

## RESEARCH ON THE INFLUENCE OF VISUAL COMMUNICATION ON THE COMMUNICATION POWER OF NEW MEDIA PRODUCTS UNDER THE BACKGROUND OF EDUCATIONAL PSYCHOLOGY

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**Background:** Educational psychology is the social psychology that studies human learning, the effect of educational intervention, teaching psychology and school organization under the educational situation. Its focus is to apply the theory 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. On the basis of the combination of psychology and practical education, we should pay special attention to the relationship between students' work and practical education. At the same time, educational psychology can develop many special fields to study educational problems, including instructional design, educational technology, curriculum development, organizational learning, special education and classroom management. Educational psychology includes the relationship between students' personality development and educational environment, students' intelligence, ability development and knowledge learning, the relationship between social development and standardized learning, and the relationship between the effectiveness of teaching and the regularity of talent training. Educational psychology focuses on people-oriented and the cultivation of students' subjectivity, advocates inquiry learning and cultivating creativity, provides a psychological scientific basis for the setting of diversified courses, improves the quality of students' moral education, aesthetic education and governance, and improves the efficiency of classroom teaching and service. With the help of educational psychology, we can effectively intervene students actively and effectively on the premise of grasping the teaching objectives and psychological laws of teaching, so as to realize the purpose of transporting high-quality and comprehensive talents for the society. The continuous progress of the times has promoted the reform process of higher education environment and the urgent development of talent training. Breaking through the traditional limited thinking and the "examination-oriented training" scheme, and truly creating practical talents and practical talents has gradually become one of the teaching priorities of colleges and universities. At present, in the teaching of visual communication design in colleges and universities, due to the "superficial" of teaching design and the backwardness of teaching means, it is difficult for students to grasp the teaching focus and design content in the teaching process. At the same time, the teaching design focuses too much on the classroom content and lacks practical teaching, which makes it difficult for students to recognize the impact mechanism of visual communication on the communication power of new media products, resulting in a series of negative emotions and psychological problems, such as anxiety, depression, conflict, anxiety and so on. This study explores the impact of visual communication on the communication power of new media products from the perspective of educational psychology, which helps to alleviate students' psychological and emotional problems caused by teaching and cognitive differences.

**Objective:** In order to speed up the training of practical talents with high comprehensive quality to adapt to the development of the times and alleviate the psychological problems of students caused by teaching, this paper studies how to promote the improvement and innovation of visual communication teaching from the perspective of educational psychology, in order to help students better understand the influence relationship between visual communication and the communication power of new media products and reduce emotional problems.

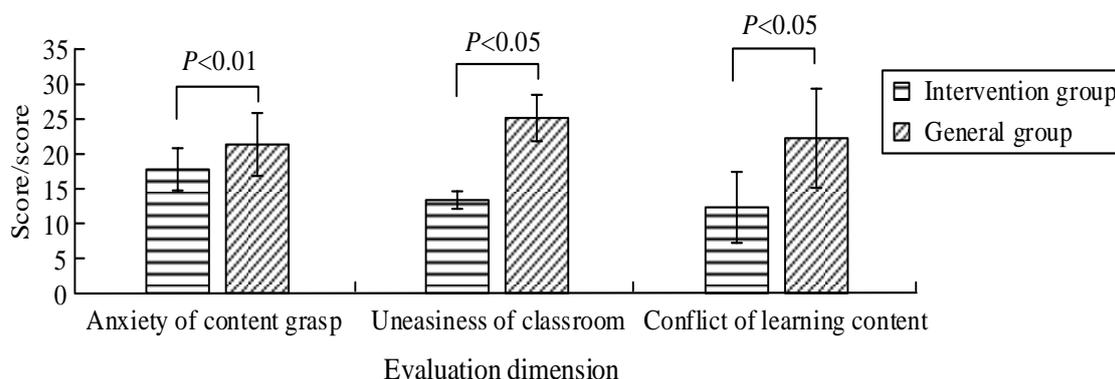
**Subjects and methods:** 600 students majoring in visual communication design and production in a university were selected as the research object. With the help of stratified cluster sampling method, students' views on the shortcomings of current instructional design and the communication power of new media products were collected by means of questionnaire design scale.

**Method design:** The subjects were divided into intervention group and routine group. The routine group normally carried out the learning process of visual communication without any intervention means, while the intervention group carried out the learning process with the help of big data analysis tools and the innovation of teaching methods based on the teaching objectives and teaching methods of educational psychology the teaching test and the evaluation of teaching effect are used to collect the grasp and evaluation of the influence mechanism between visual design and the communication power of new media products. The teaching experiment time is three months.

**Methods:** Statistical analysis tools were used to analyze the scoring data results of the subjects under the implementation of different teaching modes.

**Results:** Through the introduction of educational psychology to optimize the visual design teaching, the

results show that educational psychology can effectively innovate the teaching design objectives and schemes from the students' needs and the law of psychological change, effectively help students better understand the influence mechanism of visual communication under the new media, and reduce their negative emotions and psychological problems caused by teaching. Figure 1 shows the statistics of classroom psychological and emotional scores of the two groups of subjects after the experiment.



**Figure 1.** After the experiment, the scores of classrooms psychological emotion of the two groups of subjects were statistically analyzed

**Conclusions:** Educational psychology can provide a theoretical basis for educational reform. On the basis of grasping the psychological law and teaching law of teaching subject and object, it can teach students according to their aptitude, teach without category, greatly improve the teaching level and ensure the teaching quality. At the same time, the improvement of visual design teaching methods improves students' perception of the relationship between visual communication and the communication power of new media products. They understand that only by integrating and innovating the learned knowledge with practical practice can they reduce their doubts and anxiety about their learned knowledge and professional ability and improve their mental health level.

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## THE POSITIVE GUIDING EFFECT OF EDUCATIONAL PSYCHOLOGY ON COLLEGE STUDENTS' ENGLISH LEARNING

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**Background:** Educational psychology has been well applied in domestic higher education and has made great contributions to the improvement of subject teaching quality. Under the people-oriented education and teaching concept, the teaching methods and learning modes advocated by educational psychology also conform to the overall direction of educational reform, provide new directions and ways for the teaching reform and the innovation of teaching means in colleges and universities, and greatly improve the teaching quality and students' learning initiative. Educational psychology originated in the 1970s, after continuous practice and application, it has become an indispensable and important part in the current teaching stage, among which behaviorism and cognitive psychology have a great impact on teaching. Behaviorism refers to breaking and reorganizing the formed learning habits through stimulus response. For example, teachers can use the reward and punishment system to strengthen students' excellent habits and weaken bad habits, so as to realize a long-term and effective feedback mechanism. Cognitive psychology refers to the appropriate adjustment of cognitive structure to realize the processing and construction of existing knowledge, so as to emphasize the cultivation of students' learning initiative and enthusiasm. Educational psychology is the bridge and key for teachers and students to communicate and progress. It can effectively intervene and guide students in order to improve the level of teaching quality. However, most teachers are confused about the specific application of educational psychology, and it is difficult to grasp students' psychological characteristics and clarify their cognitive needs in the process of teaching practice. With the continuous