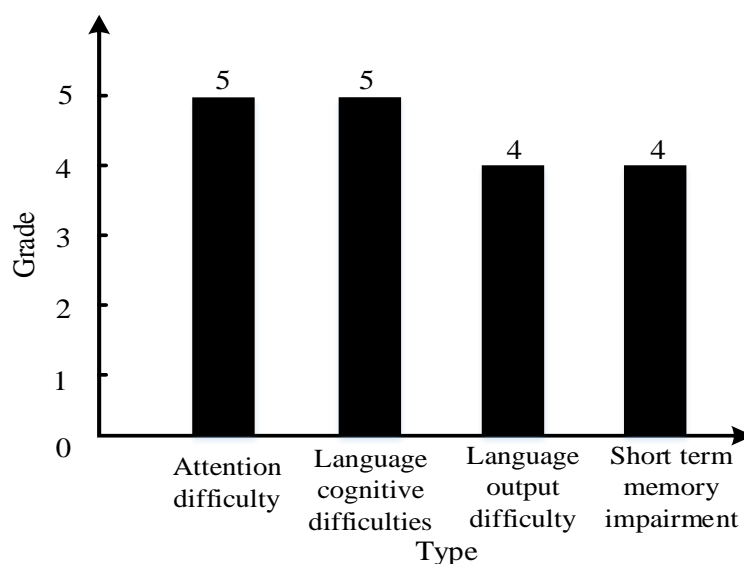


and literature teaching method, reaching level 5 of the influence level, forming a significant impact. It can be seen that attention difficulties and language cognitive difficulties are the main types of language anxiety difficulties intervened by the intervention Chinese language and literature teaching method. The language output difficulties and short-term memory difficulties of students majoring in Chinese language and literature are positively affected by the intervention Chinese language and literature teaching method, reaching level 4 of the influence level, forming a significant impact. It can be seen that language output difficulties and short-term memory difficulties are the secondary language anxiety dilemma types of the intervention Chinese language and literature teaching method.



**Figure 1.** Analysis of language anxiety dilemma

**Conclusions:** In the process of learning Chinese language and literature, middle school students are often troubled by language anxiety. This study combines the decision tree algorithm with the anxiety intervention experiment, intervenes the students' language learning anxiety through the psychological anxiety intervention Chinese language and literature teaching method with a duration of 8 weeks, and uses the decision tree algorithm to classify and analyze the students' language anxiety dilemma. The results show that the attention difficulties and language cognitive difficulties of students majoring in Chinese language and literature are positively affected by the intervention Chinese language and literature teaching method, reaching level 5 of the influence level, forming a significant impact. It can be seen that the psychological anxiety intervention Chinese language and literature teaching method can mainly affect students' language learning psychology from the two dimensions of language anxiety psychological difficulties of students' attention difficulties and language cognitive difficulties, and help students get rid of language anxiety, Improve learning effect.

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## RESEARCH ON THE ENLIGHTENMENT AND INFLUENCE OF ZEN PAINTING SPIRIT ON ART CREATION PSYCHOLOGY UNDER COGNITIVE PSYCHOLOGY

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**Background:** Cognitive psychology is a psychological trend rising in the West in the mid-1950s. It is a psychological mechanism as the basis of human behavior. Its core is the internal psychological process between input and output. It aims to study the operation of memory, attention, perception, knowledge

representation, reasoning, creativity and problem-solving. For the category of cognitive psychology, there are two versions: broad sense and narrow sense. The broad sense believes that cognitive psychology is the advanced psychological process of human beings, while the narrow sense believes that cognitive psychology is the process of information processing. In this process, the psychological mechanism based on human behavior is the information processing between information input and output. Modern cognitive psychology believes that human activities are a unified whole of interrelated and interactive cognitive elements, rather than a single and one-sided. Different individuals have different cognitive states of the same thing, and people's cognitive activities are very vulnerable to the interference of external things and the influence of mental and psychological state, showing different forms in different stages. Cognitive psychology helps us understand and perceive the world, and as a psychological intervention theory, it can guide us to give better play to creativity and innovation in real life, improve our cognitive ability and level, and reduce psychological problems and negative emotions caused by cognitive bias. Mastering the learning methods and psychological laws of cognitive psychology will help us speed up the speed of cultural input and output on the basis of understanding the operating mechanism of cognitive psychology, grasp the characteristics and laws of individual cognitive development, and better create spiritual and cultural works that meet the cognitive needs. At present, in the creation of art education, students often only draw the shape and neglect the structure of painting meaning when creating art, which makes it difficult for art works to arouse the resonance and emotional cognition of the viewer, and the paintings lose their "soul". Teachers mostly use the appreciation of Zen painting works to convey the spirit of Zen painting to students, but the singleness of its means and the rigidity of its integration make it difficult for students to understand the painting meaning, which leads to negative emotions and psychological problems in the process of art creation.

**Objective:** Zen painting focuses on the construction and transmission of artistic conception and emotion, and the transmission of the author's emotion and spiritual aspirations in terms of composition, color, pen and ink and mood, so as to make people understand Zen and self-perception in a simple and concise style. However, most Zen painting spirits are obscure and difficult to understand in language, which is difficult for students to understand and comprehend better. Therefore, with the help of the relevant theories of cognitive psychology, starting from the students' cognitive structure and the law of psychological change, the research helps them better understand the spirit of Zen painting and create art works at the same time, so as to reduce the generation of negative emotions.

