

numbness, etc., check blood routine, do chest CT and other examinations to exclude After the new coronary pneumonia, symptoms such as chest tightness and difficulty breathing still exist. This part of the callers accounted for 28.80%.

4. Emotional and behavioral problems caused by the epidemic have become nervous, anxious, and sensitive due to the epidemic or excessive attention to the information of the epidemic. Worrying about being unable to work, having no income, or being separated from family members can lead to anxiety and depression, or being with family members can lead to conflict, depression, lack of motivation, or network dependence, inattention, restlessness, loss of control and helplessness, etc. This part of callers accounted for 35.20%.

**Conclusions:** Take the “anti-epidemic” hotline and network platform organized by the Mental Health Association as an example to identify and intervene in the psychological crisis signal of college students, to explore the remote data mining psychological service model of psychological crisis signal identification and intervention for college students. Method: 123 psychology volunteers who have rich experience and participated in pre-job training through an online psychological consultation platform, two telephone psychological consultation hotlines, using remote data mining psychological consultation technology, such as psychological support, relaxation technology, stabilization technology, Mindfulness meditation, etc., provided 379 callers with standardized remote data mining psychological services and random return visits. Results: Insufficient knowledge of new coronary pneumonia led to panic calls, accounting for 25.6% of the total number of consultations; calls with contact history and positive medical examinations that led to negative emotions, accounting for 10.4%; due to the epidemic Calls leading to somatic expression accounted for 28.80%; calls that caused emotional and behavioral problems in the epidemic accounted for 35.20%; Conclusion: 18% of callers indicated that their emotional status has improved after the consultation. It shows that in emergencies of public health, remote data mining with unique advantages for college students’ psychological crisis signal recognition and intervention plays an important role in the emotional relief of callers.

**Acknowledgement:** The research is supported by: Special for key fields of colleges and universities of Guangdong Provincial Department of education in 2020 “Research on smart campus security application based on face living detection and infrared temperature measurement” (2020ZDZX3105).

\* \* \* \* \*

## THE TEACHING PRACTICE OF COLLEGE CLASSROOM CONTEXT BASED ON EDUCATIONAL PSYCHOLOGY

Yan Li

*Department of Chinese and Media, Bozhou University, Bozhou 236800, China*

**Background:** At present, the teaching of theoretical knowledge in the classroom teaching of high-efficiency English education for college students is more, and the proportion of psychological training combined with the actual experience and practicality of college students is less. However, the high-efficiency English education classroom is a comprehensive classroom integrating knowledge transfer, psychological experience and behavior training. The main purpose of the classroom is to promote the improvement of college students’ psychological quality. The classroom should fully respect the subjectivity of students, fully mobilize the enthusiasm of students to participate, and avoid one-way theoretical indoctrination and knowledge transfer. Therefore, in addition to theoretical teaching, how to explore a teaching method that is suitable for both the law of college education and the law of physical and mental development of college students is an urgent problem that needs to be solved.

Educational psychology is a class-based group tutoring. The tutors use the theories and techniques of group tutoring, create a good class atmosphere and the interpersonal interaction of classmates, and use activities suitable for the growth of students to help students adjust their own perceptions. Know, improve the relationship with others, learn new behaviors, prevent and solve the problems in the development of students, and stimulate students’ potential educational activities. Using educational psychology to conduct high-efficiency English education for college students is an efficient, economical method and can produce lasting results.

Existing researches that combine educational psychology with contextual teaching in high-efficiency English education for college students focus on theoretical discussions and lack practical demonstrations. Therefore, the purpose of this research is to conduct practical research on educational psychology-style high-efficiency English education, and investigate the feasibility and effectiveness of classroom group

psychological counseling context teaching in high-efficiency English education classrooms.

**Subjects and methods:** A random cluster (class) sampling method is adopted from the freshmen of a medical college, and 2 natural classes are selected, with a total of 48 students as the research objects. After negotiation, one class is selected as the experimental group, and the other class is the control group. There were 24 people in the experimental group, 19 boys and 5 girls, with an average age of (19.33±1.05) years; 24 people in the control group, with 16 boys and 8 girls, with an average age of (19.71±0.99) years.

