

(1) Pay attention to the application of emotional teaching theory.

The development of Ideological and political teaching in colleges and universities needs to take “emotion” as the starting point. Ideological and political teachers should be sincere, truthfully express their views, thoughts and feelings, trust and respect students. The most important thing is that teachers must recognize the advantages of students in time, which will win the favor and admiration of students and help cultivate students’ positive emotional experience. Promote the transformation of students’ moral understanding to moral behavior.

(2) Be good at using need theory.

No one can do anything unless he does something for his own needs and for his organs. This fully shows that in order to enable students to effectively receive the teaching information of Ideological and political course and internalize their ideological understanding, the teaching content of Ideological and political course carried out by teachers must meet the psychological needs of students.

**Conclusions:** From the perspective of people’s psychological state, unconscious education is an effective way of education. In Ideological and political teaching, the creation of classroom psychological environment is an unconscious education. The purpose of studying the application of educational psychology in Ideological and political teaching in colleges and universities is to better understand and grasp the problems that violate the laws of educational psychology in Ideological and political teaching in Colleges and universities, so as to explore an ideological and political teaching mode based on the ideas, theories and methods of Educational Psychology, closer to students and reality, and make it really play a role in the teaching process.

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## CORRELATION ANALYSIS BETWEEN POSITIVE PSYCHOLOGY AND ORAL ENGLISH PRODUCTION

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**Background:** Positive psychology has become a theory to study the scope of psychology and a milestone in the opening of educational reform. Starting from happiness, it takes the positive value orientation of psychology as the core, speeds up the formation of good psychological quality of learners and ensures the healthy and happy growth of learners. In the field of teaching, it has a positive impact on alleviating students’ sense of helplessness and mobilizing students’ optimistic learning attitude. Therefore, teachers should attach great importance to the application of positive psychology in middle school English. Middle school English teachers should try their best to implement positive psychology in oral English teaching, eliminate the tension and fear of students’ oral English communication, and strive to improve students’ oral ability. Therefore, the author gives the following analysis and suggestions.

**Subjects and methods:** Taking the application of positive psychology in middle school oral English teaching as the research object, combined with the current specific situation of middle school students’ oral English training, this paper first analyzes the overview of positive psychology and students’ oral English problems, and then introduces interesting content, mobilizes students’ oral English training motivation, introduces game activities, reduces students’ fear of oral English training and introduces positive evaluation, Strengthen students’ confidence in oral training, deeply explain and explore the application strategies of positive psychology in oral English Teaching in middle school, so as to enhance the quality and efficiency of the application of positive psychology in oral English teaching, and the purpose is to provide reference materials for relevant research.

**Study design:** It is an inevitable trend of college oral English curriculum reform to use the concept of positive psychology to build an efficient classroom of college oral English and promote the perception of students’ emotional attitude and the improvement of learning effect from a positive and positive perspective.

**Methods of statistical analysis:** Through the cooperation and exchange between teachers and students and between students, we can stimulate potential and accumulate a little, so that we can really adapt to environmental conditions and be flexible in a variety of specific and broad related environments. Practice has proved that positive and healthy emotions can greatly promote the smoothness of language expression. For college oral English, the two-way investment in teaching and learning is a practical guarantee to produce an efficient classroom. Only when teachers and students take positivity as their own value orientation, the classroom will show lasting efficiency in constant vitality.

**Results:** Based on the questionnaire, 400 teachers and students were randomly selected from a university for distribution. The specific questionnaire data are shown in Table 1 below.

According to the importance of the results of the questionnaire on the correlation between positive psychology and oral English output, the methods and approaches of the application of positive psychology and oral English output can be further obtained. Specific methods and approaches to improve positive psychology and oral English output are as follows.

**Table 1.** Survey results of the correlation between positive psychology and oral English output.

Investigation content	Total number of people investigated	Valid questionnaire	Number of people	Proportion
The importance of emotional maintenance between people	400	372	120	22.4
Students' academic success or failure			126	33.9
Positive feelings are conducive to individual happiness			126	33.9

(1) Positive psychology and influencing factors of oral English production: Methods of positive psychology and oral English production.

(2) The importance of emotional maintenance between people: First, respect the personality of each student; Second, respect the rights of every student; Third, in the process of classroom interaction, guide students to cooperate with each other and encourage their success; Fourth, combine teaching with fun, change the boring and boring teaching content, and give students a favorite form of English learning.

(3) Students' academic success or failure: If a student attributes the failure of an exam to the lack of learning ability, he will fail in the next exam. If an individual feels that his ability is insufficient, he will subconsciously feel that he can't do anything; However, if the failure of the test is attributed to the external factor-bad luck, the possibility of failure in the later test is small, because luck is unstable, like gambling; On the contrary, students with strong learning motivation will think that their own efforts have contributed to their success in learning. On the contrary, they are attributed to their insufficient efforts. At the same time, they are not willing to fail and will encourage themselves to continue their efforts in failure.

(4) Positive feelings are conducive to individual happiness: In the process of English teaching, teachers should treat students patiently, sincerely and enthusiastically, give students sufficient thinking time in class, and encourage students to express their views and give affirmation. There are always some students in the class who are introverted or have low self-esteem. When they encounter difficulties in learning, they are also unwilling to take the initiative to communicate with teachers and students. For this kind of students, first of all, teachers should actively pay attention to their learning dynamics after class, understand their learning troubles through communication and observation, so that students can feel the care of teachers, so as to actively exchange their learning situation with teachers, so as to help students get out of their learning difficulties; In class, teachers can encourage and affirm students by creating some teaching situations and guiding them to raise their hands to answer, whether they are right or wrong.

Through the above four methods, positive psychology and spoken English are combined to complement each other's strengths, and play the role of positive psychology in spoken English, improving students' psychological quality and learning efficiency at the same time.

**Conclusions:** To sum up, the application of positive psychology in oral teaching classroom in middle school can not only enhance students' interest in learning and establish a harmonious relationship between teachers and students, but also lay a positive oral English environment, increase the happiness index of teachers and students, and facilitate the formation of students' perfect personality. In teaching, teachers should implement positive psychology in an all-round way, deepen students' enthusiasm and autonomy in oral training, tap students' English potential, evaluate and encourage students actively, and highlight the effect of oral teaching.

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## THE INFLUENCE OF MASS ENTREPRENEURSHIP AND INNOVATION EDUCATION INTEGRATED INTO AUTOMOBILE SPECIALTY TEACHING ON ALLEVIATING COLLEGE STUDENTS' EMPLOYMENT PSYCHOLOGICAL ANXIETY

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