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CULTIVATION OF POSITIVE PSYCHOLOGICAL QUALITY IN ENGLISH TEACHING FROM THE PERSPECTIVE OF COGNITIVE PSYCHOLOGY

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Background: One belt, one road, is the largest number of university graduates. In recent years, with the continuous expansion of the scale of university construction, the growing university graduates will become the main force in economic construction and socialist modernization. Especially since the “belt and road” construction was put forward and developed, China’s international exchanges have become more frequent, and the demand for transnational talents with high level technology has been increasing. English quality has put forward higher requirements. However, in the teaching practice, English teachers find that students’ learning mood is not high, the phenomenon of learning weariness and abandonment is becoming more and more serious, learning motivation and enthusiasm are not high, English learning initiative and initiative are poor and other negative English learning psychological problems, which also reflects that there are serious deficiencies in the current English Teaching in cultivating students’ positive learning psychological quality.

At present, most of the domestic scholars focus on the study of a particular subject’s learning psychological status or some specific learning psychological problems, ignoring the exploration and cultivation of students’ positive learning psychological characteristics. This negative research orientation leads to excessive attention to students’ negative psychological characteristics, so that teachers and students pay more attention to the negative learning psychology and reduce the cost of learning Interest and confidence. Many studies have shown that students’ learning psychological quality is of great significance to students’ academic success. In order to improve the effect of College English teaching and the quality of personnel training, this study, under the guidance of positive psychology theory, explores the Cultivation Strategies of students’ learning English teaching positive psychological quality, so as to promote the success of students’ English learning.

Subjects and methods: In order to achieve the success of students’ English learning, based on the theory of cognitive psychology, this paper focuses on the design of the cultivation strategy of positive psychological quality in English teaching.

Study design: (1) To establish a positive outlook on the cultivation of English learning psychology. In order to solve the serious problem of students’ negative psychology in English learning, we must establish a positive outlook on mental health education and cultivate the positive psychology of English learning. First, we should attach importance to the cultivation of students’ active English learning psychology from the ideological point of view, and let the teachers and students understand the importance and significance of the positive English learning psychology. In practice, a team of teachers, which is dominated by full-time learning psychological tutors and teachers of English majors, is formed, which permeates the cultivation of positive psychological quality of English learning in daily and classroom education.

(2) Deeply explore, train and develop the positive psychological quality of students’ English learning. In the view of positive psychologists, psychological education should take the mission of exerting human potential and positive factors, cultivating people’s positive thinking, making students have positive quality and ability to overcome negative factors by relying on their own positive forces to actively promote mental health development. Therefore, in the view of positive psychology, students have the ability to overcome the negative tendency or problem diseases by relying on their own positive factors. They advocate to treat the students’ psychological development with positive perspective. When facing the problems in the development of students’ learning psychology, they should stimulate the students’ potential and superior character, and make them rely on their own positive factors to promote their own positive psychology of English learning the formation and development of. In teaching practice, teachers can understand students’ learning psychology through classroom observation and after class communication, deeply explore the students’ inner positive psychological quality of English learning, guide students to explore their own positive psychological quality of English learning guided by positive psychology theory, and take various measures to help students consolidate and develop positive English learning psychology Quality, and targeted measures to improve students’ English learning psychological problems, improve the positive learning psychological quality. The following three aspects can be taken into consideration to cultivate and

develop students' positive psychological quality in English learning

Firstly, to strengthen students' motivation for learning English teachers should strengthen their internal learning motivation through various forms, pay attention to penetration in classroom teaching, and let students understand the important role and significance of English learning in the future learning work.

Secondly, strengthen the training of students' English learning strategies, improve the learning efficiency and learning efficiency. Some studies have shown that the use of effective learning strategies can improve the learning efficiency and effect of students. Therefore, English teachers should pay attention to the mastery and training of students' English learning strategies, improve the learning efficiency and effect of students, and then improve the self-efficacy of English learning. The improvement of learning self-efficacy will make students have good English learning mood and form a positive learning heart Quality.

Finally, positive attribution. Positive attribution is to guide students to actively look at the problems in English learning, to treat unpleasant experiences or difficulties as the only way to grow up, to take the pain and honing they have experienced as the cornerstone of self-improvement, to guide students to learn to regard the success or failure of the past as the result of their efforts, to form an upward character of efforts, and to enhance their ability to resist setbacks.

Methods of statistical analysis: This paper uses interview method to test the effect of English teaching positive psychological quality training based on cognitive psychology, and uses Excel software for data analysis. In the process of this study, some university students as the research object, a total of 2000 people, the highest score is 10 points, the lowest score is 0 points. The basic information of students is shown in Table 1.