The Diagnostic Scale for Interpersonal Relationships for College Students is a comprehensive diagnostic scale for interpersonal relationships compiled by Zheng Richang. It has 28 items and 4 dimensions, including the degree of distress in conversation, the degree of distress in social and friendship, the degree of distress in dealing with people, and the communication with friends of the same sex. The degree of trouble, 7 questions in each dimension, a full score of 28 points. A score of 0 to 8 indicates that there is less interpersonal communication trouble; a score of 9 to 14 indicates that there is a certain degree of interpersonal communication trouble, and a score of 15 to 28 indicates that the communication trouble is more serious. The scale has high reliability and validity.

**Study design:** Before the start of the group counseling and after the group counseling, the experimental group and the control group collectively administered the college students' interpersonal relationship diagnostic scale, self-congruence scale, and adolescent time management tendency scale; 6 units of the experimental group Class group counseling, 2.5 hours/unit, one unit per week, the counseling program is designed based on the key content of college students' mental health, the control group does not conduct group counseling; the experimental group members fill in the group counseling feedback form within one week after the counseling.

**Methods of statistical analysis:** Use SPSS16.0 to perform statistical analysis on the data.

**Results:** Comparison of the results of the diagnostic scale for college students between the experimental group and the control group and analysis of the statistical results of the independent sample t-test show that the total scores of the diagnostic scale for college students in the experimental group and the control group before group counseling and the degree of distress in conversation There is no significant difference in the four dimensions of the degree of distress in communication and friendship, the degree of distress in dealing with people, and the degree of distress in communicating with friends of the same sex. The scores were significantly lower than the control group ( $P < 0.01$ ).

The statistical results of the paired sample t-test showed that the total score and 4 dimensions of the diagnostic scale for interpersonal communication of the experimental group were significantly lower than before the group counseling ( $F < 0.01$ ); the control group had the total score and the 4 dimensions of the post-test score There is no significant difference from the previous test.

Comparison of the results of the self-congruence scale between the experimental group and the control group and analysis of the statistical results of the independent sample t-test show that the total scores of the self-congruence scale of the experimental group and the control group before group counseling, the disharmony between self and experience, and the flexibility of self. There is no significant difference in the three dimensions of the stereotype of self; the total score of the self-congruence scale of the experimental group after group counseling ( $P < 0.01$ ) and the disharmony between self and experience ( $P < 0.01$ ), the stereotype of self (The scores on  $P < 0.05$ ) dimension were significantly lower than those of the control group, and the scores of self-flexibility dimension were significantly higher than those of the control group ( $P < 0.01$ ). The statistical results are shown in Table 1.

**Table 1.** Statistical results of the t test for paired samples.

Project conversation	Experimental group		Control group		$r_1$	$r_2$	$r_3$	$r_4$
	Before	After	Before	After				
Communication	396±1197	171±1488	392±1139	379±1285	124	-5191**	6044**	1366
People are	397±1062	217±1523	371±1122	354±1062	264	-3628**	4279**	1696
The opposite	325±989	75±737	321±884	300±834	154	-9902**	8855**	2005
Total	342±1248	167±1404	338±1096	325±1260	123	-4112**	4421**	91
Project	1442±3335	629±3928	1421±3297	1398±3501	218	-6789**	7507**	1933

The statistical results of the paired sample t-test showed that the total scores of the self-congruence scale, the disharmony between self and experience ( $P < 0.05$ ), and the stereotype of self ( $P < 0.01$ ) of the experimental group were significantly lower than the scores in group counseling. Before, the scores of flexibility dimension of self were significantly higher than that of group counseling ( $P < 0.01$ ); the control group had no significant difference in the total score and 3 dimensions of the post-test and the pre-test.

