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AFFECTIVE STRATEGIES IN COLLEGE ENGLISH TEACHING FROM THE PERSPECTIVE OF HUMANISTIC PSYCHOLOGY

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Background: Humanistic psychology is a kind of psychology based on data statistics, which pays more attention to human subjectivity than objectivity. Humanistic psychology has a strong subjectivity. The relationship between analyst and analyst, that is, the transfer problem in psychoanalysis, is also the leading problem between the two subjects. Affective teaching theory has been studied for a long time in the field of second language acquisition both at home and abroad. The theory holds that affective teaching and knowledge teaching are inextricably linked, and the integration of affective teaching is closely related to the promotion of language learning and the cultivation of healthy personality. However, in the current college English teaching, especially for the single enrollment group, most teachers always pay attention to the input of language knowledge and the teaching of cognitive factors and language knowledge in the limited teaching time, but ignore the attention to the emotional education of students. On the one hand, although teachers have some concept of emotional factors in the implementation of specific teaching, but lack of a comprehensive and systematic emotional factors as a specific teaching method into the classroom, students (especially students only enrolled) learning English classroom atmosphere is duller, learning motivation is passive. On the other hand, due to the poor English scores, poor English learning autonomy, bad learning habits, low self-confidence and English learning anxiety, the single recruiting students need teachers' emotional attention. There are many affective problems in college English learning, such as low interest, low confidence, high self-esteem and high anxiety. However, English teachers are mainly concerned about students' English knowledge. It emphasizes the knowledge goal and skill goal, but ignores the auxiliary function of affective education in English learning and ignores the application of affective teaching strategies. Based on humanistic psychology, college English teachers should actively use affective teaching strategies to improve English teaching effect and the idea of humanistic psychology to promote students' interest in English learning, cultivate their correct learning motivation, build up their self-confidence in English learning, correct their learning attitude, exercise their will to overcome difficulties and cultivate harmonious and healthy character. Therefore, it is of great theoretical and practical significance to study the problems and countermeasures of affective education in college English teaching from the perspective of humanistic psychology.

Objective: With the continuous promotion of quality education, "people-oriented" education philosophy has gradually penetrated into every corner of education and teaching. Among them, the implementation of emotional education in the teaching process is not only an important part of quality education, but also an important guarantee to improve teaching quality and promote students' personality development. In the process of English teaching in colleges and universities, emotional education should be carried out in order to create a good emotional atmosphere for students so that they can have a good emotional experience in English teaching, which is conducive to stimulating students' motivation and interest in learning English, promoting the balanced and harmonious development of students' cognition and emotion and forming their good personality.

Subjects and methods: From the perspective of humanistic psychology, we can improve the teaching quality, promote the development of students' personality and innovate the teaching mode, so as to cultivate the students' interest in learning English. This study explores the application of affective teaching strategies by college English teachers in the teaching process from the perspective of humanistic psychology. Using the method of questionnaire and interview, this paper investigates and analyzes the application of affective strategies in college English teaching, and analyzes the significance of the study.

Study design: A survey was conducted among 500 English majors. Randomly selected 10 universities, each study randomly selected 50 students, a total of 500 students conducted a questionnaire survey, a total of 500 questionnaires, 486 questionnaires received back, the number of effective 481. Among them, 5 questions that do not reach 50% of the questionnaire are considered invalid.

Methods of statistical analysis: The purpose of this study is to investigate the affective strategies in college English teaching from the perspective of humanistic psychology.

Results: Through the analysis of the application of humanistic psychology, the English scores of college students and the teaching efficiency of college English teachers have been improved obviously.

The results of the survey used 1 to 4 ratings to quantify the impact of specific factors, 1 indicating

irrelevance, 2 indicating slight effectiveness, 3 indicating significant effectiveness, and 4 indicating significant effectiveness, in order to reduce the large errors caused by individual subjectivity in the assessment. The evaluation results of 500 college English majors are rounded off according to the mean, and the statistical table is shown in Table 1.

Table 1. Significance of affective strategies in college English teaching from the perspective of humanistic psychology

Factor	Randomness	Maintainability	Persistence
Students (female)	4	3	3
Students (male)	3	4	4

Conclusions: College education is an important part of higher education in our country, and English teaching is also an important part of college education and teaching, which plays a very active role in students' knowledge accumulation, cultural exchange, further study and improvement of humanistic quality. Through the application of humanistic psychology, teachers' pay attention to the students' emotion and use innovative teaching methods to improve the quality of teaching.

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NEW THOUGHTS ON SCHOOL HEALTH EDUCATION IN JAPAN FROM THE PERSPECTIVE OF COGNITIVE PSYCHOLOGY

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Background: Health is the precondition of health. Health not only can promote people's all-round development, but also is the foundation of everyone's growth and happy life. As an important part of school education and public health, school health care is not only related to the healthy growth of children and adolescents, but also has an important impact on the overall health of the people. The school health thought includes the school health and relates the country and the nationality's future development idea. The contents of school health work include infectious disease prevention, physical examination, disease correction, school building health, sports training, health education, etc. According to the Basic Law of Education of Japan, the goal of Japanese education is to cultivate the builders of a peaceful country and society, people who love truth and justice, respect personal values, pay attention to work and responsibility, and are full of independent spirit. As an important subject of school education, with the social background and the influence of American naturalism, the goal of health education in Japan is changing constantly. Moreover, Japan's education system is quite perfect, belongs to one of world centralization national curriculum system representatives. In the process of health education in basic education schools, great importance is attached to students' physical and mental health, and various measures are taken to maintain and promote students' health. In particular, in recent years, Japan around the "physical and mental health to maintain and enhance" the theme of a systematic planning and reform, has formed a relatively sound health education system. It is of great significance to study the development of health education in Japan for reference. Strengthening school health education, cultivating students' public health awareness and health awareness, mastering health knowledge and skills, promoting students to develop health behavior and life style are important components of implementing the strategy of "Healthy Nation".

Cognitive psychology, as a discipline, can be traced back to Plato's philosophical speculations. In a broad sense, cognitive psychology refers to the study of human higher mental processes, such as attention, perception, representation, memory, creativity, problem solving, speech and thinking. It was not until the 1950s that Donald Broadbent established the fundamental theoretical framework of cognitive psychology and began to move towards science. Based on the perspective of cognitive psychology, this paper puts forward some developmental suggestions on the current implementation of health education in Japanese schools, strengthens the legal management of health education, promotes the construction of health education teachers, standardizes the contents of health education and expands the methods of health education.

Objective: Since the 1990s, the proportion of Japanese teenagers' abuse of stimulants and other drugs has increased rapidly and developed at a younger age, causing serious health problems and social problems. To this end, Japan has enriched its content on drug abuse and health by strengthening the legal guidance