

should give full play to their favorable conditions, tap their potential, create suitable conditions for mental health education and form their own characteristics. The influence of campus cultural environment on students' mental health is potential. Therefore, we must pay attention to it and form a good space for self-development, which is beneficial to improving college students' psychological quality. Finally, to a greater extent, strengthen the self-cultivation of counselors and improve the mental health of counselors. Counselors are college teachers who communicate most with students. They face a large number of students and are responsible for the training of student cadres, the selection of awards and grants and many other things closely related to the interests of students. Improper handling can easily lead to the dissatisfaction of students. However, under the current situation, counselors face many problems and great difficulties, resulting in great psychological pressure, which is very unfavorable to the ideological and political education of college students. Therefore, we should create a harmonious, relaxed and optimistic working environment and communication environment, so that students can develop in happy communication, which is conducive to improving students' psychological status and making them develop healthily.

Conclusions: In the work of college students, strengthening mental health education is an important measure to comprehensively implement quality education under the new situation, so as to lay a good foundation for college students to become talents and serve the society as soon as possible.

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THE APPLICATION OF POSITIVE PSYCHOLOGY IN COLLEGE ENGLISH TEACHING

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Background: Positive psychology is a new psychology rising in the west at the end of the 20th century academic field. The so-called positive psychology "committed to studying people's development potential and virtue is a science of positive qualities" (Sheldon, 2001). Different from the traditional mainstream psychology which emphasizes morbid research, positive psychology focuses on the research of the positive factors of ordinary people's psychological life. Seligman, who was the president of the American Psychological Society in 1998, put forward the idea of "positive psychology" and called for the launch of the positive psychology movement. With the emergence of positive psychology albums in American psychologists (2000) and Humanistic Psychology (2001), the research of positive psychology has attracted extensive attention in the field of American psychology. American Psychological historian Schultz listed positive psychology and evolutionary psychology as the latest progress of contemporary psychology in the eighth edition of the history of modern psychology published in 2004. The first International Conference on positive psychology was held in Philadelphia in 2009, which means that positive psychology has gradually become a worldwide trend. At present, the research of positive psychology mainly involves three aspects: positive emotion experience, positive personality characteristics and positive social organization system. From the relevant research literature, in addition to the remarkable achievements in the field of psychology, the research thought of positive psychology has gradually penetrated into and applied to various fields, such as management, economics, psychotherapy, sociology and pedagogy, thus forming a strong interdisciplinary research trend. The penetration and application of positive psychology in English teaching have also gained increasing attention: For example, the positive learning method founded by Marva Collins, a famous American educator, has been valued and promoted by researchers of positive psychology. the positive education promoted by psychologist Seligman (2009) and others in Jilong grammar school in Australia has also achieved great success. China's positive psychology has been studied since the beginning of the 21st century, and has become a research hotspot since 2007. China's research mainly presents three characteristics. First, domestic research mainly focuses on some articles on the introduction and evaluation of positive psychology theory. Second, the research of positive psychology in China is mainly at the theoretical level, lack of more empirical research. Third, the research of positive psychology in positive education in China is still in the exploratory stage. Positive psychology is more applied as an independent subject in expanding psychology courses and improving students' psychological quality, and rarely involves the teaching of professional courses, especially in English teaching. Optimism in positive psychology refers to an emotion or attitude, which is related to the expectation of future social or material life - an evaluation of social expectation that is beneficial or can bring happiness to oneself. It is mainly affected by positive emotion, good morality, unswerving and effective problem-solving. Students will also encounter learning difficulties in the process of learning, so that they fail every exam. However, in the face of academic failure, if the teacher can't help the students correctly attribute and summarize their experience, and the students

themselves can't learn to summarize themselves and maintain an optimistic spirit, he will be as passive and cowardly in the face of difficulties as this shark in the next learning process. The introduction of positive psychology into college English teaching can effectively mobilize students' internal motivation and improve their language output ability, so as to improve the overall teaching effect.

Objective: The theory of positive psychology is penetrated into the three important factors of students, teachers and teaching environment through all links of teaching, so as to help students cultivate positive emotions and stimulate their long-term learning mechanism. The core of its teaching is to stimulate students' positive emotions as the center, to enhance teachers' positive emotions as the auxiliary, and to take a positive and harmonious foreign language classroom as the main learning environment, so as to fully mobilize the three elements of students' English learning: knowledge, emotion and meaning, and give full play to students' autonomy, enthusiasm and initiative.

Subjects and methods: First, cultivate students' positive emotions. Students complete the items set by the teacher in groups of 3-4 projects. The design of the project must reflect the theoretical core of positive psychology, let students experience successful psychology in the process of project participation, and make full use of positive psychological qualities such as positive emotional regulation ability to complete each project. All projects involve language skills such as listening, speaking, reading, writing and translation. The forms of projects that students often participate in include student lectures, organizing classroom teaching, classroom display, seminars, group discussions, discussion at the same table, self-editing and self-performance, speech competitions, debate competitions, mutual evaluation, etc. The purpose of carrying out these activities is not only to give students a simple task, but also to enable them to form mutual assistance inside and outside the classroom, promote autonomous learning and cultivate innovative consciousness. Second, enhance teachers' positive emotions. At present, college English teachers are facing great workplace pressure, which is positive penetration and application of Neo-Confucianism in school education provides a new opportunity. At the physical level, firstly, college English teachers should make full use of the theory of positive psychology to enrich and guide themselves, evaluate themselves correctly and objectively, and recognize their value and position, which is the basis of maintaining a positive attitude. For example, teachers can explore more potential, positive and subjective experiences through previous successful classroom experiences, combined with the traditional decompression mode, so as to form a powerful pressure shock absorber and be active in the classroom with a full and positive image. College English teachers' positive emotions have a strong role of "infection" and "transformation", which plays an important role in improving students' positive emotions, contributing to students' language output. From the perspective of social organization, society should give teachers more humanistic care in order to improve teachers' subjective well-being and enhance teachers' professional pride.

Results: English teaching process is inseparable from students' psychological process, and teaching work should pay attention to the application of psychological theory. Only in this way can we steadily improve the teaching effect and quality of College English and really cultivate high-quality talents with innovative spirit and practical ability.

Conclusions: Teaching process is an emotional process and cognitive process based on psychological activities unity of process. Correct and positive learning attitude, good achievement motivation, light heart and high attention are the preconditions for the smooth progress of teaching. Under the new situation of major reform and innovation in college English teaching, college English teachers should think about how to take students' psychological construction as a breakthrough, infiltrate and apply the theory of positive psychology to all links of college English teaching, create a harmonious and active English classroom atmosphere and cultivate students' positive psychology of success, enhance the attractiveness and appeal of classroom teaching, so that it is possible to form a strong cohesion and positive energy in college English classroom, stimulate students' English learning enthusiasm and teachers' work enthusiasm, and make college English teaching achieve the best teaching effect under the limited software and hardware conditions.

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THE RELATIONSHIP BETWEEN COLLEGE ENGLISH CULTURE EDUCATION AND COLLEGE STUDENTS' HUMANISTIC QUALITY AND MENTAL HEALTH BASED ON PSYCHOLOGY

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