

Conclusions: In the process of globalization, English, as an international language, is becoming more and more important. For contemporary college students, having a high level of English is very important for their comprehensive development. However, the current English classroom teaching effect in colleges and universities is not very satisfactory, and most students are accompanied by a certain degree of English anxiety. The research integrates the theory of cross-cultural thinking ability into English classroom teaching, and explores the alleviating effect of classroom teaching on students' English anxiety under the concept of cross-cultural thinking English teaching. The results show that after the teaching intervention under the concept of cross-cultural speculative English, students' BAI scores and SAS scores have been significantly reduced, and students' English anxiety has been significantly improved and relieved.

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OBSTACLES TO THE CONSTRUCTION OF IDEOLOGICAL AND POLITICAL RESOURCE BASE - THE NEGATIVE IMPACT OF VR GAME TECHNOLOGY ON STUDENTS' COGNITIVE PSYCHOLOGY

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Background: Cognitive psychology is an applied psychology discipline specially used to study people's advanced thinking processes, such as perception, attention, memory, language, etc. Cognitive psychology focuses on the processing of information collected by human senses in the brain and the formation of subsequent thinking. And contrary to the traditional psychological theory, the research scope of cognitive psychology also includes the process that cannot be observed directly, such as reasoning logic based on observed information, information storage and extraction, etc. Cognitive psychology pays more attention to the basic psychological causes of human behavior, but the process from psychological state to behavior cannot be directly observed. Therefore, psychologists can only speculate and verify this process through the information received by the observed object and the generated behavior. Therefore, the research process in this field often needs to add various social experiments to provide data support for speculation, The common experimental methods of cognitive psychology include interview, questionnaire, Delphi, analytic hierarchy process and so on. With the rapid development and maturity of virtual reality technology, more and more programs are applied to higher education. Especially in the ideological and political education, which involves historical and humanistic content, the application space of virtual reality technology is relatively broad. However, the application of virtual reality technology in the construction and teaching of ideological and political resource base will face a variety of difficulties. In particular, virtual reality devices can run virtual reality games, and the desire to play games will hinder students from using devices to learn. Therefore, this study chooses cognitive psychology as the theoretical basis, analyzes the problems existing in the application of virtual reality technology in the construction of ideological and political virtual resource database and teaching application, and tries to put forward some effective solutions.

Subjects and methods: To explore the students' psychological problems faced by applying virtual reality technology to the construction of ideological and political virtual resource database and teaching application. In the first step, this study collected and analyzed a large number of virtual reality education and cognitive psychological therapy published in recent years, and based on this, summarized the core students' psychological problems that will occur when virtual reality technology is applied to the construction of ideological and political virtual resource database and teaching application. Then 180 students who are willing to participate in the experiment and have the experience of using virtual reality equipment are randomly selected as the research objects from an institution of higher learning whose teaching quality is at the midstream level in China. Distribute the same virtual reality teaching equipment to each student, organize teachers to design a set of virtual reality teaching resources for ideological and political education, and require students to watch the teaching resources within a week, but do not force students to watch or urge students to watch. After one week, a one-on-one and half structured interview was conducted with all students to understand their learning situation and obstacles encountered in learning. According to the interview results, the impact of various obstacles on students was scored on a scale of 1-5 five integers. Each integer represents no impact, slight impact, common impact, important impact and significant impact respectively.

Results: After completing the semi-structured interview, use python programming software to record and count the interview data, and get Table 1.

Table 1. Statistics of semi-structured interview results

Reason	Average impact score	Scoring standard deviation	Number of people involved
Game distraction	3.13	0.16	86
Games reduce the attractiveness of learning content	4.68	0.25	149
Games reduce learning energy and willingness	3.88	0.29	120

Note that the “reason” in Table 1 represents the reason why students think virtual reality games affect learning tasks, and the “number of people involved” represents the number of interviewees who recognize this reason. It can be seen from Table 1 that the research object group believes that “games distract attention”, “games reduce the attractiveness of learning content” and “games reduce learning energy and willingness” are the main cognitive psychological reasons that affect their learning of the content of the virtual ideological and political teaching resource library, and the average scores of the three reasons are 3.13, 4.68 and 3.88 respectively.

Conclusions: Because virtual reality technology can give users a sense of experience close to real life, it is increasingly applied to the field of education, especially in the field of ideological and political education in China. However, virtual reality devices can be used not only for learning, but also for playing corresponding types of games, which will have a negative impact on learning tasks. This research carried out a study experiment on students’ ideological and political virtual resources, and used cognitive psychology to analyze the main psychological reasons why students are affected by virtual reality games. The analysis results show that the research object group believes that “games distract attention”, “games reduce the attractiveness of learning content” and “games reduce learning energy and Willingness” are the main cognitive psychological reasons that affect their learning of the content of the virtual ideological and political teaching resource library, and the average scores of the three reasons are 3.13, 4.68 and 3.88 respectively The experimental results show that in order to improve the application value of virtual reality technology in the construction of ideological and political virtual resource database and teaching, teachers and school management should pay attention to the impact of virtual reality technology games on students, and take measures such as restricting device downloading games to curb the negative impact of virtual reality games on students’ learning.

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RESEARCH ON THE EARLY WARNING DECISION MODEL OF NETWORK RISK EVENTS IN COLLEGES AND UNIVERSITIES BASED ON SOCIAL PSYCHOLOGY

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Background: Social psychology is a discipline that studies the psychological and behavioral conditions of individuals and organizations in the social environment, and summarizes the laws used to solve corresponding social problems. Social psychology is an interdisciplinary discipline of sociology and psychology. Compared with traditional psychology, it pays attention to the impact of language, friends, family, living environment and learning environment on itself in the process of individual socialization, it also pays attention to the communication mode, group behavior norms, group thinking and habits of group organizations at the social level. As the research object of social psychology involves human organizations, it is necessary to strictly abide by the principles of value neutrality, systematization and ethics in the process of case study to prevent the introduction of irrelevant variables that affect the results in case study. With the more and more extensive application of social networks, more and more colleges and universities have established inter campus and inter campus Networks, but the network security construction supporting the network construction has not been carried out well. The psychology of college students is not mature enough. In this network environment, it is easy to disclose sensitive information of individuals or schools. If