

principles of cognitive psychology to language teaching is expected to help students improve their ability of language information processing, discrimination and memory.

Subjects and methods: The students with English and Japanese second language acquisition background in a Foreign Studies University were divided into experimental group and control group. The students in the experimental group received the training of memory ability about language processing in cognitive psychology and learned how to use psychology to effectively improve memory efficiency. The students in the control group did not receive any training in cognitive psychology, but only received traditional language teaching. Before and after the experiment, the students were evaluated with English and Japanese test papers to measure the students' ability to master the characteristics of language input and cognitive language sense. The teaching duration of the two groups was set as 2 months.

Results: It can be seen from Table 1 that there is little difference in the average test scores of Englishers and Japanese of the students in the experimental group before the experiment. After the experiment, the average scores of Englishers and Japanese of the students in the experimental group increased by 27.9% and 35.4%, which is statistically significant ($P < 0.05$), while the average scores of Englishers and Japanese of the students in the control group increased by 11.5% and 11.4%, which is not statistically significant ($P > 0.05$).

Table 1. Foreign language achievement comparison results

Group	English score before experiment	Japanese score before experiment	English score after experiment	Japanese score after experiment	<i>P</i>
Experience group	73.8	68.4	94.4	92.6	0.03
Control group	72.4	70.3	80.7	78.3	0.06

Conclusions: The ability to learn language is inseparable from the effective processing of language information by the brain. Cognitive psychology aims to study the information processing mechanism of human brain and summarize the general rules of brain processing information. For language learning, cognitive psychology also includes the process of studying human language information processing. Applying the research results of cognitive psychology to foreign language teaching can help students better understand brain activities and cognitive psychological effects, and enable students to cultivate and exercise their language learning ability.

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AN ANALYSIS OF THE UTILITY OF THE SENSE OF JUSTICE THEORY FROM THE PERSPECTIVE OF PSYCHOLOGY IN IMPROVING THE RECOGNITION OF THE PARTIES' JUDGMENT

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Background: As a new subject, modern psychology began to intervene in the field of law shortly after its establishment. The earliest aspect involved was the judicial activities related to courts and litigation. The aspects and contents involved can be divided into three levels: psychology in law, psychology and law, psychology about law, as well as traditional legal psychology and behavioral legal economics. As for the practical application of psychological analysis in judicial activities, the current research situation at home and abroad is manifested in the following main ways. The first way is to use psychological analysis to explain the internal mechanism of judgment formation, the second way is to use psychological analysis to explain the behavior psychology of litigants and participants, and the third way is to use the conclusions and methods of psychological analysis to influence legal decisions. Cognitive psychology is a theory that inherits the strict experimental method of behaviorism. In the process of application, it uses the achievements of cybernetics, information theory, computer and other disciplines to study the development process and laws of human psychological cognition. The usual theoretical research often places the feelings of the parties on the edge of the judicial theory, and regards the court and the judge as the center of judicial activities. The fairness of the court decision stems from the judge's rigorous legal reasoning and reasonable legal argumentation, so this fairness is also considered objective. The core of improving the litigant's feeling of judicial justice and the recognition and acceptance of legal decision-making is to establish the litigant's

recognition of the fairness of legal decision-making. In an ideal state, both parties' sense of fairness should be consistent. The reality is that even if the court and the judge can overcome the obstacles caused by the lack of information and information asymmetry with the help of legal procedures, and the judge can make an objective and fair judgment, in order to make this judgment meet the parties' feelings of justice, the judge is also required to help the parties overcome their own psychological irrational factors. It is those irrational factors expressed in various preferences that interfere with the game between the parties.

Objective: We should treat the demands of the people fairly according to law, and strive to make the people feel fairness and justice in every judicial case. We must not allow unfair trials to hurt the feelings of the people and damage their rights and interests. From the perspective of psychology, this study uses the theory of justice to enhance the recognition of the parties' judgment, and uses cognitive psychological evaluation to analyze the parties' psychological factors.

Subjects and methods: Taking 80 parties who participated in civil litigation cases in a certain area as the research object, 80 questionnaires were distributed and 80 were recovered, with a recovery rate of 100%. All the subjects were intervened with the sense of justice theory from the perspective of psychology. At the three time points before the intervention, the first 8 weeks and the completion of the experiment, the Neuropsychiatric Inventory-Questionnaire, (NPI-Q) was used to investigate the cognitive psychology of the subjects, and the scores before and after the experiment were compared and analyzed. The research methods mainly include literature, expert interview, conference discussion and questionnaire survey. Relevant data are calculated and counted by Excel software and SPSS20.0 software.

Results: The NPI scores of subjects in different intervention periods before and after the intervention are compared, as shown in Table 1. The NPI-Q scores at the 8th and 16th weeks were significantly lower than those before the intervention ($P < 0.05$), and the NPI scores of the subjects at the 16th week were significantly lower than those at the 8th week ($P < 0.05$), indicating that the adoption of the sense of justice theory from the perspective of psychology has a good effect on improving the recognition of the parties' case judgments, and has a good usefulness.

Table 1. Compare NPI scores of subjects before and after the intervention in different intervention periods

	Before experiment	Week 8	Week 16
Subjects	3.46±4.26	2.34±2.70 [*]	1.76±2.48 ^{*#}

Note: comparison with NPI scores before intervention, ^{*} $P < 0.05$; Compared with the NPI-Q score at week 8, [#] $P < 0.05$.

Conclusions: To feel the direction of justice reform, it puts forward the practical requirements of paying attention to the psychological state and laws of the people in participating, observing and evaluating judicial activities, which to a certain extent also promotes the creative application of psychological analysis in the research of judicial theory in China. The practice of building China under the rule of law and deepening the reform of the judicial system emphasizes that the people should feel fairness and justice in every judicial case, thus placing the "feeling justice" of the people in a prominent position as the pursuit of judicial activities, which means that it is very necessary to explain judicial justice from the perspective of psychological analysis. In judicial practice, there are four main ways to use psychological analysis, among which the most important way to promote the public to "feeling justice" is to improve the recognition and acceptance of the judgment by the litigants through psychological analysis. The results showed that after the intervention, the NPI score of the subjects at the 8th and 16th weeks was significantly lower than that before the intervention ($P < 0.05$), and the NPI score of the subjects at the 16th week was significantly lower than that at the 8th week ($P < 0.05$).

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SOCIAL PSYCHOLOGICAL ANALYSIS ON THE PROBLEMS AND CAUSES OF THE TRAINING OF NEW PROFESSIONAL FARMERS IN THE NEW ERA

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Background: Social psychology refers to the study of the occurrence and change of individual and group psychology and behavior in the social interaction, and the discussion of interpersonal relations at the individual level and the social group level. As an important way of adult learning, self-directed learning is conducive to the development of knowledge and skills of new professional farmers and helps them enter the