

## ON THE ART OF PSYCHOLOGICAL REGULATION IN COLLEGE CHINESE CLASSROOM TEACHING

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**Background:** As a part of mother tongue education, College Chinese is a course rich in humanistic thought. In the curriculum of colleges and universities, there is no doubt that college Chinese course plays an important role in humanistic education. However, the actual situation is not very optimistic. Some higher vocational colleges do not pay much attention to college Chinese course, even in a marginalized position in the curriculum, ignoring the significance of humanistic education. Contemporary college students also lack interest in learning college Chinese, blindly pursue technical learning, but lack humanistic quality, which has to be said to be the severe situation faced by higher vocational teaching. Chinese knowledge and ability is an important part of a person's cultural level. It is an important basis for judging a person's quality. It is particularly important in modern society, which emphasizes people's comprehensive quality. College Chinese teaching should give full play to the role of psychological regulation, reverse the disadvantages of College Chinese teaching, and improve the status of College Chinese teaching.

**Objective:** Chinese is the foundation of human ideology and academic high-rise buildings. "Chinese" is not a simple literal understanding of "language", it is the cultural tradition and social consciousness behind the language. It is the national spirit and moral concept represented by a language. College Chinese teaching is a general education course set up to cultivate college students' humanistic quality, cultural taste, aesthetic ability and mode of thinking. Its basic nature is the unity of instrumentality and humanism. Teachers give full play to the psychological regulation of classroom teaching is of great significance to college Chinese teaching.

**Subjects and methods:** Psychological research shows that motivation is the key to learning; Interest is the psychological characteristic that people tend to know, study and obtain something. It can effectively induce learning motivation, strengthen learning motivation and mobilize students' learning enthusiasm; Emotion is the experience of students' learning attitude. Therefore, College Chinese teaching must innovate from the aspects of non intelligence factors such as motivation, interest and emotion, and pay attention to the psychological regulation in classroom teaching.

**Results:** 1) *The art of strengthening learning motivation.* Learning motivation is the internal motivation that directly promotes students to learn Chinese well and achieve their goals. The artistic requirements of strengthening learning motivation are as follows: 1. Recognize the strengthening of emotion. Educate students to combine the value understanding of Chinese learning with the emotional experience of loving the motherland's language, and strengthen their learning motivation. The last lesson by French writer dude vividly depicts the French people's deep love for their mother tongue at the last moment when they are about to become national slaves. Teachers should inspire students to love their motherland's language in teaching. In connection with the tragic history that northeast China has been occupied by Japan for 14 years, Chinese people can't speak Chinese and students can only learn Japanese, we should educate students to love their motherland's language, raise students' language learning to the height of national self-esteem, enhance students' patriotic feelings, and mobilize their enthusiasm for language learning. 2. Strengthen learning objectives. In addition to the macro education of students' learning purpose and improving their learning motivation to self realization, that is, the pursuit of career and ideal, teachers should also emphasize the overall goal of classroom teaching. For example, in the teaching of "from three to ten thousand", three learning objectives are put forward to students as soon as class begins: (1) be able to tell truth in combination with stories; (2) Master some words about learning attitude and learning methods; (3) Practice reading articles with "guessing method" and tell students that "guessing method" is a very useful reading method. The strength of guessing ability marks a person's intelligence level, which can meet the psychological needs of teenagers to seek knowledge. In the teaching process, suspense rises one after another, constantly create problem situations, promote students to understand and solve problems, and rely on their own efforts to approach and achieve learning goals. In this way, we can better stimulate students' learning motivation, inject vitality into motivation, and make students achieve their goals and develop their intelligence better. At this time, teachers' teaching can be transformed into students' learning, and teachers' output information can be transformed into students' active input information. 3. Strengthening of social information. Strengthen the information exchange between Chinese class and social life, guide students to form a scientific vision, have a higher pursuit, and strengthen students' motivation to learn Chinese. After the students have finished learning the unified textbooks, in the rest of the time, in addition to strengthening the basic knowledge and ability training, add some teaching materials that students are interested in and practical for their future work and study, so as to cultivate students' correct learning motivation, scientific learning methods and good psychological quality.

