

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.

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

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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

problem of “what is sports”. When students are able to take the initiative to accept these descriptive facts, it means that descriptive knowledge has been accepted and realized.

Process knowledge refers to the process by which college students have been able to understand “what is the essence of physical education” and can operate. It is a combination of cognition and practice. Process knowledge can be divided into three parts: sports skills, sports psychological quality and overall perception of sports. This classification of sports knowledge starts from the perspective of theoretical knowledge and practical skills, and emphasizes the combination of knowledge and skills, and the process of converting knowledge into skills.

Subjects and methods: 320 questionnaires were distributed randomly to college students in a certain university, and 300 questionnaires were returned (938%).

University Student Physical Exercise Questionnaire This questionnaire is compiled by Liu Guifang. The content of the survey includes college students’ physical exercise items, exercise purpose, exercise method, exercise intensity, exercise time, exercise frequency, etc. The questionnaire was sent out the “Content Validity Expert Evaluation Form” for expert review, and it was revised to obtain a higher content validity; the test-retest reliability coefficient was 0.89.

Study design: adopts Watson’s revised scale, composed of 20 adjectives, including two emotional dimensions: positive emotion and negative emotion. Among them, 10 items assess positive emotions, and 10 items assess negative emotions. The scale is a 5-level scoring method, divided into 1, 2, 3, 4, and 5 respectively. Each dimension of the scale is divided into 50 points. A high score on the Positive Emotion Scale indicates that the subjects are energetic, able to concentrate, and experience more happy emotions; a high score on the Negative Emotion Scale indicates that the subjects feel confused and painful subjectively, and a low score indicates calmness. The applicability of the scale in the Chinese population shows that PANAS has good reliability and validity. The Cronbach a coefficient of all items is 0.82, and the Cronbach a coefficient of positive and negative emotions is 0.85 and 0.83, respectively. The Cronbach a coefficient of all items on the scale obtained in this study were 0.82, and the Cronbach coefficients of positive and negative emotions were 0.87 and 0.86, respectively.

Methods of statistical analysis: Using SPSS180 software for data entry and analysis, the main statistical methods used are descriptive statistics and one-way analysis of variance.

Results: Analyze the current situation of college students’ physical exercise. Descriptive statistics of college students’ physical exercise questionnaire data, survey of college students’ current situation of physical exercise, (1) Exercise items: basketball 95 (31.7%), volleyball 71 (23.7%), aerobics 34 (11.3%), running 211 people (70.3%), swimming 70 people (23.3%) skipping 38 people (12.7%) Tai Chi 16 people (5.3%) football 23 people (7.7%) tennis 14 people (4.7%) 60 table tennis players (20.0%) 18 roller skating players (6.0%) 130 badminton players (43.3%); (2) Exercise purpose: 83 people (27.7%) physical fitness 242 (80.7%) mental adjustment 170 people (56.7%) 115 people (38.3%) feel under-exercise (38.3%) for recreation and entertainment 146 people (48.7%) bodybuilding 93 people (31.0%); (3) Constraining factor: laziness 193 people (64.3%) have no perseverance determination 163 people (54.3%) 152 people (50.7%) did not have time without a suitable exercise group or companion 112 people (37.3%) had heavy learning tasks 91 people (30.3%) had less than 73 people (24.3%) with poor physical fitness and athletic ability 32 people (10.7%) 31 people (10.3%) did not have a sport that they liked or were good at, 29 people (9.7%) lacked special guidance, 6 people (2.0%) had wrong sports cognition; (4) Exercise method: 197 people (65.7%), 5 people (1.7%) exercise with their families, 90 people (30.0%) alone, 8 people (2.7%); (5) Exercise intensity: 45 people (1.5%) with light exercise, 106 people (35.3%) with low intensity, 68 people (22.7%) with medium intensity, shortness of breath but short duration 61 people (20.3%) shortness of breath and long duration 20 People (6.7%); (6) Exercise time: 15 people (5.0%) under 10 minutes, 41 people (13.7%) from 11 to 20 minutes, 91 people (30.3%) from 21 to 30 minutes, 99 people (33.0 from 31 to 59 minutes), 54 people over 60 minutes; (7) Frequency of exercise: 54 people (18.0%) less than once a month, 98 people (32.7%) 1-2 times a week, 83 people (27.7%) 44 people (14.7%) 3 to 5 times a week, approximately 21 people (7.0%) do activities once a day. The statistical results are shown in Table 1.

