A STUDY ON THE EFFECT OF POSITIVE PSYCHOLOGICAL COGNITIVE BEHAVIOURS ON THE EFFECTIVENESS OF COMPUTER TEACHING AND LEARNING

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Background: Education is an important way for students to improve their abilities. At this stage, however, there are serious gaps in educators' understanding of students, and this lack of understanding can reduce students' understanding of themselves. Self-awareness is the understanding and judgement of one's own situation and can directly affect a student's psychological well-being. And similarly, a good state of mental health will reduce many of the obstacles to future student work. At present, the teaching of the computer industry in China still has many shortcomings and is not even close to meeting the needs of computer teaching.

Objective: For the teaching of computing, students will later work in related industries, which are more competitive in society, and therefore need to pay more attention to self-cognition and students' psychological health in the preliminary education work, so as to improve the quality and effect of students' learning, while reducing the impact of adverse psychological factors on students' learning and working life, and thus lay a good foundation for the development of China's computer industry. The foundation for the development of the computer industry in China. The integration of positive psychological cognitive behaviour, a psychological theory developed in the 1980s, into the teaching of computing requires teachers to look at problems with appreciation and encouragement, to explore students' potential strengths, to increase the quality of students' self-awareness, and to further promote the development of computing education.

Subjects and methods: Computer teaching is different from that of other subjects, and there are large differences between each teaching subject. At the present stage, many students have serious deficiencies in self-cognition and may even be in a state of confusion. Therefore, in daily education work, students should be continuously helped to improve their self-cognition from the following aspects. Firstly, they should take a correct view of their own situation. Each student has certain characteristics in learning, so teachers need to guide students in the teaching process to digest negative emotions and work positively to build self-confidence and reduce the impact of external factors on themselves. Secondly, for schools and parents, they need to constantly innovate ideas to create a good learning and family atmosphere for students, and pay more attention to students' psychological state in their daily work so that they can better accept their own shortcomings. Thirdly, we need to use the SIGN model in our daily work to help students understand their learning strengths. The "S" refers to the student's belief that he or she can succeed and that he or she can do the task with quality. The "I" refers to self-awareness and the need for students to be motivated to complete computer-based content. The "G" refers to the need for students to have a strong desire to learn and to concentrate on their computer studies. The "N" refers to the desire to be satisfied when completing computer studies. When teaching, teachers need to encourage students to have a better understanding of themselves and to be able to work hard and strive with a 'resilient' and 'hard-working' mindset, for example, when coding in computers. Fourthly, motivate students to feel positive. Positive emotions are the key to a healthy mental state and can be highly effective in improving the quality and efficiency of learning. The stimulation of positive emotions helps to promote students' self-confidence and enables them to learn in a positive way. In concrete terms, teachers should increase their understanding of students and encourage them in the context of their situation so that they can increase their enjoyment of the learning process and enjoy the fun and happiness of computer learning. Fourthly, teachers should actively guide students to set industry role models and help them to plan their careers in the daily teaching process, so that they can motivate students to learn, so that they can clearly position themselves in the computer learning process and increase their desire to succeed, so that they can exercise themselves in competition and cooperation, and lay a good foundation for subsequent computer teaching.

Result: In conclusion, teachers need to pay more attention to students' psychology in the process of computer teaching, using the knowledge of positive psychology to motivate students to rise to the challenge of learning confusion and to take positive measures to enhance students' self-confidence, stimulate their subjective initiative and lay a good foundation for their future development.

Conclusion: In summary, positive psychological cognition, as a form of psychology, is important for the progress and development of students in the computer industry. Therefore, in order to further enhance the effectiveness and efficiency of teaching, teachers need to improve their own cognitive abilities in the teaching process and actively create a good learning atmosphere in conjunction with parents and other

aspects, so that teachers can promptly respond to the actual situation of students and provide psychological guidance to students In addition, teachers need to create a good learning environment, so that teachers can provide timely psychological guidance to students and guide them to experiment, thus creating good conditions for their physical and mental development.

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OPPORTUNITIES AND CHALLENGES OF FOREIGN AFFAIRS MANAGEMENT IN HIGHER EDUCATION BASED ON PROACTIVE PSYCHOLOGY

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Background: In order to better explore the overall effectiveness of educational external affairs management in higher education, researchers have introduced positive psychology in a timely manner, using the concept to appropriately guide the overall state of educational external affairs management in higher education and to enhance its overall control effectiveness. Generally speaking, with the rapid development of educational concepts, university education also needs to introduce different types of educational management measures, and foreign affairs management is an effective solution to the current problems suffered by education. Some university education is experiencing great challenges when it comes to foreign affairs management, and the education sector has introduced positive psychology theory in order to better expand the content of this education management, using positive psychology to influence and change the state of foreign affairs management in university education and to solve the problems encountered in foreign affairs management in a timely manner. The introduction of positive psychology can help to improve the attitude of foreign affairs managers to the problems of foreign affairs management. For example, positive psychology always emphasises that students should be the main focus of university education, and that it is important to pay attention to changes in students' psychology and behaviour and to use appropriate guidance to achieve better educational outcomes. The use of appropriate psychological concepts will enable the timely identification of a number of elements in the management of university education and foreign affairs, help to identify solutions to problems, enhance the overall effectiveness of university education and foreign affairs management and lay a solid foundation for the development of this type of education and management as a whole.

Objective: In order to explore the integration of educational foreign affairs management and positive psychology in higher education, this research needs to set appropriate objectives at the outset of the study and use the identification of objectives to identify the challenges and opportunities encountered in educational foreign affairs management in higher education. Specifically, the impact of positive psychology on university education or students should be elaborated at the outset of the study, and the concept should be introduced into the corresponding educational management content in due course. In order to improve these challenges, the concept of positive psychology should be introduced in a timely manner, and the concept should be placed in the context of the corresponding foreign affairs management issues, in order to effectively improve the relevance of the solutions to these challenges. In order to achieve the goal of integrating positive psychology with educational foreign affairs management in universities, university administrators should set up appropriate integration measures for foreign affairs control departments in their daily work, and many of these integration initiatives should include positive psychology to enhance the overall quality of educational foreign affairs management in universities in a timely manner. For example, in this study, in the integration of positive psychology and university education foreign affairs management, the overall effectiveness of foreign affairs management should be adjusted and the effectiveness of foreign affairs management should be enhanced through the control of the relevant benefits, and the positive psychology concept should be introduced in the implementation of this content to enhance the overall effectiveness of foreign affairs management through the rational use of positive psychology; different university education has corresponding The integration of positive psychology with the foreign affairs management of university education should be based on the specific content of positive psychology to create a new foreign affairs management position and improve the comprehensive benefits of foreign affairs management in a timely manner. The aim is to improve the quality of the integration of positive psychology and university education foreign affairs management, and to explore and correct the opportunities and challenges of foreign affairs management.