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THE INFLUENCE AND INTERVENTION OF JAPANESE LANGUAGE AND LITERATURE EDUCATION ON STUDENTS' PSYCHOLOGICAL AESTHETIC AND COGNITIVE DIFFERENCES

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Background: Aesthetic psychology refers to the free mood that people perceive objects with aesthetic attitude in aesthetic practice and obtain emotional pleasure and spiritual happiness in aesthetic experience. It is the subjective reflection of the beauty of objective objects, including people's aesthetic perception, emotion, imagination, understanding and so on. People's aesthetic view plays a guiding role in aesthetic psychology. Aesthetic view originates from the practice of human production and social life, and has the characteristics of class consciousness, individual difference and diversity. The aesthetic psychology of different individuals in different stages has great changes, and the phased characteristics are obvious, which is affected by individual age structure, social experience, mental health status and cognitive level. Cognition is the most basic psychological process for people to acquire knowledge and the process of information processing, including feeling, perception, memory, thinking, imagination and language. At the same time, cognition is also a process of psychological activity change and subjective objectification. Cognitive level and ability also have the characteristics of individual differences, which are greatly affected by their own mental health adjustment ability and external objective things. As the main body of teaching, students' main participation activities are learning activities, and their aesthetic ability and cognitive level mostly depend on teachers and classroom activities. Their main knowledge education comes from teachers. Therefore, there is a close relationship between teachers' professional level, teaching ability and mental health and students. In the current Japanese language and literature education, the imperfect teaching discipline system and the incompleteness of teachers' professional knowledge and ability make Japanese teaching face many difficulties. In addition, affected by the language environment, most Japanese languages ignore the cultivation of students' literary literacy and level in the teaching process, which makes it difficult for students to understand the essence of language learning and its cultural connotation in a better teaching environment. Therefore, it is difficult to improve the learning ability in literature teaching.

Objective: In order to help Japanese majors, improve their mental health, cognitive ability and overall quality, this study explores its impact on students' psychological aesthetic and cognitive differences through Japanese language and literature education, that is, whether literature education pays attention to the intervention mechanism for students.

Subjects and methods: The research take the students majoring in Japanese in a university as the research object. Firstly, it collects the basic information about their psychological status, aesthetic ability and cognitive level differences, and then designs a Japanese language and literature education intervention model with the help of the relevant theoretical knowledge of educational psychology, that is, it intervenes and guides their teaching activities from the individual characteristics and psychological change law of the research object, so as to improve their classroom harvest and self-growth. The subjects were randomly divided into intervention group and routine group. The intervention group used Japanese literature education model to carry out teaching design and activities, while the routine group used conventional teaching methods to carry out teaching design. The experimental intervention time was three months. The psychological aesthetic and cognitive status of the subjects in the experimental process were collected with the help of psychological status evaluation tools, and the data information was processed and analyzed with statistical analysis tools.

Results: The experimental results show that the research objects with different teaching methods show great differences in aesthetic psychology and cognitive level, and the degree of cognitive improvement is also different. Table 1 shows the score statistics of psychological and aesthetic differences of the subjects before and after the intervention.

In Table 1, aesthetic perception and aesthetic evaluation refer to the individual's ability to perceive and judge the aesthetic object. It is an important expression of aesthetic psychology and an important part of aesthetic outlook. It is the channel for individuals to discover, explore and understand beauty. To a certain extent, it can reflect the individual's aesthetic consciousness and aesthetic ability. It can be seen from Table 1 that there is no significant difference between the two groups in the score levels of psychological and aesthetic dimensions before the experimental intervention. The value in the table shows the score level. There is a large gap in the scores of the research objects under different teaching paths after the

intervention. The scores of the intervention group in aesthetic perception, aesthetic evaluation and aesthetic outlook are 3.69, 4.38 and 3.54, all of which are 3.5 and above, much higher than the scores of 2.44, 2.23 and 2.13 in the conventional group. The above results show that paying attention to the cultivation of literary aesthetics in language education can greatly improve the aesthetic psychology of students' audience.

Table 1. Statistics of psychological aesthetic difference scores of subjects before and after intervention

Grouping Intervention time	Intervention group		General group	
	Before intervention	After intervention	Before intervention	After intervention
Aesthetic perception	2.34	3.69	2.35	2.44
Aesthetic evaluation	2.47	4.38	2.36	2.23
Aesthetic	2.08	3.54	2.11	2.13

Conclusions: Aesthetic psychology is the internalized sediment of object structure and the product of practical structure system. It can be constructed and sublimated in reflection, education and training. It is one of the important components of individual psychological status and needs to be accumulated and cultivated continuously. Similarly, cognitive level and ability have individual differences, which are affected by many factors. Individuals are prone to cognitive bias and cognitive impairment in the process of growth, so they need timely intervention and guidance. Due to the limitation of language environment and professional level, Japanese majors are prone to aesthetic psychological deviation and cognitive deficiency in classroom teaching. The experimental results show that paying attention to literary education in classroom teaching can effectively improve students' aesthetic psychology and cognitive ability. Therefore, in the future teaching practice, teachers' pay attention to students' psychological status and thinking mode, and change the teaching mode in time.

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ON TOURISM PSYCHOLOGY UNDER THE DEVELOPMENT OF HISTORICAL AND CULTURAL TOURISM RESOURCES

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Background: Historical and cultural tourism resources specifically include historical buildings and other cultural landscapes, traditional customs and habits and other cultural projects. These specific forms of architectural scenery and traditional culture are valuable resources of every city, so the measures to develop them into tourism resources should be carried out carefully. The actual construction is inseparable from the theoretical guidance. The psychological analysis of tourists is helpful to explore all aspects of the needs of tourists and meet the needs of tourists and consumers in order to develop economic benefits. In terms of tourism psychology from the perspective of travel consumers, tourists' behavior psychology can be divided into consumption behavior psychology and scenic spot environment adaptation psychology. From the aspect of tourism resource development, the satisfaction of tourists' consumption desire needs to arouse their interest and curiosity in history and culture. On the one hand, we can start with the decoration design of the store, combine the commercial elements with the historical and cultural atmosphere, and enhance the sense of historical and cultural substitution of tourists. The application of reasonable color and spatial structure of buildings can also promote the consumption behavior of tourists. From the perspective of crowd density and flow, it can attract tourists' conformity psychology and promote their resident consumption. In addition, from the psychological consideration of tourism service comfort, the development of historical and cultural tourism resources needs scenic spots to meet the psychological needs of tourists. The architectural design of scenic spots should not only consider the economic benefits, but also set up quiet, green and beautiful rest places for tourists. The efficient and rational use of historical and cultural tourism resources should aim at meeting the psychological needs of tourists for safety and comfort and stimulating tourists' consumption psychology, so as to promote the rapid development of urban tourism and cultural influence, generate economic benefits and promote local employment.

Objective: The goal of this study is to explore the relationship between tourists' consumption psychology,