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## THE PROFESSIONAL DEVELOPMENT MODEL OF COLLEGE ENGLISH TEACHERS BASED ON EDUCATIONAL PSYCHOLOGY

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**Background:** In recent years, researchers have discovered two general elements that can improve educational psychology and reduce academic gaps-English teaching mode and educational psychology. The English teaching model is the cognitive process of teachers deliberately controlling attention, thinking and behavior for the purpose of English teaching. It mainly includes the flexible conversion of attention and cognition, working memory and inhibitory control. It is known as the student's "brain" Traffic control system". A number of studies in Europe, America and my country have used the "head-foot-knee-shoulders" task to examine the teacher's English teaching model, and all found that education psychology and English teaching model can predict the future English learning achievements of high school students.

Although many countries have incorporated this into national-level student learning standards or curriculum guidelines, related research is lagging behind. At present, researchers have not yet reached a consensus on the psychological connotation of education, but they generally pay attention to elements such as curiosity and interest, initiative, persistence, concentration, and problem-solving ability. Research on educational psychology usually explores its impact on the development of English teaching models. The educational psychology shown by the research can not only predict the learning achievements of students during the academic period, but also predict the reading and reading achievement in adulthood and whether the university will graduate successfully. Some scholars have found that persistence has a significant effect on oral and reading prediction, while curiosity and interest can only predict language mastery. Generally speaking, educational psychology is related to the development of English teacher teaching mode, especially reading, but the relationship with language mastery is not clear.

A small number of studies have examined the mediating role of educational psychology in the relationship between the development of English teaching models and English teaching models. Two follow-up studies show that educational psychology plays a part of mediating role in the relationship between English teaching mode and the development of students' reading and language use. However, some studies have pointed out that educational psychology is not an intermediary variable in the relationship between English teaching mode and academic performance. English teaching mode may be an intermediary variable between educational psychology and the development of English teaching mode, or there is a two-way relationship with educational psychology, thereby promoting the development of English teaching mode.

**Subjects and methods:** Select 6 district-level model schools from a certain school, and randomly select high schools 1, 2 and 3, one class for each grade from each school, a total of 18 classes. In each class, 14-16 middle-performing students are selected by the teacher, a total of 269, of which 131 are female students, accounting for 49%. There was no significant difference in the number of male and female students in each class ( $\chi^2=0.07-0.69$ ,  $P>0.05$ ), with an average age of 58 months.

Use the HTKS task to examine the English teaching model. This task requires students to complete an opposite game, including two sets of rules-head and feet are opposite, knees and shoulders are opposite (Ponitz, McClelland, Matthews, & Morrison, 2009). When the researcher says "touch your head" or "touch your knee", students need to touch their feet or shoulders. This task consists of two parts, each part contains 10 items. The first part contains only one set of rules, "head-foot" (version A) or "knee-shoulder" (version B). The second part mixes two sets of rules, and students need to switch constantly. The researcher can choose the version by himself, and the A version is selected for this study.

**Study design:** The task is in a one-to-one format. The researcher speaks instructions and the students respond with actions or verbally plus actions. Each item is scored with 0, 1, and 2. In a certain item, if a student answers incorrectly, it will be scored as 0, and if there is self-correction, it will be scored as 1 point, and if it is completely correct, it will be scored as 2 points, for a total of 40 points. The internal consistency coefficient of this task is 0.90.

**Methods of statistical analysis:** The study uses the learning behavior and social skills part of the Student Behavior Rating Scale to evaluate educational psychology. The researcher and a graduate student majoring in preschool education translated and back-translated the scale. After that, 10 college teachers were invited to give feedback. On this basis, the researcher deleted two questions and made amendments to the other two questions, and invited 5 preschool education experts from colleges and universities to review the expression and conformity of the content, forming a 13-question scale (see Table 1). The scale is used by

teachers to evaluate students based on daily observations using a 5-level score. 1-5 means “never”, “rarely”, “sometimes”, “always” and “always” respectively.

**Results:** In the study, 24 parents of students did not fill out the questionnaire. On the basis of obtaining the consent of the parents and teachers, the researcher obtains the age information of the students from the teachers. After testing, the remaining students and the 24 students in the English teaching mode are (33) = -1.75,  $P > 0.05$ , Cohen’s  $d = 0.32$ ), and the educational psychology is (241) = -0.001,  $P > 0.05$ , Cohen’s  $d = 0.001$ ], language [(267) = -0.13,  $P > 0.05$ , Cohen’s  $d = 0.02$ ] and reading (267) = -1.22,  $P > 0.05$ , Cohen’s  $d = 0.27$ ] have no significant difference in ability. Therefore, excluding this part of students, the data of 245 students were finally included in the analysis. Among them, the educational psychology data of 10 students were missing. In the analysis, maximum likelihood estimation was used to impute the missing values. Table 1 presents the descriptive statistics of all variables.

**Table 1.** Statistical variable information.

Variables	Percentage	Standard	Range	Total
Age	57.91	10.08	41-76	-
The mother	13.69	2.66	6-21	-
English teaching	31.34	8.83	0-40	40
Education	47.25	7.42	28-63	65
Language master	34.37	4.50	21-42	42
Language use	14.92	5.93	2-25	25

Further analysis showed that the educational psychology of female students was significantly better than that of male students [ $r(233) = 2.33$ ,  $P < 0.05$ , Cohen’s  $d = 0.30$ ], but in the English teaching model [ $r(243) = 0.43$ ,  $P > 0.05$ , Cohen’s  $d = 0.06$ ], language [ $r(243) = 1.52$ ,  $P > 0.05$ , Cohen’s  $d = 0.19$ ] and language use [ $r(239) = 0.83$ ,  $P > 0.05$ , Cohen’s  $d = 0.11$ ], there is no difference. In addition, students are in English Teaching mode [ $F(2,242) = 51.42$ ,  $P < 0.001$ , criticism=0.30], educational psychology [ $F(2,232) = 7.37$ ,  $P < 0.01$ ,  $n_2 = 0.06$ ] and language [ $F(2,242) = 74.15$ ,  $P < 0.001$ ] and reading [ $F(2,242) = 173.89$ ,  $P < 0.001$ , listening = 0.59]. The age difference in ability is both significant. In terms of educational psychology, there is no difference between first grade and second grade students, but they are both significantly lower. Third grade students. There is a significant difference between the two age groups in English teaching mode, oral and reading scores, the third-grade students perform best, and the first-grade students score the lowest. Therefore, the follow-up analysis uses age as a control variable.

**Conclusions:** In general, this research has responded to international discussions on the relationship between educational psychology and the development of English teaching models, and discovered the mediating role of educational psychology in the relationship between English teaching models and language use. There are research results. However, which aspects of specific educational psychology play an important role in which aspects of the development of English teaching models. Which elements of educational psychology have an intermediary effect on the relationship between the development of English teaching models. Is the relationship between educational psychology and the development of English teaching models different over time? The response to these questions urgently needs to be discussed in follow-up research. In addition, individual intelligence, family nurturing, parent-child interaction, etc. may affect the development of educational psychology and English teaching mode, but this study did not pay attention to it, which may have an impact on the research results to a certain extent, and needs to be addressed in future research.

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## COLLEGE ENGLISH TEACHING STRATEGIES FROM THE PERSPECTIVE OF POSITIVE PSYCHOLOGY

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