Table 1. Basic information of students.

Grade	Male	Female sex
Freshman	350	300
Sophomore	200	210
Junior	190	150
Senior	150	150
Graduate student	100	50
I'm studying for a doctor's degree	90	60

Results: The evaluation results of the cultivation of positive psychological quality in English teaching are shown in Table 2. According to the analysis of the data in Table 2, 61.2% of the students scored more than 8 points on the cultivation of positive psychological quality in English teaching, which indicates that the students are more recognized by this talent cultivation method, which can effectively improve the cultivation level of positive psychological quality in English teaching.

Table 2. Evaluation results.

Score	Score proportion/%
0	1.1
1	1.2
2	2.4
3	2.6
4	4.3
5	5.3
6	9.1
7	12.8
8	15.4
9	23.3
10	22.5

Conclusions: College students have good positive psychological quality, which is the basis of college English teaching and the embodiment of teaching effect. Therefore, in the process of English teaching, teachers should cultivate students' positive psychological quality, promote their mental health, and finally grow into all-round development talents with social needs.

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TRADITIONAL AESTHETIC ARTISTIC CREATION BASED ON PERSONALITY PSYCHOLOGY

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Background: Personality psychology is an important branch of psychology. It is the only discipline in the contemporary psychology system to explore the complex organization of people's cognitive needs, emotional will and behavior as a whole. It is also the only discipline in the contemporary psychology system to systematically explore human nature. It explores, describes and interprets the unique patterns of individual thoughts, emotions and behaviors, and integrates many processes that can influence individual interactions with the environment, including biological, developmental, cognitive, emotional, motivational and social interactions, so as to make a holistic interpretation of individuals in real life. From the perspective of personality psychology, this paper explores the ideas of traditional aesthetic art creation, classifies and interprets the terms of personality according to the category of beauty, and makes an aesthetic examination of the works of traditional aesthetic art creation, opening a new vision of personality psychology and its methods. It provides reference for psychology, aesthetics and interdisciplinary research in more fields, and also provides feasible and effective strategies for personality aesthetic education, which has important significance.

Objective: In the process of creation, especially when the creation is in the best state, a series of significant changes will take place in the psychological form of the artist. At this time, the artist's ability of rational analysis and self-control will be sharply weakened, and the emotional impulse will be suddenly strengthened. The artist seems to be dominated by a strong alien force, and fall into the realm of true and false. This kind of uncontrollable unconscious mental state in the process of artistic creation shows that the artist has gone from the normal psychology dominated by reason to the abnormal psychology in unconsciousness. In this special psychological state, artists can't help breaking the boundary between reality and imagination, treating subjective imagination as objective reality and mixing the psychological world with the real world. Therefore, it is of great value and reference significance to analyze the creative thinking of traditional aesthetic art with the theory of personality psychology.

Subjects and methods: In the process of artistic creation, the subconscious will put the existing inner emotions and emotions in the works. This kind of thinking will also be accompanied in the picture and presented with the works of art. In the description elements of aesthetic psychology, emotion and perception, imagination, understanding and so on are integrated and supplemented to form a wonderful aesthetic experience.

Study design: In terms of artistic creation, the role of emotion is extremely important. It is combined with cognition, motivation and other psychological elements, and runs through the whole process. It is the core issue of artistic creation. Choose 30 art major students, according to the different situation of students, the corresponding collocation group, the level of personnel in each group is roughly the same; Students can also make their own combination, voluntary grouping, can also be randomly grouped by student number. Each group should not be too many, can be maintained in a group of 4 - 6 people, divided into 6 groups. Each group recommends itself or designates a group leader to be responsible for the activities of the group.

Methods: This paper selects six traditional aesthetic works of art, such as "Peony Pavilion", "clear mountains and rivers" and "water map". Each group of students analyzes the psychological state of the artist in the process of creation from the perspective of personality psychology. Combined with the specific era environment, the artist's personality and habits, and the artist's situation at that time, the group discusses and sorts out the specific creative ideas of the artist. The psychological state of the artist and the personality characteristics of the artist. Then, it discusses the differences and similarities of personality psychology of artists in different works.

Results: After sorting out the discussion results of each group, it is found that the creative psychology of different artists mainly includes four aspects: Aesthetic perception, aesthetic imagination, aesthetic emotion and aesthetic understanding. The results of specific psychological characteristics are shown in Table 1.

Conclusions: The artist's psychology is closely related to his creation. It is obvious from the perspective of traditional psychology that it can provide a strong reference for the analysis of artists' personality.