**Subjects and methods:** The research take the students majoring in art in a university as the research object, through collecting their creative bottlenecks and improvement suggestions in the current art creation process, as well as their evaluation views and understanding of the spirit of Zen painting. Then, according to the students' cognitive structure and psychological characteristics, the research speeds up the integration of Zen painting spirit and art creation with the help of cognitive psychology, and constructs a new teaching model. According to the cognitive structure differences and cognitive difficulties of the subjects, they are divided into intervention group and routine group. The intervention group adopts the new teaching mode for learning and cognitive regulation, while the routine group does not use any means for teaching intervention. At the end of the four-week experiment, the study object's learning improvement was tested by the art creation work test containing the spiritual theme of Zen painting, such as creative ideas, expression forms, intention and style. The cognitive improvement data of students before and after the experiment were collected by the cognitive scale tool, and then the data were processed by the statistical analysis tool.

**Results:** Using cognitive psychology to analyze the Enlightenment of Zen painting spirit to art creation psychology is helpful to help students understand the connotation of traditional culture and the creative essence of art works, provide new ideas for their creative and communication methods, and it is easier to improve their psychological cognition level on the basis of grasping students' psychology. Table 1 shows the statistical differences of art cognitive performance of experimental subjects in different groups after the experimental intervention.

The results of Table 1 show that there are great differences in the cognitive psychological scores of the research objects in different teaching modes. The cognitive scores of the intervention group and the control group on the understanding of Zen painting spirit and the intention of works are 5 and 7, and the data have significant statistical differences ( $P < 0.05$ ).

**Table 1.** Statistical differences in art cognitive performance of experimental subjects in different groups after experimental intervention

Evaluating indicator	Intervention group	General group	<i>t</i>	<i>P</i>
Understanding of Zen painting spirit	7.68±3.54	3.08±2.78	2.77	0.012
The intention of the work	10.24±2.13	3.07±1.52	3.68	0.039

**Conclusions:** In the process of artistic creation, students do not have enough understanding of artistic conception creation and traditional culture, and it is difficult to pay attention to the rendering of artistic conception and atmosphere of art works on the basis of understanding traditional culture and Zen painting spirit, which leads to its superficial appearance in art creation. The results show that the improvement of art teaching methods with the help of relevant theories of cognitive psychology can effectively improve students' cognitive level and ability and reduce their negative emotions in the process of creation. Therefore, in the future teaching practice, college teachers should pay attention to the attention and intervention of students' cognitive psychology and improve their creative quality.

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## A STUDY ON THE INFLUENCE OF THE APPLICATION OF “ADVANCE ORGANIZER” STRATEGY IN KOREAN TEACHING ON STUDENTS’ POSITIVE PSYCHOLOGY FROM THE PERSPECTIVE OF CROSS-CULTURAL COMMUNICATION

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**Background:** The advance organizer is a psychological academic language, which means that in the process of meaningful acceptance learning, before formal learning, the language guiding materials that students can understand are used. Compared with formal learning, the content is more general, more general, and can be connected with the content of formal learning, which plays a role of connecting the past and the future, connecting the original learning knowledge with the knowledge to be learned later. The advance organizer strategy refers to the ways and means of carrying out relevant teaching activities with the help of the advance organizer, that is, we should pay full attention to the introduction of teaching, make the teaching process vivid and vivid, improve students' learning enthusiasm, and integrate students into teaching activities, so as to improve the effect of teaching. With the development of economic globalization, China has increasingly close exchanges with other countries, especially with South Korea. Therefore, learning Korean is an important prerequisite for cross-cultural communication. As a second language, Korean is relatively unfamiliar to college students. The cultures of the two countries have different characteristics. In the process of Korean learning, students need to understand the cultural differences between the two countries in order to ensure proper language and smooth communication in the process of cross-cultural communication. In the process of Korean teaching, teachers should teach the content of cultural differences between the two countries, so that students can understand what needs attention in Korean language and avoid embarrassment. For students who have just come into contact with Korean learning, Korean learning is more difficult. Cultural differences, different speech and language habits and different oral pronunciation habits will cause students to have varying degrees of anxiety. Some students even spend a lot of time to study, but cannot achieve the desired effect, which seriously hits students' self-confidence, reduces students' learning enthusiasm and aggravates students' learning anxiety. Some students are afraid that the teacher will call their names to answer questions in class because of their introverted personality. When answering questions, if you don't dare to look at the teacher's eyes, there will be physiological symptoms such as rapid heartbeat, sweaty palms and shaking of the body, resulting in evasion of Korean teaching. Some students have high requirements for themselves because of their strong personality. When they can't meet their learning requirements, these students will have anxiety about Korean learning. This negative psychology will seriously affect students' Korean learning. Therefore, from the perspective of cross-cultural communication, this paper studies the impact of the application of “advance organizer” strategy in Korean Teaching on students' positive psychology, and analyzes the changes of students' positive psychology before and after the implementation of “advance organizer” strategy.

**Objective:** Understand the current situation of Korean teaching in colleges and universities, students' attitude and psychological status towards Korean learning, and analyze the reasons for students' negative psychology such as anxiety and escape psychology. On this basis, the implementation steps of the advance organizer strategy are put forward. By understanding students' cognitive structure in Korean, we can master students' current Korean level. Teachers carefully study the content of Korean teaching, accurately grasp the difficulties and key points of the teaching content, and clearly teach them to students to improve students' learning ability. Through the role transformation, teachers analyze how to master Korean knowledge efficiently and quickly from the perspective of students, so as to improve the teaching quality, let students have an in-depth understanding and mastery of Korean knowledge, so as to improve their learning enthusiasm and stimulate students' enthusiasm for Korean learning. According to the situation of