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INFLUENCE OF PSYCHOLOGICAL FACTORS ON ENGLISH TEACHING FOR COLLEGE STUDENTS

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Background: It has been reported that 30%-40% of college students have the tendency of mental disorder, and 10% of them are more serious. It has also been reported that the incidence of psychological disorders among college students is 20.23%. It can be seen that mental health problems have affected the normal study and life of college students. Therefore, it is very urgent to find out the main factors affecting mental health and prevent the occurrence and development of mental diseases in time. For a long time, the traditional teaching pays too much attention to the intelligence factors, such as the enrollment rate and score to measure the teaching quality, and ignores the psychological factors (such as interests and hobbies, emotions and emotions), and other non intelligence factors. In the process of modern education, it is of positive significance to explore the influence of psychology on subject teaching. With the continuous development of teaching ideas, language teaching is not limited to the dissemination of knowledge. In traditional teaching, students' learning activity is a kind of self-discipline learning, which is only around the teacher's classroom behavior. However, in modern society, it is limited to improve learners' group level only by self-discipline, which requires English teachers to re-examine their roles, mobilize students' learning consciousness, and fully stimulate students' spontaneity in teaching activities. This determines the multiple identities of English teachers in teaching activities.

Objective: In order to achieve efficient high school English teaching, educational psychology should be well applied, so as to fully grasp the psychological state of students, provide help for teaching activities, facilitate the application of effective teaching strategies, enhance the enthusiasm of students to actively participate in classroom teaching, and cultivate students' creative thinking.

Subjects and methods: By means of questionnaire, this paper investigates the psychological factors of college students, finds out the psychological problems of college students, and then makes psychological adjustment to the students, so as to reform the English teaching classroom of contemporary college students, so as to strengthen the teaching effect.

Study design: 200 college students were randomly selected and 200 questionnaires were distributed. 21 invalid questionnaires were excluded. The age of college students was 20.36 ± 58 years old. Symptom Checklist-90 (SCL-90) is used to measure the mental health level of college students. The scale includes 90 items and 10 factor subscales, of which factor 10 is not used for this statistic. The higher the self score of each item, the more serious the symptom. The subjects' self-evaluation of each item was equal to or greater than 3 points as the criteria for determining the level of pain of moderate and above.

Methods: The questionnaire content was analyzed by SPSS13.0 software. The students were randomly divided into two groups. There was no significant difference between the two groups before the test. The observation group considered the psychological problems of the above students and reformed the teaching situation (1) By enriching curriculum resources, we can fully mobilize students' multiple senses. (2) The classroom atmosphere must be open enough for students' dual interaction. (3) Pay attention to cultivate students' interest and stimulate their learning potential. (4) Use extensive knowledge to impress students. Extensive subject knowledge is not only limited to English teaching itself, but also includes humanistic knowledge, cultural knowledge and natural science knowledge related to English education, which plays an important role in improving the humanistic atmosphere of English teaching and strengthening the effect of English teaching.

Results: The statistics of College Students' overall SCL-90 are shown in Table 1. The results show that the unhealthy psychological behaviors of college students are interpersonal sensitivity, hostility, depression, paranoia, anxiety and so on.

After the students were randomly divided into two groups, the observation group and the control group were observed. The specific time was one month. The English learning scores of the two groups were tested. It can be seen that the students' learning achievement in the observation group is higher than that of the control group, which shows that the proposed teaching method is effective. The results are shown in Table 2.

Table 1. Unhealthy psychological performance of College Students.

Unhealthy mental state	Proportion of people/%
Interpersonal sensitivity	13.27
Paranoia	3.93
Hostile	10.34
Depressed	8.16
Anxious	2.19

Table 2. Unhealthy psychological performance of College Students.

Group	English achievement
Observation group	86.53±4.57
Control group	79.86±6.32

Conclusions: In the process of deepening the current educational reform, the interdisciplinary education system is also gradually forming. For English teaching, it is not only an important science, but also has a very rich artistic color. There is a great correlation between psychology and English teaching. Just like other subjects, the application of psychology is always permeated everywhere. Therefore, it is necessary to conduct a serious study of psychology, a comprehensive understanding, in order to better grasp the psychological status of students. In teaching, we should better apply positive psychology to carry out high school English teaching activities, so as to improve teaching efficiency and promote the continuous development of high school English teaching. Through the application of positive psychology, we should pay more attention to students, fully tap their potential, correct the students' form, and form a happy learning atmosphere, which is of great significance to the improvement of teaching efficiency.

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PRACTICAL EFFECT OF TEACHING CHINESE AS A FOREIGN LANGUAGE BASED ON EDUCATIONAL PSYCHOLOGY

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Background: The difficulties of teaching Chinese as a foreign language in different environments and backgrounds are different from learning in the language environment. Teachers need to change the teaching mode flexibly while understanding the process, Master students' various influencing factors and solve practical problems. First of all, in the teaching process, teachers need to carefully design the content suitable for students' learning on the basis of the original teaching materials, instead of emphasizing the discomfort of teaching materials. I found many similar situations in the teaching process. Secondly, most of the differences in curriculum design are related to the objective factors of local teaching. Teachers need to solve the problems in a real and realistic way. At the same time, students have different language levels, which will lead to some imbalance in the teaching process. Can teachers change their teaching methods and strategies in the process of transmission to achieve the teaching goal? This phenomenon is common in the process of teaching, especially for the new teachers who have just come into contact with teaching Chinese as a foreign language. On this basis, they can adjust themselves, choose and revise, and form their own independent teaching style, which plays a positive role in promoting the teaching process of the classroom.

Objective: The research object of educational psychology is the basic psychological law of normal students' learning and teachers' teaching in the situation of school education. But its specific research category is around the interaction process of teaching and learning. Educational psychology plays an active role in classroom teaching. Whether students can achieve the expected effect under different pressure changes the traditional teaching concept. At the same time, teachers create a flexible teaching concept in teaching mode and method, which has an inseparable theoretical guidance with educational psychology, With the selection of teaching materials and the design and implementation of curriculum, educational psychology plays a positive role in the teaching process.

Subjects and methods: In a school, 200 students studying Chinese as a foreign language were randomly divided into the control group and the observation group. All the learners have English as their mother tongue. The age range of the learners is 21-23 years old. There is no significant difference in the initial