

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

Chenyu Liu

College of Arts, Chongqing Three Gorges University, Chongqing 404000, China

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

establishment, personality, gender and other aspects between the control group and the observation group. Among them, the control group used the ordinary teaching mode, the observation group under the guidance of educational psychology, the teacher to educate the learners, the overall test time for one month, after one month to investigate the two groups of students' academic performance.

Study design: In the observation group, after understanding the characteristics of educational psychology, teachers conducted individualized differential teaching from the perspectives of physiological factors, cognitive factors (including intelligence, linguistic ability, learning strategies, communication strategies, etc.) and emotional factors (including motivation, attitude, personality, etc.), Based on the analysis of teaching objects, different teaching methods are adopted according to the characteristics of learners of different ages.

Methods: At the end of the one-month teaching period, test the students' academic performance, use Excel software to count and sort out the academic performance, and calculate the average value to investigate the learning effect of different groups of students.

Results: Test the final scores of different students, after calculating the students' learning scores, get the students' score table as shown in Table 1. The scores of the students in the observation group are higher than those in the control group in different subjects, and the average score of the intercultural communication course in the control group is lower than 80 points, which indicates that the students in the control group have not fully mastered the course. The average score of the observation group was higher than 80 points, and the proportion of people with score higher than 80 points was higher, which was significantly higher than that of the control group.

Table 1. Scores of observation group and control group.

		Modern Chinese	Grammar in teaching Chinese as a foreign language	Intercultural communication
Observation group	Average score	89.34	86.51	82.18
	Proportion of people with score higher than 80	78.30	82.60	89.30
Control group	Average score	82.18	83.62	75.49
	Proportion of people with score higher than 80	64.80	67.90	36.40

Conclusions: As the name suggests, educational psychology is an interdisciplinary subject of psychology and pedagogy, and it is also an important branch of psychology, belonging to a kind of applied psychology. This research takes educational psychology as the breakthrough point, first clarifies the category of educational psychology, and then makes an in-depth study of one of its branches, namely, language educational psychology, so as to lead to foreign language educational psychology. As a teacher of Chinese as a foreign language, the main criteria of mental health are as follows; The identification of teachers' identity, harmonious interpersonal relationship, correct self-awareness, self adjustment and self-control, educational originality, emotional stability, overcoming cultural conflicts, good contact with the environment and effective adaptation. Teachers can play the role of instructors only when their psychological quality is guaranteed. In the later research, it focuses on the analysis of foreigners' psychology of learning Chinese from five aspects: students, teachers, teaching content, teaching media and teaching environment. This is helpful for teachers to determine the key points and difficulties of teaching by mastering students' learning psychology. It is also helpful for teachers to find correct methods to help students reduce learning pressure and psychological barriers and ensure learning effect.

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IMPORTANCE OF PHYSICAL EDUCATION TO STUDENTS' MENTAL HEALTH

Guiqin Zhou

School of Physical Education, Guangdong University of Education, Guangzhou 510303, China

Background: Mental health generally has the following criteria: First, they have normal cognitive ability, can objectively reflect external things, and can make correct judgment and reasoning; Second, we should have stable and optimistic mood and positive and healthy emotion; Third, they should have normal reaction, good will and strong ability to endure setbacks; Fourth, we should have normal communication ability, be able to get along with people around and protect good interpersonal relationship; Fifth, we should have a