

experience and aesthetic demand scores of the tested consumers are low, which shows that the national traditional culture cannot be well integrated with modern fashion design. For work B, the scores of the four indicators of the tested consumers are significantly higher than the former, all of which are 3 points, which shows that from the perspective of color psychology, better application results can be achieved by integrating national traditional culture into modern fashion design.

Conclusions: From the perspective of color psychology, national traditional culture can achieve good application effect in modern fashion design, adapt to the psychological preference of the tested consumers, make them enjoy the cultural and artistic beauty of national traditional culture under the ingenious combination of colors, and meet their aesthetic needs. From the perspective of color psychology, we can accurately grasp the color psychological trend and artistic aesthetic pursuit of consumers, and enhance the cultural and artistic value of modern fashion design works on the basis of carrying forward the national traditional culture.

Table 1. Application score of national traditional culture in modern fashion design from the perspective of color psychology

Evaluation object	Psychological preference	Cultural feelings	Artistic experience	Aesthetic needs
A	1	0	0	1
B	3	3	3	3

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BASED ON ART PSYCHOLOGY, THE VALUE ANALYSIS OF ART EDUCATION AND IDEOLOGICAL AND POLITICAL EDUCATION ON THE CULTIVATION OF COLLEGE STUDENTS' PSYCHOLOGICAL QUALITY

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Background: As a unique form of psychological expression in the art field, art psychology plays an important role in the actual process of art appreciation and art training. With the help of the relevant theories of art psychology, it can enhance the understanding, perception, experience and understanding of art works. Art psychology can take people's psychological activities as the main entry point, and then make art works act as the key medium. Art works containing the author's emotion can have stronger spirituality, and lead art appreciators to focus on the perspective of psychology and complete the appreciation of art works. In this process, under the positive influence of art psychology, viewers can understand and master the corresponding basic aesthetic theory, and have a deep understanding of the aesthetic characteristics and appreciation methods of art works, so as to finally improve their appreciation level. At present, under the negative influence of various external factors, a large number of college students are prone to produce certain negative emotions, which greatly hinders the development of their normal learning and life activities. The main reason for this phenomenon is that college students are in the key stage of mental development and maturity, lack of social experience and show low psychological quality. The traditional ideological and political education is mainly to instill the corresponding ideological and political education knowledge into students in the limited time of classroom teaching, which is difficult to achieve good teaching effect and improve the ideological and political level and psychological quality level of college students. From the perspective of art psychology, the organic integration of art education and ideological and political education can make the ideological and political education innovative and upgraded. Art education and ideological and political education have their own advantages. The former mainly refers to the use of diversified art works to influence college students, so that the creators of art works have a certain psychological resonance with college students. The latter refers to improving the ideological and political level and psychological quality of college students under the teaching treatment of Ideological and political related theories and guiding ideology. Compared with the traditional ideological and political education, the integration of art education based on art psychology and ideological and political education

is more advanced, which can ensure the teaching effect to a certain extent.

Objective: The level of college students' psychological quality is generally at a low level, which is difficult to be improved under the intervention of conventional ideological and political education, and the cultivation of college students' psychological quality has received extensive attention. The purpose of this study is to explore the effect and value of art education based on art psychology and ideological and political education on the cultivation of college students' psychological quality.

Subjects and methods: Three universities were randomly selected, and 70 college students were selected as the research objects by using the random number table method, a total of 210 college students. In view of the changes of college students' psychological quality level under three different education modes, the self-designed college students' psychological quality evaluation scale is mainly used for evaluation and analysis. In the process of evaluating and analyzing the changes of college students' psychological quality level under different educational interventions, the scoring results of six subscales in the self-designed college students' psychological quality evaluation scale are mainly taken as the core indicators, which are interpersonal management, psychological motivation, professional ability, personality characteristics, self-awareness and learning psychology. Cronbach of six subscales α the coefficient ranges from 0.788 to 0.891, indicating that each subscale has a high level of reliability. Cronbach with its own meter α the coefficient is 0.964, which means that the reliability and validity of the scale are high and have good consistency. The total score of the self-set meter is set to 60. The higher the score, the higher the psychological quality level of college students.

Results: Before the educational intervention, the average value of psychological quality scores of 210 college students was at a low level, which showed that their psychological quality level was low, their psychological tolerance and stress ability were poor, and it was difficult to effectively solve various problems in their study and life. After the educational intervention, the scale scores of college students in the conventional ideological and political education group (A), the art education integration ideological and political education group (B) and the art education integration ideological and political education group based on art psychology (C) showed some differences. Among them, the scale scores of college students in the conventional ideological and political education group had no significant change and were still at a low level. The scores of college students in the group of art education and ideological and political education increased slightly, but the increase was small. Based on art psychology, the scale score of college students in the art education integration ideological and political education group increased significantly, from about 19.25 to about 54.39. The changes of the scale scores of the three groups of students are shown in Table 1.

