THE INFLUENCE OF GERMAN CULTURE INTEGRATING INTO GERMAN LANGUAGE AND LITERATURE TEACHING ON IMPROVING COLLEGE STUDENTS' POSITIVE PSYCHOLOGY IN LEARNING

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Background: Positive psychology is a new discipline, which studies the psychological state and psychological change law of human beings under various environments and conditions from a positive perspective. Positive psychology adopts scientific principles and methods to study happiness, advocates the positive orientation of psychology, studies human positive psychological quality, and pays attention to human health, happiness and harmonious development. Specifically, positive psychology absorbs most of the research methods and means of traditional mainstream psychology, such as scale method, questionnaire method, interview method and experimental method, and combines these research methods and means with humanistic phenomenological method, empirical analysis method, etc. At the same time, positive psychology takes a more inclusive attitude. It focuses on empirical research methods and does not reject non empirical research methods, which is also its superior to humanistic psychology. That is to say, positive psychology inherits the reasonable core of humanistic and scientist psychology, and corrects and makes up for some shortcomings of psychology. Instead of the pessimistic view of human nature, it turns to pay attention to the positive aspects of human nature. Because of these characteristics, this discipline is widely used in the fields of education, management and so on. German is a language with high learning difficulty among all human languages in the world, which is not a small challenge for Chinese college students studying German. Some college students have the interest and motivation to learn German, but they are afraid of the difficulty of learning German and are unable to maintain a good and positive learning psychology. From the perspective of positive psychology, blending German culture, especially the more attractive part of German culture, into the German teaching process may have a positive impact on students' learning positive psychology and subjective initiative. However, this kind of research on German teaching is relatively few, and most of it stays at the level of theoretical analysis and lacks the support of experimental data, which is one of the values of this research.

Subjects and methods: The subjects of the study are determined to be domestic students majoring in German. Therefore, 328 students who are willing to participate in the study and have insufficient positive psychology in German learning are selected from foreign language universities. They are divided into the cultural and language mixed teaching group and the traditional mode teaching group. Each group contains 164 students. Carry out general demographic information statistics and significant difference test on the two groups of students to confirm that their general demographic information is sufficiently representative and there is no significant difference between the groups before starting the follow-up experiment. The two groups of students are taught in German with the same content, but in the teaching process of the mixed culture and language teaching group, teachers need to blend in the appreciation and recommendation of a variety of German cultural elements loved by students, such as German pop music, German classic films, German classic literary works, etc. The traditional model teaching group carries out German teaching according to the teachers' previous teaching methods. The teaching experiment lasts for 4 months, and the teaching content arrangement is decided by the management of the selected school, but it is necessary to ensure that the teaching content arrangement of the two groups is consistent. After the German teaching experiment is started and completed, the teaching team is required to conduct a quantitative evaluation on each student's learning positive psychology. The evaluation results are expressed in scores. Scores 1, 2, 3, 4 and 5 respectively represent the students' positive psychology levels as very negative, negative, neutral, positive and very positive. In order to ensure the credibility of the experimental results, it is necessary to ensure that the teaching teams of the two groups of students are consistent.

Results: According to the scores of teachers on the positive psychology of the two groups of students, Table 1

Table 1. Comparison of positive psychological evaluation scores between the two groups of students

Statistical time	Mixed culture and language teaching group	Traditional mode teaching group	t	P
Before teaching	3.05±0.26	3.09±0.33	0.952	0.342
After teaching	4.21±0.16	3.11±0.23	50.278	<0.001

It can be seen from Table 1 that before the experiment, there was no significant difference in the teachers' scores on the positive psychology of the two groups of German majors, but there was significant

difference in the scores of the two groups of students' positive psychology after the experiment, and the average scores of the mixed culture and language teaching group and the traditional mode teaching group were 4.21 and 3.11 respectively.

Conclusions: With the increasingly frequent economic exchanges between China and other important economies in the world, there is an increasing demand for German translation talents in the market. However, due to the great difficulty in learning German, it is difficult to cultivate talents, and students' positive psychology in learning is also poor. Therefore, this research attempts to use the theoretical method of positive psychology, that is, to integrate German cultural elements into German teaching and education, and to design experiments to test the impact of this reform on college students' learning positive psychology. The results show that there is a significant difference in the positive psychological scores between the two groups after the experiment, and the average scores of the mixed culture and language teaching group and the traditional mode teaching group are 4.21 and 3.11 respectively, the former is significantly higher than the latter. It shows that using appropriate methods to integrate German cultural elements into German teaching can improve students' positive psychology in learning.

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RESEARCH ON THE INFLUENCE OF CHINESE FOLK ART CULTURE ON THE PSYCHOLOGICAL PRESSURE OF ART STUDENTS IN COLLEGES AND UNIVERSITIES

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Background: Chinese folk art is one of the important contents of Chinese humanistic culture. It has a deep artificial color, is the crystallization of the wisdom of the vast number of working people, is an artistic heritage refined after the torrent of history, and can better provide a rich source of inspiration for modern art creation. Whether in the content of creation, or in the use of color or form of expression, folk art culture has had a profound impact on modern art painting, and to a certain extent, it has provided some reference ideas and creative inspiration for the innovative development of modern art. Folk art culture, with its localization of objects, purity of emotion and traditional performance of culture, can better promote the diversified development of art styles, better play the role of art in guiding individual emotions, and help people better build up national aesthetic concepts. However, in the current art courses in colleges and universities, the content of art courses is mostly based on traditional teaching materials, supplemented by the works of famous artists for appreciation and learning, so that the art works created by students are difficult to have emotional contact with the audience, making the art works "Shelved" and difficult to play its function of individual emotional cognition. If art works do not receive much attention and recognition, students majoring in art will have self doubt and value negation about their own learning contents and professional skills, which is easy to produce psychological pressure. Psychological stress refers to the positive or negative experience that the brain shows in order to help us focus on coping with challenging situations in response to changes in external factors. Psychological stress within the normal range can effectively guide individuals to deal with and respond to threats and changes to the surrounding environment with a more positive and optimistic attitude. Psychological stress beyond a certain limit will cause great damage to the physical and mental health of individuals. It makes them have negative emotions to their own value system and psychological quality, such as doubt, anxiety, anxiety and so on. The internal factors such as cognitive structure and level, psychological endurance and emotional regulation ability will make individuals show different psychological stress and emotional mechanism when dealing with the same thing. At the same time, the stimulation of the external objective environment will also interfere with the individual's emotional pressure. Different levels and ranges of psychological stress will make individuals show different therapeutic effects when they receive psychotherapy. Among them, the opening effect of art courses in colleges and universities will directly affect the learning effect and self-evaluation ability of professional students. Based on this research, this paper explores the intervention mechanism of Chinese folk-art culture on the psychological pressure of art students, in order to improve the psychological health of students.

Subjects and methods: The research selected the students majoring in Fine Arts in a university as the research object. First, before the experiment, the basic information such as the psychological pressure and anxiety of the research object was collected to understand the source and development degree of the current psychological pressure of the students majoring in fine arts. Then, after knowing the problems existing in the current art curriculum education, help teachers to add Chinese folk-art culture to the