

In urban road planning, the color matching should meet the needs of the masses and integrate with the city. Therefore, the satisfaction of the respondents was analyzed in this survey, and the results are shown in Figure 1.

By analyzing the experimental results in Figure 1, it can be seen that in the analysis of respondents' satisfaction with urban road color planning, most respondents are highly satisfied with the sample urban road color planning, about 48%, and the dissatisfied respondents are 1%. In contrast, the planning method considering color matching in this paper can effectively carry out planning.

Conclusions: Color psychology is a science that studies the relationship between color and human psychology. It is often used in the field of color application. Color psychology is the subjective reflection of the objective world. Color psychology through vision, from perception, emotion to memory, thought, will, symbol and so on, its response and change are extremely complex. Therefore, this paper analyzes the urban landscape planning method from the perspective of color psychology, and finds that the psychology of the audience should be considered in planning, so as to improve the quality of urban construction.

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THE DEVELOPMENT DILEMMA AND OPTIMIZATION MECHANISM OF COLLEGE ENGLISH TEACHER COMMUNITY FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: Educational psychology plays an important role in the development and promotion of education. Since the 1990s, China's social economy has developed rapidly. At the same time, the education industry has also received extensive attention and full development. Educational psychology has gradually attracted the attention of the educational community. Among them, educational psychology accounts for a large part of the internal driving force of College English teachers' development. Focusing on the development dilemma and optimization mechanism of College English teachers from the perspective of educational psychology, this paper discusses the problems existing in College English teachers' professional development, mainly including English teachers' educational concept, independent development direction and ability, cooperative development consciousness and so on. This paper analyzes the optimization mechanism of College English teachers' professional development, that is, changing teaching ideas, strengthening teaching practice and scientific research ability, observing, reflecting, exploring and researching teaching, and improving subject teaching ability and scientific research ability through individual efforts and group cooperation.

This paper analyzes the problems existing in the development of College English teachers from the perspective of educational psychology, discusses the causes, and puts forward the corresponding solutions.

Subjects and methods: This paper studies the current situation of the development of College English teachers, integrates some excellent scientific research achievements, systematically combs and regularizes the restrictive factors of College English teachers' professional development from the perspective of educational psychology, and the internal mechanism of English teachers' professional development in administrative colleges and universities. On this basis, it puts forward some suggestions to optimize the development mechanism of College English teachers, which points out the direction for us to better solve the development dilemma of College English teachers and optimize the development mechanism of College English education.

Study design: through the analysis and investigation of the development dilemma and optimization mechanism of College English teachers from the perspective of educational psychology, this paper puts forward relative optimization methods in real time for some problems in professional development, so as to provide a certain theoretical and practical basis for the optimization research of College English teachers' professional development in China. It has played a certain role in further solving the development dilemma of College English teachers and optimizing the mechanism system of College English teachers

Methods of statistical analysis: This paper adopts a classified research method to analyze the participating College English teachers from the aspects of unreasonable professional title structure, uneven age of teachers and unbalanced proportion of men and women.

Results: the development dilemma and optimization mechanism of College English teacher community from the perspective of educational psychology are shown in Tables 1, 2 and 3.

Table 1. Composition of professional titles of college English teachers of different ages from the perspective of educational psychology.

		Age stratification			Total/%
		Below 35/%	35-45/%	Above 45/%	
Title	Primary	48.3	-	-	28
	Intermediate	44.8	57.9	-	48
	Senior	6.9	42.1	100	24
Total		100	100	100	100

As can be seen from table 1, junior English teachers in colleges and universities account for 28%, intermediate English teachers account for 48% and advanced English teachers account for 24%; The primary level below 35 accounted for 48.3%, and the intermediate level accounted for 44.8%; The intermediate level of 35-45 accounted for 57.9%, and the advanced level accounted for 42.1%. The imbalance of professional titles is mainly reflected in “more intermediate professional titles and less senior professional titles” .

Table 2. Age composition of college English teachers with different academic qualifications from the perspective of educational psychology.

		Education		Total/%
		Undergraduate/%	Master/%	
Age stratification	Below 35	28.9	79.3	58
	35-45	66.7	17.2	38
	Above 45	4.8	3.4	4
Total		100	100	100

As can be seen from table 2, 58% of College English teachers below 35, 38% of them between 35 and 45, and only 4% of them above 45; In terms of academic qualifications, 79.3% of masters are below 35, and 17.2% are 35-45; Only 3.4% of them have master’s degrees above 45, indicating that there are more young teachers.

Table 3. Gender composition of College English teachers of different ages from the perspective of Educational Psychology.

		Age stratification			Total/%
		Below 35/%	35-45/%	Above 45/%	
Gender	Female	86.2	89.5	100	88
	Male	13.8	10.5	-	12
Total		100	100	100	100

It can be seen from table 3 that among College English teachers, women account for 88% and men only 12%. The reason may be related to the educational system and gender professional classification. The proportion of women among liberal arts students is relatively high, and most of the majors are girls. Therefore, the proportion of female teachers in College English teachers is high.

Conclusion: from the perspective of educational psychology, the development of College English teachers is the basic element of college development, and teachers’ professional development is the process of teachers improving their own quality and constantly improving themselves. The results of this study show that the research on the professional development of College English teachers from the perspective of educational psychology is still a new field. The professional development of College English teachers has gradually entered the researchers’ field of vision in recent years. The research on the development dilemma and optimization mechanism of College English teachers’ community from the perspective of educational psychology can be further deepened and improved.

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VISUAL SATISFACTION EVALUATION OF SPECIAL ELEMENTS OF HOME STAY