

(No. 20B037).

\* \* \* \* \*

## TEACHING REFORM AND INNOVATION OF POLLUTION ECOLOGICAL REMEDIATION TECHNOLOGY IN FORESTRY COLLEGES AND UNIVERSITIES FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

Yang Lin<sup>1</sup>, Deming Wang<sup>2</sup> & Wei Xiao<sup>3</sup>

<sup>1</sup>*Bangor College, Central South University of Forestry and Technology, Changsha 410004, China*

<sup>2</sup>*College of Entrepreneurship and Innovation, Central South University of Forestry and Technology, Changsha 410004, China*

<sup>3</sup>*College of Forestry, Central South University of Forestry and Technology, Changsha 410004, China*

**Background:** The rapid development of economy has not only greatly improved human life, but also brought great challenges to human survival. Human health problems and agricultural product safety problems caused by diversified environmental pollution make the task of pollution control, environmental restoration and ecological restoration very urgent. Training professionals who can deal with complex pollution problems and are competent in the formulation of remediation schemes and engineering design has also become one of the core objectives of the training of environmental science and engineering professionals in colleges and universities.

Educational psychology is a social psychology that studies human learning, the effect of educational intervention, teaching psychology and school organization in the educational context. The focus of educational psychology is to apply the theories or research results of psychology to education. Educational psychology can be applied to designing courses, improving teaching methods, promoting learning motivation and helping students face various difficulties and challenges in the process of growth. The terms “educational psychology” and “school psychology” are often used alternately, but usually those engaged in theoretical work and research tend to be called educational psychologists, while those engaged in practical work in schools or school related fields are classified as school psychologists. Educational psychology pays attention to how students learn and develop, and pays special attention to students with special educational needs in practical work. Through the relationship with other disciplines, it is also helpful to understand educational psychology.

**Objective:** In the teaching reform and innovation of pollution ecological remediation technology course in forestry colleges, there has been a major breakthrough and innovation in the concept, structure, content, implementation, evaluation and management of the course. Therefore, colleges and universities must also renew their ideas, reform the talent training mode, reform the teaching contents, teaching methods and means, so as to realize the organic combination of theory and practice.

**Subjects and methods:** Based on educational psychology, this paper mainly discusses the three factors of teaching reform and innovation of pollution ecological remediation technology course in forestry colleges and universities from the three aspects of implementing teaching requirements, integrating teaching content and optimizing knowledge structure. Three universities were randomly selected as the research objects, and questionnaires were distributed to their students to statistics the effect of educational psychology on teaching reform and innovation.

**Study design:** A questionnaire was distributed to 600 students. 200 students were selected from three universities for testing. The questionnaire is required to be completed at one time. The time for each person to fill in the questionnaire is about 15-25 min. A total of 600 copies were distributed, 600 copies were recovered, and the number of valid copies was 587.

**Methods:** The influence of Excel statistical educational psychology on the teaching reform and innovation of pollution ecological remediation technology in forestry colleges and universities.

**Results:** Pay attention to the communication of teaching requirements, emphasize the teaching requirements at the beginning, end and beginning of each course, stimulate students' expectation of learning new content and mobilize students' learning enthusiasm. The teaching content is messy and boring, which can easily lead to students' learning weariness. By integrating the teaching content and classifying knowledge points, it is conducive to improve the teaching effect. The integrated teaching content is clearer and clearer, which can enable students to obtain clearer learning ideas. Reasonable knowledge structure requires that knowledge revolves around the core, with primary and secondary. Expand step by step from point to area. Gradually deepen from basic to professional. If the knowledge structure is not divided into primary and secondary, it is difficult for students to successfully build a systematic knowledge structure. In

a short classroom time, a good knowledge structure helps students effectively absorb knowledge, logically clear and digest knowledge in the self-test link.

In this survey, the influence values of specific factors are quantified in five grades of 0-4. 0 means irrelevant, 4 means slight influence, 2 means general influence, 3 means obvious influence and 4 means full influence. In order to reduce the large error caused by personal subjectivity in the evaluation, the evaluation values of 600 college students are taken as the average and the results are rounded. The specific statistical table is shown in Table 1.

**Conclusions:** Only by timely adjusting teaching ideas, teaching contents, teaching methods and means according to the needs of the reform and development of basic education, can college education make the trained students adapt to the needs of the new curriculum reform, be full of vitality and innovative spirit in the future educational work practice, and cultivate more new people to adapt to the development of modern society.

**Table 1.** Influence of educational psychology on teaching reform and innovation of pollution ecological remediation technology in forestry colleges and universities

Content	Implement teaching requirements	Integrating teaching content	Optimize knowledge structure
School a	3	3	3
School b	4	4	4
School c	3	4	4

**Acknowledgement:** The research is supported by: Hunan provincial science & technology department - Natural science foundation of general program - "Enrichment and translocation mechanism of Cd in *Triarrhena lutarioriparia* in high efficiency Cd enrichment Plant community configuration" (Grant No. S2019JJMSXM0531); 2020 Hunan University students innovation and entrepreneurship training program project - "'Looking for books' library looking for book positioning system" (Grant No. 2524); 2020 Hunan University students innovation and entrepreneurship training program project - "Intelligent Table Partition in Canteen" (Grant No. 2502).

\* \* \* \* \*

## THE APPLICATION OF EDUCATIONAL PSYCHOLOGY IN THE REFORM AND PRACTICE OF FINANCIAL ACCOUNTING TEACHING PARADIGM

Xiaojia Tian

*School of Accountancy, Anyang Institute of Technology, Anyang 455000, China*

**Background:** Since the emergence of human society, there has been education for the purpose of transmitting human knowledge and experience and improving human nature. As we all know, to improve the quality of talent training is inseparable from education. To improve the efficiency of educational activities, we need the guidance of educational psychology. As early as thousands of years ago, many philosophers and educators in human history put forward rich psychological thoughts, which also became the theoretical basis for them to clarify their educational ideas. For example, Confucius, a great educator in China, attached great importance to the use of psychological thought in his educational theory. He put forward the learning theory of learning from the times and drawing inferences from one instance. In the continuous practice of educational reform, people gradually find that the combination of educational psychology and school educational practice plays an important role in realizing the goal of education. Educational psychology is the product of the combination of psychology and education. It is a science that uses scientific research methods to reveal the basic psychological laws in the process of the interaction between teaching and learning.

The specific research category of educational psychology focuses on the interaction process between teaching and learning. College students are in the transition period of life development. They have not accumulated rich life experience and experience in life and learning. They cannot better adapt to independent life and are highly dependent. There is no comprehensive understanding of their own actual situation. The orientation of life is more one-sided and less objective. The adverse situations encountered in life cannot be effectively resisted, and the ability of self-control is not formed. Thought and action are easily affected by external factors. The long-term development of this psychological contradiction and