

through the individual's first reflection on his own aesthetic experience, an aesthetic category can be generated, which is the specific form of aesthetic meaning. Then the individual can further grasp the general aesthetic significance through the second reflection, which is the essence of aesthetics. The so-called aesthetic meaning is to transcend the aesthetic object itself and obtain higher aesthetic experience, such as pleasant emotion, lofty moral sense, etc. In Chinese landscape painting, regional characteristics occupy a very important position, which has a great impact on the formation of its style. Different artistic styles of landscape painting are the expression and revelation of the painters' own personalities. Different regional environments produce different regional cultures. Different painting styles are formed through the transformation of painters' ideas. The regionality of different regions has a decisive impact on the development of landscape painting. Different regional characteristics make humanistic thoughts and customs very different. The differences in social background and humanistic factors affect the development of people's own personality, which creates different styles of landscape painting. Different regional characteristics affect the folk customs, folk customs, historical traditions and value orientations of different places. At the same time, they also present different natural landscapes, such as the small bridges and flowing water in the south of the Yangtze River, the unique Gobi Desert scenery, the crystal-clear landscape of Guilin, the magnificent Yellow River, etc. these different regional landscapes are the source of inspiration for artists' creation.

**Objective:** The relationship between the style of landscape painting and the natural and geographical environment is inseparable. The different places where painters live must be affected by the local culture. Artists living in different regions have different understanding of nature in painting creation, so they form different artistic styles. This study takes different regional landscape painting styles as the research direction to analyze their impact on the aesthetic psychology of connoisseurs.

**Subjects and methods:** By random selection, 113 college students in a university were selected as the research objects. According to different regions, the students were randomly divided into group A (39), group B (36) and group C (38). The self-designed evaluation scale is used to evaluate the students' aesthetic psychology. The content of the scale includes several landscape paintings of different regions. The students can judge the artistic and cultural attributes of landscape paintings and judge the students' aesthetic psychology according to the discrimination results. In this study, IBM SPSS19.0 was used for data recovery and statistical analysis.

**Results:** Evaluate the average reaction time of subjects in group A, B and C for 3 × 2 repeated measurement ANOVA, in which the aesthetic object is the intra subject variable and the startup type is the inter subject variable. The results are shown in Table 1.

**Table 1.** Analysis of variance on the influence of three groups and aesthetic objects on aesthetic fluency

	$D_f$	MS	F	P	$H_p^2$
Startup type	2	81480.41	5.84	0.004	0.996
Error	110	13968.36	-	-	-
Aesthetic object	1	7193538.52	243.60	0.000	0.690
Startup type × Aesthetic object	2	21224731.47	718.83	0.000	0.930
Error	110	29531.36	-	-	-

**Conclusions:** Landscape painting is one of the most representative branches of Chinese painting in the system of Chinese painting. The colorful humanistic ideal, artistic spirit and the essence of formal language of Chinese painting can be fully and perfectly reflected in landscape painting. The results showed that the average reaction time of group A, group B and group C was 3 × 2 repeated measurement analysis of variance, in which the aesthetic object is the intra subject variable and the startup type is the inter subject variable, indicating that all factors have a significant impact on aesthetic fluency.

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## THE INFLUENCE OF LEGAL EDUCATION CURRICULUM REFORM IN HIGHER VOCATIONAL COLLEGES ON COLLEGE STUDENTS' COGNITIVE PSYCHOLOGY OF SOCIAL RELATIONS

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**Background:** Cognitive psychology is a psychological trend of thought rising in the West in the middle of last century. It is also one of the important branches of psychology. Its research object mainly refers to the individual's high-level psychological process. From different perspectives, cognitive psychology can be divided into two different types in the broad sense and the narrow sense. The former refers to the in-depth exploration of the process of human attention, memory, representation, attention, speech and thinking, creativity and so on. From the perspective of the latter, cognitive psychology can be regarded as contemporary information processing psychology, which mainly includes the processes of encoding, storing and extracting input information. Compared with behaviorism psychology focusing on representation, cognitive psychology has a more comprehensive and profound research scope and content, and can make a detailed exploration of the internal mechanisms and processes of individuals that are difficult to observe with the naked eye, including the transformation of individual memory, the processing and extraction of memory content, etc. The cognitive psychology of college students is closely related to the people, things, things and environment they come into contact with. College students are in a critical stage of sound thinking and personality, and are prone to show differences and diversity in their cognition of social relations under the influence of different external factors. In recent years, the data of juvenile delinquency in China has continued to rise. All kinds of high-quality talents who have received good family education and higher education often make big mistakes because they do not understand or despise the law. This shows that the current basic legal education for college students is relatively small and needs to be strengthened. As an important part of the education system, higher vocational colleges bear a greater responsibility in promoting basic legal education. This is because higher vocational college students often have a weak sense of right and wrong and self-control, and are easy to break the law to a certain extent. Based on this, it is urgent to reform the legal education curriculum in higher vocational colleges. By strengthening the curriculum proportion of basic legal education in higher vocational education, we can improve the legal knowledge level of college students.

**Objective:** In the context of building a socialist legal system with Chinese characteristics and developing higher vocational and technical education, it is crucial to reform the legal education curriculum in higher vocational colleges. From the perspective of cognitive psychology, the research will explore the cognitive psychology of college students' social relations, hoping to explore its impact on college students' cognitive psychology through the reform and optimization of legal education courses in higher vocational colleges, so as to achieve the effective improvement of college students' cognitive psychology of social relations.