2) *The art of cultivating interest in learning.* Students' interest in Chinese learning is a cognitive interest based on spiritual needs. It shows that they have a positive emotional experience of Chinese learning itself and are strongly inclined to master the art of language expression. Stimulating interest has become the most basic requirement of classroom teaching art. Chinese teachers use both literary and beautiful articles to attract students, fully tap the image, vividness and interest factors of the textbook itself, take this as a breakthrough, and use vivid explanations to arouse students' strong interest in learning and make the whole teaching process lively and interesting. When studying "on the fall of Leifeng Tower", considering that this article causes discussion from the story, no matter laughing and scolding, it is to take advantage of the topic. Although the article has more discussion, it is accompanied by specific and vivid images. Combined with this feature, when guiding students to read, first start with the image, and then improve their rational understanding, which alleviates the difficulty and facilitates students' self satisfaction. Therefore, in order to arrange the reading sequence, let the students recall the story of the legend of the White Snake, read the second natural paragraph of the text, and ask the students to summarize the plot outline of "Xu Xian saving the snake, white snake repaying kindness, Fahai Tibetan Xu, white snake looking for her husband, white snake plotting, tower building suppression". In this way, students not only realize that the white snake is a "righteous demon" and Leifeng Tower is a "Tower of repression", but also full of sympathy for the White Snake and hope that Leifeng Tower will fall down as soon as possible. Finally, it briefly introduces the background of the times: after the collapse of Leifeng Tower in September 1924, the feudal retro school took advantage of the topic to sing elegy for the collapsing feudal forces; Lu Xun was tit for tat, and also revealed the profound philosophy that "the collapse of feudal forces is the necessity of historical development" by virtue of the collapse of Leifeng Tower.

3) *The art of stimulating learning emotions.* Emotion is an inner experience produced when people feel external things and restrict their actions. The process of people feeling, understanding, remembering, thinking and using knowledge is always inseparable from the participation of emotional activities. Emotional education should run through Chinese education. Only emotional education is comprehensive education. From the perspective of the characteristics of Chinese subject, most of the selected Chinese textbooks are literary works of both literary quality and beauty. When the author conceives the artistic image according to real life, he has poured his feelings into it. The textbook itself is the carrier of enriching emotional communication, and the artistic image is the load of emotional strength. For example, the last lesson reflects patriotism; "Jujube core" reflects the feelings of loving my hometown; "Cell 267" reflects the friendship between comrades in arms; A precious shirt reflects the love of leaders; "Lotus Lake" reflects the love between husband and wife; "Back" reflects the feelings of father and son; "My teacher" reflects the feelings of teachers and students; The little orange lantern reflects the spiritual beauty of the characters, and so on. Therefore, while teaching Chinese knowledge, teachers must carry out emotional transmission and education. When guiding students to read, analyze articles, stimulate students' emotions, and gradually improve the quality and level of students' inner emotional experience, they must first have true feelings, internalize the emotions of the works into their own emotions, and convey feelings with emotion.

**Conclusions:** Psychological regulation from the aspects of motivation, interest and emotion is an important measure to optimize the art of Chinese classroom teaching. As a college Chinese teacher, we should make efforts from these aspects, so that college Chinese teaching can have new hope.

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## ENLIGHTENMENT OF MARXIST HUMANISTIC THOUGHT ON COLLEGE STUDENTS' MENTAL HEALTH EDUCATION

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**Background:** In the 60 years since the founding of new China, especially in the 30 years of reform and opening up, China's College Students' mental health education has made great progress. However, with the globalization of the world economy and the deepening of China's reform and opening up, the social competition intensifies, the value orientation is diversified, the pressure faced by college students increases, the psychological conflict increases, and they are more eager for high-quality mental health education. The author believes that only by using Marxist Humanistic Thought to examine college students'