can help students overcome cognitive and psychological barriers when carrying out innovation and reform.

Objective: Combining the theory of cognitive psychology to study the ideas of innovation and reform of teaching methods for business administration majors, and to explore whether the innovative and reformed teaching methods have a good impact on the cognitive and psychological barriers of business administration majors, and whether they can help them improve their learning effects and practice ability.

Subjects and methods: A total of 180 students with obvious cognitive and psychological barriers were selected as the research objects and divided into two groups of 90 students, one of which was the reform teaching group and the other was the traditional teaching group. The two groups were taught for a certain period of time using innovative teaching methods combined with cognitive psychology and traditional teaching methods, and then their cognitive abilities before and after teaching were compared.

Research design: The teaching period of the two groups of students is 2 months. Before the start of teaching, during the teaching process and after the teaching, the students' cognitive ability will be tested, and the advantages and disadvantages of the two groups of students' cognitive ability and cognitive psychology will be compared and analyzed. The measurement tool used in the study is the Mini-Mental State Examination Scale (MMSE), which includes items such as memory, attention, comprehension, and time orientation. The total score is 0-30, and the score is proportional to ability.

Methods: The relevant data were analyzed by Excel and SPSS20.0 software for calculation and statistics.

Results: Comparing the changes in the MMSE results of the reformed teaching group and the traditional teaching group, it was found that the scores of the two groups of students were significantly improved ($P < 0.05$), and the scores of the reformed teaching group were higher than those of the traditional teaching group. The difference was statistically significant ($P < 0.05$).

Table 1. MMSE results of the two groups of students

Method	Test time	Traditional teaching group	Reformed teaching group
MMSE	Before teaching	12.5	11.5
	After teaching	20.5	22.7

Conclusions: Cognitive and psychological problems generally exist in the student population. Those with

a lower degree may have no impact on their study and life, but those with a higher degree will develop cognitive and psychological disorders, affecting their learning effect and quality of life. Current business administration students face a variety of issues regarding their majors and employment, many of which can be improved by helping students overcome their cognitive mental states. Experiments show that the reform of teaching methods combined with knowledge of cognitive psychology can better improve students' cognitive and psychological barriers, and improve students' learning effect and practical ability.

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STRATEGIES OF IDEOLOGICAL AND POLITICAL EDUCATION FOR OVERSEAS STUDENTS BASED ON CROSS-CULTURAL PSYCHOLOGICAL ADAPTATION

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Background: In the context of the deepening of international exchanges and the gradual advancement of globalization, many students choose to study abroad for further study. For students who have been in the Chinese cultural environment for a long time, studying abroad means entering a new cultural environment, and they have to face the problem of cross-cultural psychological adaptation. The unsuitability and unfamiliarity of the new cultural environment for the first time are likely to bring various negative psychology to international students, a phenomenon called culture shock. If these negative emotions are not intervened in time, international students may develop various psychological problems including anxiety and depression. Nowadays, the number of international students is growing, so it is necessary to study how to improve their cross-cultural psychological adaptability and how to alleviate adverse reactions such as cultural shock. Research in this area can also be used as a reference for international students from other countries.

Due to the special environment in which international students live, and most of them are still at an immature age, studying abroad is easily influenced by other cultures and values. Therefore, there are many problems with traditional ideological and political education strategies for international students. First of all, traditional ideological and political education strategies do not consider the special environment of international students, and generally focus on ordinary domestic students. Secondly, the mechanism of ideological and political education in relevant institutions and departments for studying abroad is not sound and professional. In actual work, the school counselors and other relevant personnel do not have the energy or ability to carry out ideological and political education for international students. Finally, traditional ideological and political education strategies are very low-targeted to international students, ignore many details, and cannot provide help when students face unfavorable ideological and psychological adaptation. Considering the various difficulties that international students may encounter in the cultural environment of other countries, it is necessary to formulate targeted ideological and political education strategies for them based on the knowledge of cross-cultural psychological adaptation.

Objective: This paper investigates the cross-cultural psychological adaptation of international students, and explores whether targeted ideological and political education strategies have a positive impact on the cross-cultural psychological adaptation of international students and the acceptance of ideological and political teaching.

Subjects and methods: Select 100 students each who plan to study in Japan and the United States, and divide them into 4 groups of 50 students, namely the experimental group in Japan, the control group in Japan, the experimental group in the United States, and the control group in the United States. The experimental group adopts the new strategy of targeted ideological and political education, while the control group adopts the traditional ideological and political education strategy. After a period of time, the cross-cultural psychological adjustment barriers and the acceptance of ideological and political education in each group were observed and compared.

Research design: The psychological state of each group was continuously tested 10 days before going abroad, and different ideological and political education was given to the experimental group and the control group within 90 days after going abroad, and the changes in their psychological state were observed. After 90 days, the psychological state of each group was tested again, and their acceptance of ideological and political education was tested for a comparative study. The test tools used in the study were the Symptom Checklist 90 (SCL-90) and the self-designed cross-cultural psychological adaptation test form and ideological and political education effect test form.