It can be seen from the status quo of college students’ physical exercise that running is the most physical exercise item selected by college students, reaching 70.3%; physical fitness is the main purpose of college students to participate in physical exercise, and the proportion of students is as high as 80.7%. There are subjective factors and objective factors that restrict college students from participating in physical exercises. In this study, “laziness” and “no perseverance” accounted for 64.3% and 54.3% of the subjective factors with the highest selection ratio; objective factors were “lack of time” and “heavy learning tasks”. Accounting for 50.7% and 30.3% respectively. In terms of exercise methods, most college students choose to exercise with friends and classmates, the ratio is 65.7%, a small number of people choose to exercise alone, and rarely exercise with family members. In terms of exercise intensity, the majority of college students participating in physical exercise are exercises below the medium intensity, accounting for 50.3% of the total. In terms of each exercise time, the number of college students who exercised for more than

30 minutes each time is more, accounting for 51.0% of the total. In terms of exercise frequency, the number of college students who exercise 2 to 3 times per month is the largest, accounting for 32.7% of the total.

Table 1. Descriptive statistical results of the physical exercise questionnaire.

Exercise strength	Positive mood	Negative emotional
Slight movement	28.64±6.76	22.47±6.04
Small strength	29.01±5.95	21.97±6.20
Medium strength	29.09±6.59	22.63±7.46
Had shortness of breath but	30.64±7.36	19.75±6.11
Takes shortness of breath and lasts	28.00±8.45	20.60±6.95
<i>F</i>	0.965	2.050
<i>P</i>	0.427	0.087

Conclusions: The reform of physical education teaching from the perspective of behavioral psychology is uninterrupted. Cognition is a continuous process. The reform of physical education teaching methods should also be reformed in accordance with the country's specific plans, the continuous deepening of physical education reform goals, the continuous improvement of physical knowledge, and the changes in the situation of universities and students, so as to ensure the reform of physical education. Simultaneous improvement of quality and quantity.

From the perspective of behavioral psychology, the reform of college physical education teaching methods is a complex and huge reform project. It should not only start with the ideas, goals, and methods of education, but also focus on the combination of theoretical knowledge and sports practice. It is necessary to pay attention to the subject status of students, fully respect their individuality, improve their physical ability based on the actual situation, and strive to cultivate comprehensive talents, so that the reform of college physical education has practical significance.

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THE APPLICATION OF COGNITIVE PSYCHOLOGY IN COLLEGE ENGLISH TEACHING

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Background: Cognitive psychology is an important school of contemporary psychology research. It explains and explains how people process information when they perform cognitive activities. For example, how do people obtain information from the outside world and how the outside information is stored in the mind; how information is reproduced and converted as knowledge; how information is used and guides people's attention and behavior when solving problems.

Cognitive psychology as the theoretical basis of cognitive methods undoubtedly makes foreign language teaching methods based on a more scientific basis. As far as foreign language teaching is concerned, cognitive psychology emphasizes the role of students' intelligence in teaching, attaches importance to their understanding of language rules, and focuses on comprehensively cultivating students' practical ability to use language. Cognitive psychology has five basic principles for the interpretation of psychological processes and psychological phenomena: emphasizing the structural and organizational principles in the cognitive process; emphasizing the internal process, that is, the processing of symbolic information; emphasizing the driving role of concepts; emphasizing the role of cognitive feedback; Emphasize individual differences in cognitive styles. When applying cognitive psychology theory to foreign language teaching, these five principles need to be carefully considered, and the relationship between these principles and English teaching should be handled well.

Driven by the upsurge of foreign cognitive psychology research, domestic psychology researchers have also conducted localized research. The impact of cognitive psychology on human development has been