

## ON THE WAYS OF KOREAN HUMANISTIC EDUCATION IN COLLEGES AND UNIVERSITIES TO IMPROVE STUDENTS' COGNITIVE PSYCHOLOGY

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**Background:** Early psychology cannot solve the psychological activities in human cognition. New psychological research has become a development trend. 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 internal psychology, including language, thinking, memory, perceptual learning, attention, perception and so on. Cognitive psychology can be divided into two types: broad sense and narrow sense. The narrow sense of cognitive psychology holds that it is a science of information processing. In a broad sense, cognitive psychology includes information processing psychology, psychologist school and structuralism psychology. Structural cognitive psychology originated from the cognitive development process of children obtained by psychologists in continental Europe. Psychologist refers to the speech of behaviorist psychologists. They analyze the memory and perception of complex phenomena such as words and sentences, and study the influencing factors of memory function. Cognitive psychology theory attaches importance to the role of knowledge and points out that the main influencing factor of human behavior is knowledge. There is long-term memory in cognitive process. Long-term memory is determined by emotion and attention. It can also stimulate short-term memory and make it valuable.

At present, the international research on cultural curriculum has made some breakthroughs, but scholars in relevant fields still have not attracted high attention, and the corresponding research results still have not achieved satisfactory results. At present, there are few studies related to culture teaching in the field of Korean humanities teaching in colleges and universities, and the relevant research is still the analysis of thinking in language teaching. In this context, Korean humanistic education in colleges and universities needs to be improved. The specific strategies are as follows. First, cultivate international awareness and determine educational objectives. This level involves the following aspects to guide and cultivate students' international consciousness. Understand the long-term effect of quality education on students. Set educational goals for international understanding. Schools need to provide learning contents covering cultural characteristics and language knowledge to ensure that international understanding education penetrates into behavior, meaning, emotion, knowledge and so on. Second, cultivate students' thinking in English learning and form an atmosphere of cultural blending, so as to improve students' cognition. This level includes cultivating students' English thinking ability. Establish and understand cultural diversity. Correctly perceive culture in real time. Third, strengthen the team construction of professional teachers and promote international cooperation by improving their literacy. This level specifically covers the need for teachers to form their own diversified cultural values. Have excellent professional skills and international common sense; The education department organizes training regularly. Fourth, create a corresponding learning environment and improve students' communication ability through practical activities. This level covers paying attention to students' cultural experience. Regularly organize educational practice activities. Expand language communication channels. Create a language learning environment.

**Objective:** This paper puts forward a Korean humanistic education program in colleges and universities based on cognitive psychology, and analyzes the effect of the program on students' cognitive psychology, in order to promote the development of international educational culture curriculum in the direction of standardization.

**Subjects and methods:** 1000 college students in a certain area were selected as the research object to analyze the effect of college Korean humanistic education program based on cognitive psychology on college students' psychological cognition through the improved ID3 decision tree algorithm and NOSA data statistical analysis software. The assessment contents include cognition, emotion, will, belief, anxiety, fear and depression. Cognition refers to the patient's cognition of self. Emotion refers to the patient's own emotional situation. Willingness refers to the patient's attitude towards something; Belief refers to the patient's identification with something. Anxiety refers to the irritability caused by excessive worry about fate and future; Fear refers to the strong emotional reflection of depression in the face of dangerous situations; Depression refers to long-term depression. The evaluation result is the improvement value, and the range of setting the improvement value is 1-5. 1, 2, 3, 4 and 5 respectively mean no improvement, little improvement, improvement, comparative improvement and obvious improvement. In order to ensure the reliability of the research results, the average value of the evaluation results of all research objects is taken as the final result.

**Results:** Table 1 shows the mitigation results of college students' psychological cognitive ability before

and after the application of Korean humanistic education program based on cognitive psychology. It can be seen from Table 1 that after applying the Korean humanistic education program in colleges and universities based on cognitive psychology, the anxiety and cognitive level of college students have been significantly improved, which is mainly reflected in willingness and emotion.

**Conclusions:** Students can improve their ability to accept and perceive people and things through their own good English thinking mode. The diversity of cultural understanding promotes students' understanding of the country and individuals. International issues are an open and dynamic process, and students' understanding of different cultures also needs to be constantly updated and improved. The college Korean humanistic education program based on cognitive psychology has an ideal effect on Improving college students' cognitive level, especially in the two aspects of willingness and emotion. The follow-up research can apply the proposed college Korean humanistic education program based on cognitive psychology to colleges and universities in other countries to alleviate students' anxiety and cognitive level.

**Table 1.** Mitigation results of college students' psychological cognitive ability before and after the application of Korean humanistic education program based on cognitive psychology

Factor	Cognition	Emotion	Will	Faith	Anxious	Fear	Depressed
Before reform	2	1	2	3	2	3	2
After reform	3	4	5	4	4	3	4

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## NEW FEATURES AND TRANSLATION STRATEGIES OF COLLEGE ENGLISH TRANSLATION FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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**Background:** Educational psychology is a discipline in social psychology that focuses on the effect of human educational and learning intervention and related teaching psychology. Its focus is to recreate or sublimate the theoretical knowledge and research results in psychology, and then apply them to the process of education, in order to improve the effect of education. As a comprehensive discipline, educational psychology organically integrates the relevant theories of pedagogy and psychology. On the one hand, it can make psychology develop effectively in depth in the field of education on the basis of studying and revealing the nature, type and process of learning in the educational system. On the other hand, educational psychology can realize the design and reform of the educational system by using the learning law, and finally achieve the purpose of improving educational efficiency and promoting talent training. Educational psychology is often used in the different actual processes of teaching and learning. It can play a strong role in educational supervision in optimizing teaching methods, enhancing learning motivation, improving curriculum design, solving students' learning and growth difficulties and so on. In the process of college English translation teaching, there are certain constraints, such as the wide range of translation teaching text, the lack of translation teaching practice environment, the backward and stereotyped translation teaching methods, etc., many constraints will have a negative impact on the teaching effect of college English translation to a certain extent. In order to improve the teaching quality of college English translation, the current college English translation teaching mode has been reformed and optimized, showing different new teaching characteristics, including the first evolution of teaching mode, the diversification of teaching means, the rationalization of teaching interaction and the enrichment of teaching carriers, which can play a positive role in improving the teaching quality of college English translation. The new characteristics of college English translation show a significant trend of diversified development. In the continuous promotion of students' learning process, it continues to change with the changes of students' learning characteristics, learning effects and learning methods, and plays a decisive role in the teaching effect of college English translation.

**Objective:** This paper probes into the new characteristics and potential disadvantages of college English translation, and uses educational psychology as the theoretical support of the research, in order to put forward constructive, targeted and operable translation strategies and teaching means.

**Subjects and methods:** In a college English major, 128 college students were randomly selected, grouped and taken as the research object. From the perspective of educational psychology, this paper makes a comprehensive analysis of the new characteristics of college English translation. Then, through