

of residents' activities after optimized governance.

**Table 1.** Evaluation results of residents' activities

Index	Suitability	Feasibility	Behavior change
Types of residents' activities	8	7	4
Law of residents' activities	9	9	4
Residential activity area	9	8	4

**Conclusions:** The increase in the scope and frequency of human activities brought by economic development has brought great challenges to China's urban governance. How to improve the quality of urban governance is a key consideration for government and community managers. It is feasible to analyze the problems existing in urban governance from behavioral psychology and formulate corresponding governance countermeasures by using behavioral psychology. It can provide relevant opinions for the governance of urban communities in China, improve the management of urban space and personnel mobility, and help the city enhance its new attraction to foreign residents.

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## RESEARCH ON TEACHING METHODS AND TEACHING DESIGN OF COLLEGE ENGLISH FLIPPED CLASSROOM FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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**Background:** Educational psychology is a type of psychology proposed according to the current situation of education. The purpose of educational psychology is to solve the problems of traditional teaching schemes in innovative design. Educational psychology believes that human learning behavior is influenced by psychology under the educational situation, and advocates paying attention to students' learning habits and development space in the design of teaching methods. At present, college English education is also facing great difficulties. College students have great negative psychology in English learning, and in the face of strange language habits, college students will be afraid of difficulties in English learning. And from the current situation of English teaching, the current situation of students' English performance and the passing rate of CET-4 and CET-6 are not ideal, so it is urgent to reform English teaching. As an international common language, English is very important for college students to understand the world and expand their horizons. However, the low level of English will lead to students' inability to fully express their ideas whether in literature reading or oral communication. In recent years, the proposal of flipped classroom has brought hope to the reform of English classroom teaching. Flipped classroom represents the reversal of knowledge transfer and knowledge internalization. Culture teaching in English teaching has always been a difficulty in the classroom. For incomprehensible language classroom, teachers' lectures cannot arouse students' interest. Therefore, it is necessary to use flipped classroom to reasonably and effectively improve English teaching mode. Educational psychology, as the key theoretical support in the reform of teaching model, applies educational psychology to the formulation of college English flipped classroom teaching model, and realizes the curriculum formulation of flipped classroom through the students' learning psychology concerned in educational psychology, which can ensure that the English teaching classroom is more active and improve students' enthusiasm for learning English.

**Objective:** To analyze the focus of English teaching reform through educational psychology, so as to formulate college English flipping classroom curriculum content and improve students' English performance.

**Research objects and methods:** A questionnaire survey was conducted among college students by stratified sampling. A total of 358 valid questionnaires were collected, including 126 boys and 232 girls, aged from 18 to 21. The self-made questionnaire of college students' positive psychology in English learning is used to investigate the students' learning psychology. The questionnaire is compiled according to the standard norm, with a total of 42 items, including 5 subscales, including students' introspection, teacher-student relationship, learning pressure, teaching adaptability and emotional changes.

**Research design:** The design of the questionnaire contains 42 items. The evaluation adopts 0 - 7 subscales, which are divided into complete non-compliance, relative non-compliance, a little non-compliance, uncertainty, a little compliance, relative compliance and complete compliance. The

higher the score, the higher the enthusiasm of students in the teaching mode. In addition, students use 0 - 9 subscales to evaluate the content of college English flipped classroom. The higher the score, the more satisfied the students are with the teaching scheme.

**Results:** The positive psychological evaluation results of students of different grades and genders in college English flipping classroom are analyzed, as shown in Table 1. Table 1 shows that the performance of students of different grades in student introspection, teacher-student relationship, learning pressure, teaching adaptability and emotional change has been improved to a certain extent compared with ordinary teaching. Students of different genders also got a certain degree of score improvement, but it was not seen that the improvement of women’s enthusiasm was significantly higher than that of men ( $P < 0.05$ ).

**Table 1.** Students’ positive psychological evaluation results

		Introspection	Teacher student relationship	Pressure	Adaptability	Emotional change
Grade	Freshman	2.9	2.4	2.6	2.6	2.7
	Sophomore	4.2	3.6	3.9	4.5	4.1
	Junior	5.4	5.5	6.0	5.7	5.1
	Senior	6.3	6.2	6.4	6.8	6.2
Gender	Female	6.4	6.6	5.7	6.6	5.9
	Male	5.9	6.3	5.8	6.3	5.2

**Conclusions:** The introduction of educational psychology into the teaching model of college English flipped classroom makes effective use of students’ positive psychological changes in English learning. At the same time, it studies and discusses the formulation of college English flipped classroom content under the influence of educational psychology. In the application of reforming teaching methods, it can be found that students’ learning enthusiasm has been significantly improved, and girls are more positively affected.

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## RESEARCH ON THE INFLUENCE OF MAKER EDUCATION IN COLLEGES AND UNIVERSITIES ON ALLEVIATING STUDENTS’ EMPLOYMENT ANXIETY

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**Background:** The arrival of the information era has promoted the development of scientific and technological innovation, and has also driven a large number of college students to participate in innovation and entrepreneurship. With the change of concept, the user concept of entrepreneurship is also being further highlighted. In this background, domestic universities have become the main position of maker education. In a sense, maker education is an extension of higher education, the entrepreneurial guidance of college students under the instructions of the ministry of education, and also the guidance of universities for the future development of college students. In the university education, it focuses on the future development of college students, that is, in the curriculum setting, not only to cultivate the relevant academic talents in the university education, but also to cultivate the college students’ social adaptability after graduation, to ensure that students should also retain the corresponding social survival skills in addition to the academic knowledge in the books. However, in the upcoming stage of society, in the face of the increasingly difficult employment environment, college students will inevitably have the corresponding employment anxiety. At the same time, in the unpredictable information age, college students’ employment anxiety among students will deteriorate further, so that students have anxiety, fear and other negative emotions in life. In terms of alleviating the employment anxiety among college students, most colleges and universities have introduced maker education, but the specific impact and effect of maker education in alleviating their employment anxiety are still unclear. Therefore, this study will analyze maker teaching, the influence of education on employment anxiety and corresponding strategies to alleviate employment anxiety.

**Objective:** In recent years, the anxiety of college students is becoming more and more serious, among which employment anxiety accounts for a large proportion. In order to alleviate the employment anxiety of