**Subjects and methods:** In a higher vocational college, 78 college students were randomly selected as the research objects. They were divided into two groups by random number table method, namely, the conventional group and the reform group. Take the implementation of different types of legal education courses in vocational colleges as an intervention measure, and give traditional legal education course teaching intervention to the regular group of college students; The students in the reform group accepted the legal education courses of higher vocational colleges after the reform. The Wechsler Adult Intelligence Scale (WAIS) is mainly used in the study. WAIS is mainly divided into two sections: speech scale and operation scale. The two sections respectively include knowledge, comprehension, arithmetic and numerical symbols, picture filling and other subtests, which can better reflect the overall and all aspects of the subject's intelligence, and can be used as a powerful means to study personality, usually serving as the main measurement scale in neuropsychology. The WAIS score is positively correlated with the subjects' intelligence and cognitive level. Whether the WAIS score is less than 69 is used as the basis to judge whether the subjects are accompanied with intellectual defects.

**Results:** By comparing the WAIS scores of the two groups of higher vocational college students, it can be seen that before the implementation of different legal education curriculum teaching interventions, the cognitive psychology of the two groups of college students on social relations is at the same level, and there is a large room for improvement. After the teaching intervention, the WAIS scores of the students in the conventional group changed slightly, indicating that their cognitive psychological level of social relations had not been significantly improved. The WAIS score of the reform group increased significantly, indicating that the legal education curriculum reform in higher vocational colleges has a positive impact on the cognitive psychology of college students' social relations, and can effectively improve their cognitive psychology. Details of WAIS score changes of two groups of higher vocational college students are shown in Table 1.

**Conclusions:** The reform of legal basic education in higher vocational colleges is imperative, not only to cultivate comprehensive high-quality technical personnel, but also to improve students' legal knowledge and cultivate their cognitive psychology of social relations. The results show that taking the curriculum reform of legal education in higher vocational colleges as an intervention means can effectively improve the

WAIS score of college students and enhance their correct understanding of social relations.

**Table 1.** Comparison of WAIS scores of higher vocational college students

Time	General group (39)	Reform group (39)	<i>t</i>	<i>P</i>
Before teaching intervention	95.64±2.93	94.87±2.75	1.197	0.235
After teaching intervention	101.21±2.74*	113.53±2.68*	20.074	0.000

Note: Compare with before teaching intervention, \*  $P < 0.05$ .

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## THE EFFECT OF INNOVATIVE ENGLISH TRANSLATION TEACHING ON STUDENTS' LEARNING IN THE CONTEXT OF EDUCATIONAL PSYCHOLOGY

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**Background:** In the context of education, educational psychology is a psychological discipline that studies human learning, the effect of educational intervention, teaching psychology and so on. Educational psychology is a comprehensive interdisciplinary subject, which integrates the relevant theories of pedagogy and psychology. It can show a good application effect in many teaching processes, such as teaching curriculum design and learning motivation improvement. The focus of educational psychology is to apply the theories or research findings of psychology to the actual educational process. Generally, educational psychology can be used to design courses, improve teaching methods, promote learning motivation and help students face various difficulties and challenges encountered in the process of growth. In educational psychology, pedagogy and psychology merge and influence each other, which shows that teachers can not only take psychology as the theoretical basis to make teaching curriculum plans. At the same time, psychological support can also be given in teaching practice to gradually improve the teaching program. In the context of educational psychology, it can be seen that innovative English translation teaching is significantly different from traditional English translation teaching, in which the latter only teaches knowledge in the form of reading from books, resulting in the lack of attraction and interaction in English translation teaching classes, and it is difficult to achieve satisfactory teaching results. Innovative English translation teaching is an optimized teaching mode based on the relevant theories of educational psychology. It can enhance the interest and knowledge of the classroom, enhance the students' interest in English translation teaching courses, and then enhance the students' initiative and enthusiasm in learning English translation teaching courses through information-based and diversified English translation teaching methods, so as to finally obtain better English translation learning results. Specifically, innovative English translation teaching does not just mean the innovation of teaching equipment. This optimized and reformed teaching mode, based on the use of various modern information technologies to enrich English translation teaching activities, takes the relevant theories of educational psychology as the guiding opinions, and makes innovation and upgrading on the actual teaching curriculum, teaching content arrangement, teaching task distribution, etc.

**Objective:** This paper explores the impact of innovative English translation teaching on students' learning effect under the background of educational psychology, so as to maximize students' learning positive psychology and mental health level, and ensure the effectiveness of their English translation learning.

**Subjects and methods:** In the English translation major of a university, 68 college students were randomly selected as the research objects. The C4.5 decision tree algorithm is used to classify the college students majoring in English translation, and the number of college students with different levels of English translation and mental health is obtained. Taking the innovative English translation teaching based on the relevant theories of educational psychology as the main form of intervention experiment, this paper explores the evaluation results of self-designed scales of 68 college students at different time points before and after the intervention. The study designed the evaluation scale of English translation majors' learning effect and mental health level, which mainly includes two subscales to evaluate the English translation level and mental health level of college students. The score of the self-designed scale determines the level of college students' English translation and mental health, which are positively correlated.

**Results:** Table 1 shows the evaluation results of college students' self-designed scale before and after the innovative English translation teaching intervention in the context of educational psychology. It can be