Table 1. Changes of college students' scale scores before and after different educational intervention

Group	Before educational intervention	After educational intervention
A (70)	20.56±2.19	21.04±1.98
B (70)	18.95±1.87	19.34±2.02
C (70)	19.25±2.04	54.39±1.96*

Note: Compared with before educational intervention, * $P < 0.05$.

Conclusions: As a branch of psychological theory with unique forms of expression, art psychology can take people's psychological activities as the main entry point, so as to make art works act as the key medium, lead art viewers to focus on the perspective of psychology and complete the appreciation of art works. From the perspective of art psychology, the intervention of art education and ideological and political education on college students can effectively improve the score of college students' psychological quality scale and significantly enhance their psychological quality.

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ON THE CONSTRUCTION OF STUDENTS' SOCIAL PSYCHOLOGICAL MECHANISM IN JAPANESE LANGUAGE AND LITERATURE TEACHING

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Background: In the field of psychological research, social psychology, as an important theoretical branch, plays an important role in the cultivation and application of psychological theory. Different from other types of psychological research fields, the research objects of social psychology are mainly divided into social individuals and social groups. By exploring the occurrence and change law of their psychology and behavior, we can accurately reveal the differential psychological changes and behavior changes of social individuals and social groups in the process of social interaction. At the social individual level, social psychology mainly focuses on the process of individual socialization, speech development and the impact of environment on individuals. At the social group level, it mainly includes the research focus of group communication structure, racial prejudice and so on. Social psychology mainly includes three different research contents: individual process, interpersonal process and group process, and each research object has certain differences. The research objects in different ranges will be affected by various psychological factors, namely individual psychological factors, social psychological factors and cultural psychological factors. When analyzing various psychological factors, social psychology is mainly based on three principles: ethical principle, systematic principle and value neutrality principle. In the teaching of Japanese language and literature, there is a unique aesthetic interest, that is, the concept of "material sorrow", which is mainly manifested in three characteristics. One is that the concept can express people's intuitive understanding of sadness itself on the basis of expressing the sad emotion caused by the feeling of objects; The second is that it can purify all the moving emotions and has a lofty spiritual realm. Third, under the influence of instantaneous limitation, this concept has certain limitations in improving people's ability of spiritual level. Due to Japan's unique geographical location and environment, and its unique national consciousness formed in the long-term historical accumulation, the concept of "material sorrow" is closely related to Japanese language and literature and the spiritual life of the Japanese people. In the content planning and practical process of Japanese language and literature teaching, the concept of "material sorrow", as a unique aesthetic art, has a decisive impact on the teaching setting. In the process of learning Japanese language and literature, the social psychological mechanism of students is different from that of learning knowledge of other disciplines. It is very necessary to explore the different social psychological mechanism of students, which determines the teaching effect of Japanese language and literature and the perfection of students' psychological mechanism.

Objective: In order to explore the students' psychological changes and aesthetic feelings of literature and art in the process of Japanese language and literature teaching, the research mainly makes a detailed analysis on the potential problems of Japanese language and literature teaching, in order to build an appropriate social psychological mechanism for students, enhance their aesthetic feelings of Japanese language, literature and art, and improve their learning effect and mental health level of Japanese language and literature.

Subjects and methods: In a university, 156 Japanese majors from different grades were selected by stratified cluster random sampling. Based on the relevant theories of social psychology, this study evaluates and analyzes the potential problems, psychological influencing factors and mental health level of college students in the process of Japanese language and literature teaching, and constructs the corresponding social psychological mechanism. On the other hand, it summarizes the language art contained in Japanese language and literature, obtains four remarkable characteristics: the beauty of sorrow, the interest of nature, secluded art and home consciousness, and takes them as the main index of the self-designed evaluation scale of students' social psychological mechanism in Japanese language and literature teaching. For the index evaluation and analysis of the scale, the 5-level evaluation standard of level 0-4 is adopted, and multiple secondary evaluation indexes are set under each level-1 index. The higher the score of the scale is, the higher the students' psychological health level is.

Results: Under the positive influence of the theory of social psychology, the evaluation scores of 156 Japanese majors in the process of Japanese language and literature teaching continued to grow, from about 32.57 to about 89.65. The growth rate of the scale score decreased, but its overall trend maintained a steady upward trend. Among them, the scale score of the beauty of sorrow index increased the most significantly, as shown in Table 1.

Conclusions: With the continuous integration and role of relevant theories of social psychology, the social psychological mechanism of the students in the process of Japanese language and literature teaching is constantly improved, which shows that the construction path of students' social psychological mechanism proposed by the research has a good application and implementation effect, and can maximize the