

## RESEARCH ON THE PATH OF TEACHING REFORM AND PRACTICE OF WESTERN PHILOSOPHY HISTORY IN COLLEGES AND UNIVERSITIES FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

Weiliang Huang, Kezhong Wang\*, Ying Li & Xiaoyu Zhang

*Anhui Agricultural University, Hefei 230000, China*

**Background:** Educational psychology mainly studies people's psychology and psychological changes in the process of education. Human education mainly includes three aspects: school, society and family education. Among them, school education realizes the accumulation of scientific and cultural knowledge of personal system. Therefore, educational psychology mainly refers to the study of psychological phenomena and laws of teachers and students in the process of school education. The law of psychological phenomenon in school education refers to the basic psychological law of how students learn and how teachers teach. As a branch of psychology, educational psychology is also an intermediate science with the nature of natural science and social science. Educational psychology is a science that studies the psychological law of middle school students learning from teachers in school education situation. The particularity of its research object determines that educational psychology is inseparable from people's educational practice in the field of education. Educational psychology is regarded as a part of the educational science system. Educational psychology pays more attention to the nature of social science. The particularity of its research object determines its closeness with education and teaching practice. It is a highly applied science. How to reform the teaching of the history of western philosophy and make the teaching value of the course beneficial is the top priority in the current teaching process of the history of western philosophy, and it is also a problem that many philosophy experts and scholars have been thinking about. Philosophy educators, from the perspective of their respective times and professional fields, have made different degrees of reflection and reflection on the teaching objectives, textbook construction and teaching content of the history of western philosophy. Today, with the deepening of China's higher education reform, the educational ideas of colleges and universities are changing with each passing day. New technologies and new ideas should be reasonably integrated into the curriculum teaching system, so as to improve the teaching quality and efficiency, promote the all-round development of students and make students sublimate themselves.

**Objective:** Western philosophy courses have great advantages in promoting students' mental development. To a certain extent, they can stimulate students' theoretical thinking vitality, enhance their learning interest, gradually expand students' knowledge structure and cultural background, and then understand the essence of the times of Western society on this basis. From the perspective of educational psychology, this paper makes a thorough analysis and research on the channels and paths of the teaching reform of the history of western philosophy, in order to explore the impact of the teaching reform of the course on students' psychological quality.

**Subjects and methods:** This study randomly selected 200 college students from a university as the research object, and divided them into experimental group and control group, 100 people respectively. The experimental group was given the teaching reform plan of western philosophy history course in colleges and universities from the perspective of educational psychology, and the control group was given the conventional teaching model. Before and after teaching, students are evaluated by the student psychological well-being evaluation scale, which is mainly used to evaluate the degree of psychological well-being felt by students before and after class. Among them, the scale includes life satisfaction questionnaire and overall emotion index scale. There is only one item in the life satisfaction questionnaire, which is the score of intention satisfaction. The overall emotion index scale analyzes the emotional connotation from multiple angles, with a total of 8 items. All items adopt the 7-level scoring method. The weight of emotion index is 1 and the score is 1-7. The higher the score, the more hopeful it is. On the contrary, the more hopeless it is. The relevant data are in Excel and SPSS20.0 software for calculation and statistics.

**Results:** Before teaching, the comparison of the total score of the scale and the scores of all aspects between the two groups was not statistically significant ( $P > 0.05$ ), indicating that the two groups can be compared. After teaching, the total score and scores of all aspects of the scale in the experimental group were significantly higher than those in the control group ( $P < 0.05$ ), as shown in Table 1.

**Conclusions:** Reforming the teaching mode of the history of western philosophy and highlighting the role of the curriculum in improving students' mental health is not only the key in the current teaching process of the history of western philosophy, but also a problem that many philosophy experts and scholars have been thinking about. From the perspective of educational psychology and professional fields, philosophy teachers should reflect and think about the teaching objectives, textbook construction and teaching content of the history of western philosophy. Today, with the deepening of China's higher education reform, the concept of

higher education is changing with each passing day. New technologies and new ideas should be reasonably integrated into the curriculum teaching system, to improve the teaching quality and efficiency and promote the development of students' physical and mental health.

**Table 1.** The results of psychological well-being evaluation scale were compared between the two groups

Score	Experience group	Control group	P	
Affective index	Before teaching	5.2	5.27	>0.05
	After teaching	5.94	5.16	<0.05
Life satisfaction	Before teaching	4.9	5	>0.05
	After teaching	5.86	2.19	<0.05
Total score of happiness index	Before teaching	10.21	10.71	>0.05
	After teaching	12.34	10.73	<0.05

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## RESEARCH ON THE TEACHING PRACTICE OF COMPUTER COURSES OF E-COMMERCE SPECIALTY FROM THE PERSPECTIVE OF STUDENTS' PSYCHOLOGICAL ANXIETY

Bo Li

*Changjiang Polytechnic, Wuhan 430074, China*

**Background:** With the continuous development of society and the increasing competition for talents, self-awareness and values are also changing in people's hearts. At present, college students generally pay more attention to their achievements and honors, and are under increasing pressure from society, school and family, which makes college students have varying degrees of anxiety and depression. In the past computer course teaching, the problem of students' mental health education is easy to be ignored. Some people even think that computer course teaching is not related to mental health problems, so that professional teachers focus on the training of students' computer skills and do not pay attention to the training and cultivation of students' psychological quality. When students have anxiety, although they perform well in the classroom at ordinary times, once they encounter exams or other specific applications, students will have bad psychological emotions, and their psychological state will be seriously unbalanced, resulting in serious anxiety. The main reasons for students' anxiety are as follows: first, their psychological tolerance is poor. Tension and anxiety, as a kind of emotional expression, are caused by fear and stem from the fear of the unknown. Second, the understanding of abstract knowledge is not enough. Due to the lack of students' professional quality, there are still many deficiencies in the understanding of abstract knowledge, so that there will be lack of self-confidence and self doubt in the learning process, which is directly reflected in the tension and anxiety in the learning process. With the continuous development of computer courses for e-commerce majors in colleges and universities in China, e-commerce majors in China have also entered a new stage. Due to the differences of training objectives, the professional courses of e-commerce Specialty in various colleges and universities are not exactly the same. In the training plan of e-commerce major in colleges and universities, it is clearly required to pay attention to the construction of students' solid information technology foundation and highlight the accumulation of e-commerce application knowledge under the network environment. Since the system development of information technology is mainly aimed at the system development of e-commerce, students need to be able to apply the mastered information technology to the specific business process. Therefore, it is necessary to study the characteristics of computer courses for e-commerce specialty, and put forward corresponding reform measures in teaching methods and teaching contents.

**Objective:** This paper analyzes the system setting and reform of computer courses for e-commerce majors, in order to explore the impact of the teaching practice of computer courses for e-commerce majors on college students' mental anxiety.

**Subjects and methods:** Taking 120 students in a university as the research object, the Self-rating Anxiety Scale (SAS) was used to evaluate the students' learning anxiety and physical health status before and after teaching. The score limit was 50 points. More than 50 points indicated anxiety status. The lower the score, the healthier the psychology. According to the results of the questionnaire, this paper discusses the influence of the teaching practice of computer courses in e-commerce specialty on college students'