The comparison of the results of adolescents' time management propensity scale between the

experimental group and the control group and the analysis of the statistical results of the independent sample t-test show that the total scores of the adolescents' time management propensity in the experimental group and the control group before group counseling, as well as the sense of time value and time monitoring. There was no significant difference in the three dimensions of time efficacy and time efficacy; the total scale and three dimensions of the experimental group after group counseling were significantly higher than those of the control group.

The statistical results of the paired-sample t-test showed that the total score and the scores on the three dimensions of the adolescent time management tendency scale of the experimental group were significantly higher than those before the group counseling ( $P < 0.01$ ); the control group was on the total score and the three dimensions. There is no significant difference between the post-test score and the pre-test.

**Conclusions:** This article studies the practice of high-efficiency English education based on educational psychology, and investigates the feasibility and effectiveness of classroom group psychological counseling context teaching in high-efficiency English education classrooms. Take a random cluster (class) sampling, select 2 natural classes of a medical school as the research objects, the experimental group has 24 people, the control group has 24 people, the experimental group has 6 units of educational psychology, the control group does not intervene, and uses college students Interpersonal relationship diagnostic scale, self-consistent scale, adolescent time management tendency scale and self-compiled group counseling feedback form to evaluate the effect of counseling. The post-test scores of the college interpersonal relationship diagnostic scale, self-congruence scale, and adolescent time management tendency scale of the experimental class were significantly improved compared with the control class ( $F = -6.789, -2.999, 5.652; P < 0.01$ ), and the experiment The interpersonal relationship diagnostic scale of the class  $G = 7.507, P < 0.01$ ), self-congruence scale ( $e = 13.801, P < 0.01$ ), adolescent time management tendency scale ( $F = -13.192, P < 0.01$ ) post-test score Significantly better than the previous test. The method of class-style group tutoring context teaching in high-efficiency English education classrooms for college students has very good promotion value.

**Acknowledgement:** The research is supported by: the stage achievement of the key project of Humanities and Social Sciences in Anhui Province in 2019 "Research on restrictive factors and Countermeasures for the professional development of young female teachers in Colleges and Universities Affiliated to Anhui Province in the new era" (sk2019a1133); Major teaching research project of Anhui Provincial Department of Education: achievements in the stage of reform and innovation of practical teaching mode of Chinese language and literature major in Applied Undergraduate Colleges from the perspective of curriculum ideology and Politics (2020jyxm1219); Provincial Teaching Demonstration Course Project of colleges and universities in Anhui Province: stage achievements of Chinese course and teaching theory teaching demonstration course (2020jxsfk343).

\* \* \* \* \*

## THE TEACHING PRACTICE OF PHYSICAL EDUCATION IN COLLEGES AND UNIVERSITIES FROM THE PERSPECTIVE OF BEHAVIORAL PSYCHOLOGY

Haiying Wang

*College of Physical Education, Baoji University of Arts and Sciences, Baoji 721013, China*

**Background:** Modern physical education is different from traditional physical education. It pays more attention to the improvement of the comprehensive quality of college students. The teaching goal has changed from pure physical skill improvement to comprehensive training of knowledge, skills, and personality. This diversified teaching goal makes the reform of physical education methods in colleges and universities diversify, and the improvement of the effectiveness of physical education methods will also enable students to develop more healthily. The state has formulated a series of long-term plans based on the current status of the development of physical education in colleges and universities. It can be concluded that the most scientific method of physical education reform in colleges and universities is to be people-oriented, student-oriented, follow their own development laws, and cultivate skills and knowledge. Combining talents.

The classification of knowledge is an important part of psychology, which can usually be divided into strategy knowledge, process knowledge and descriptive knowledge. The classification of sports knowledge is a link and an important object in college physical education, and it is also an important knowledge division from the perspective of behavioral psychology. In the reform of specific physical education teaching methods, the use of psychological knowledge is divided from descriptive knowledge and procedural knowledge, involving knowledge of basic sports concepts and laws. This kind of knowledge division can usually solve the