

the cultural characteristics of many countries and regions to improve our ability to see the world, and then affect students' own vision and thinking.

Table 1. Anxiety relief of students in experimental group and control group (%)

Dimensions of anxiety measurement	Control group	Experience group	Statistical value	<i>P</i>
Sense of despair	78.0	87.0	9.852	<0.05
Sleep disorder	81.0	92.0	10.231	<0.01
Block	82.0	93.0	11.231	<0.05
Diurnal variation	78.0	87.0	11.621	<0.01
Weight	78.0	92.0	12.301	<0.05
Cognitive barriers	79.0	93.0	12.354	<0.01
Anxious	81.0	92.0	12.632	<0.05

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RESEARCH ON LANGUAGE INPUT CHARACTERISTICS AND COGNITIVE LANGUAGE SENSE IN SECOND LANGUAGE ACQUISITION FROM THE PERSPECTIVE OF COGNITIVE PSYCHOLOGY

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Background: Cognitive psychology is a research direction of psychology. In a broad sense, it refers to the study of human cognitive processes, that is, advanced psychological processes such as attention, perception, representation, memory, creativity, problem solving, speech and thinking. In a narrow sense, it refers to information processing psychology, that is, the study of cognitive processes from the perspective of information processing. Compared with behavioral psychology, the main feature of cognitive psychology is to emphasize the role of knowledge and information, and believe that knowledge is the main factor determining human behavior. The research focus of cognitive psychology is to explore the psychological mechanism of individual processing information, which is based on people's cognitive ability and cannot be observed directly. Based on this, researchers speculate the unseen psychological process through observable phenomena. The experiment of cognitive psychology usually needs the support of evidence from cognitive neuroscience, cognitive neuropsychology and computer simulation. It is not a speculative experiment imagined by researchers out of thin air. In order to explain the complex and abstract cognitive process of human beings, researchers are committed to studying the cognitive differences between patients with brain injury and normal people, so as to prove the existence and specific process model of cognitive processing process. The main viewpoint of cognitive psychologists is to divide the information processing mechanism of human brain into four parts: receptor, reactor, memory and processor; It holds that the existing knowledge and knowledge structure of human brain play a decisive role in human behavior. Cognitive activity is not to deal with a certain knowledge in isolation, but to mobilize various cognitive elements to fully understand the cognitive object.

Second language acquisition means that students learn a second foreign language on the basis of their mother tongue and a foreign language, that is, students master three languages. As individuals who are already familiar with and master their mother tongue when learning another language will consciously or unconsciously compare with their mother tongue, they need to try their best to suppress the interference of other language systems or components when using a language, and this constant stimulation and inhibition is an exercise for the brain, which greatly cultivates the individual's cognitive ability. Second language acquisition can help students form rigorous thinking ability and have good ability of information collection, information summary, information processing and mastering laws. At the same time, second language learning can help students expand their knowledge, obtain more knowledge of world history, geography, politics, art and other aspects, and improve the motivation and ability of learning in other disciplines. To evaluate whether students master a second language, we can consider the characteristics of language input, that is, students' listening and reading ability, and students' experience of using a language, that is, cognitive language and language sense ability. Cognitive psychology is a subject that studies the process of human cognition. It also includes the process of human language information processing. Applying the

principles of cognitive psychology to language teaching is expected to help students improve their ability of language information processing, discrimination and memory.

Subjects and methods: The students with English and Japanese second language acquisition background in a Foreign Studies University were divided into experimental group and control group. The students in the experimental group received the training of memory ability about language processing in cognitive psychology and learned how to use psychology to effectively improve memory efficiency. The students in the control group did not receive any training in cognitive psychology, but only received traditional language teaching. Before and after the experiment, the students were evaluated with English and Japanese test papers to measure the students' ability to master the characteristics of language input and cognitive language sense. The teaching duration of the two groups was set as 2 months.

Results: It can be seen from Table 1 that there is little difference in the average test scores of Englishers and Japanese of the students in the experimental group before the experiment. After the experiment, the average scores of Englishers and Japanese of the students in the experimental group increased by 27.9% and 35.4%, which is statistically significant ($P < 0.05$), while the average scores of Englishers and Japanese of the students in the control group increased by 11.5% and 11.4%, which is not statistically significant ($P > 0.05$).

Table 1. Foreign language achievement comparison results

Group	English score before experiment	Japanese score before experiment	English score after experiment	Japanese score after experiment	<i>P</i>
Experience group	73.8	68.4	94.4	92.6	0.03
Control group	72.4	70.3	80.7	78.3	0.06

Conclusions: The ability to learn language is inseparable from the effective processing of language information by the brain. Cognitive psychology aims to study the information processing mechanism of human brain and summarize the general rules of brain processing information. For language learning, cognitive psychology also includes the process of studying human language information processing. Applying the research results of cognitive psychology to foreign language teaching can help students better understand brain activities and cognitive psychological effects, and enable students to cultivate and exercise their language learning ability.

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AN ANALYSIS OF THE UTILITY OF THE SENSE OF JUSTICE THEORY FROM THE PERSPECTIVE OF PSYCHOLOGY IN IMPROVING THE RECOGNITION OF THE PARTIES' JUDGMENT

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Background: As a new subject, modern psychology began to intervene in the field of law shortly after its establishment. The earliest aspect involved was the judicial activities related to courts and litigation. The aspects and contents involved can be divided into three levels: psychology in law, psychology and law, psychology about law, as well as traditional legal psychology and behavioral legal economics. As for the practical application of psychological analysis in judicial activities, the current research situation at home and abroad is manifested in the following main ways. The first way is to use psychological analysis to explain the internal mechanism of judgment formation, the second way is to use psychological analysis to explain the behavior psychology of litigants and participants, and the third way is to use the conclusions and methods of psychological analysis to influence legal decisions. Cognitive psychology is a theory that inherits the strict experimental method of behaviorism. In the process of application, it uses the achievements of cybernetics, information theory, computer and other disciplines to study the development process and laws of human psychological cognition. The usual theoretical research often places the feelings of the parties on the edge of the judicial theory, and regards the court and the judge as the center of judicial activities. The fairness of the court decision stems from the judge's rigorous legal reasoning and reasonable legal argumentation, so this fairness is also considered objective. The core of improving the litigant's feeling of judicial justice and the recognition and acceptance of legal decision-making is to establish the litigant's