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THE CAREER OF PRESIDENT ZHONG RONGGUANG OF LINGNAN UNIVERSITY FROM THE PERSPECTIVE OF HISTORICAL PSYCHOLOGY

Muchan Lin¹ & Junlong Lin²

¹*Cultural Museum, South China Agricultural University, Guangzhou 510642, China*

²*School of Humanities, Tsinghua University, Beijing 100084, China*

Background: Historical psychology can also be called psychological history. This psychological research includes the relationship between individual psychology and activity achievement, ability and creative activity. The relationship between individual psychology and social history, the historical clues in the process of psychological development, the historical development of psychological quality, and psychological quality includes ability, consciousness and so on. The psychological characteristics of social and historical figures and the relationship between relevant historical events and them. According to these psychological bases and characteristics, the historical development process of individual psychology is summarized. Some historians believe that independent personality is related to the development of the times. It does not exist in the primitive society, but after the disintegration of the primitive commune. Under the formation of social class, different personality characteristics are formed according to the different social divisions of labor, so that individuals have a spiritual life.

From the perspective of historical psychology, this paper studies the career of Zhong Rongguang, President of Lingnan University. Zhong Rongguang, President of Lingnan University, played a very important role in the educational circles during the period of the Republic of China. “Cai Yuanpei in the north and Zhong Rongguang in the South” is a high affirmation of his contribution to the educational circles. He was the president of the first generation of universities in China. He played an important role in Chinese education and transformed Chinese traditional education into modern education. Zhong Rongguang, born in Zhongshan city, Guangdong Province, is a famous educator and social activist in modern China. He actively carried out educational reform. In 1912, he served as the director of education in Guangdong. In accordance with Sun Yat Sen’s knowledge, he vigorously promoted Cai Yuanpei’s democratic school running. Learn from the advanced education system in Europe and America, reform the old schools, implement the compulsory enrollment system for children, and advocate those men and women can study in the same school. Normal schools were restored and added to encourage women to study in schools and study abroad. During this period, the “Lingnan exchange student program” was formulated. Pay attention to overseas Chinese education, adhere to patriotism and advocate love education.

Objective: To understand the research scope of historical psychology, study the career of Lingnan University President Zhong Rongguang from the perspective of historical psychology, and understand his life stories and historical events at each important turning point of life. So as to know his achievements and specific performance in education, as well as the impact of these educational achievements on Chinese education, so as to set an example for the educational community, let everyone remember his hard work for Chinese education, and urge educators to take over the educational burden, move on and promote the continuous development of Chinese education.

Research objects and methods: The research objects are school teachers. 100 teachers are randomly selected from 20 colleges and universities. These teachers have a different political outlook, educational background and family background, understand their attitudes and views on education, record relevant data, process them with SPSS software, use fuzzy evaluation, and quantify the influencing factors with grade 1-5 score, the lower the score, the smaller the impact. This paper studies the impact of Lingnan University President Zhong Rongguang’s career on Chinese education.

Results: Historical psychology can study the psychological characteristics of social and historical figures and the relationship between relevant historical events and them. From the perspective of historical psychology, it can study the career of Zhong Rongguang, President of Lingnan University, analyze the important events at each stage of life, the impact on Chinese education and the enlightenment to Chinese educators. Through fuzzy evaluation, from the perspective of different teachers, ideological and political teachers have the highest proportion of people who understand the career of President Zhong Rongguang of Lingnan University, accounting for 74.19%. The relevant results are shown in Table 1.

Conclusions: Zhong Rongguang was a famous educator and social activist in the period of the Republic of

China. He occupied an important position in the educational circles at that time and had a far-reaching influence. He is still remembered by many people today. From the perspective of historical psychology, this paper studies Zhong Rongguang's life. He made different contributions to China's education in different stages of life, which had a great impact on that time and now. In order to commemorate his outstanding contribution to the University, Lingnan University was honored as the "father of Lingnan University". At that time, his office in Lingnan University was also regarded as a "holy land".

Table 1. Proportion of different teachers who know about the career of Lingnan University President Zhong Rongguang

Teacher	Number of people (%)	Do not understand (%)	A little understanding (%)	General understanding (%)	Better understanding (%)	Very well (%)
Ideological and political teachers	31 (100)	0 (0.00)	3 (9.68)	4 (12.90)	23 (74.19)	1 (3.23)
Senior teachers	34 (100)	1 (2.94)	6 (17.65)	9 (26.47)	18 (52.94)	0 (0.00)
Philosophy teacher	35 (100)	1 (2.86)	3 (8.57)	5 (14.28)	25 (71.43)	1 (2.86)

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APPLICATION OF COOPERATIVE LEARNING IN ENGLISH LANGUAGE ANXIETY REDUCTION STRATEGIES

Yuefeng Li

English Department, Changzhi Preschool Education College, Changzhi 046000, China

Background: When individuals fail to achieve their goals or encounter the threat of insurmountable obstacles, they will attack their self-confidence, feel frustrated self-esteem, and produce anxiety and even fear, which is anxiety. In the process of language learning, language anxiety often occurs because the learning effect cannot achieve the desired effect. Especially in English learning or second language learning, students often harden their heads to read, write and speak for self-esteem. They are afraid of being ridiculed by their classmates after making mistakes, and are always in a state of high anxiety. Some students have a strong personality. When they see that their classmates learn better than themselves, they will feel uncomfortable. After a long time, they will have anxiety. When answering the teacher's questions, they often dare not say their uncertain answers in English, hesitate, full of timidity and anxiety, and even dare not speak because their pronunciation is not standard, afraid of the teacher's roll call. In addition, the atmosphere of English language learning will also affect students' learning mood. In the repressed classroom atmosphere, students often dare not be afraid of teachers' questions, and the whole classroom will be in a state of tension and anxiety. If the classroom atmosphere is boring, students' learning enthusiasm will be greatly reduced. In order to improve the efficiency of students' English learning, we need to solve the problem of students' English language anxiety.

Cooperative learning promotes students' learning through the establishment of learning groups and the interaction of teaching dynamics. The scoring standard of this learning model is group achievement. Cooperative learning involves many educational theories such as cognitive psychology and educational sociology. It creates a good learning atmosphere in the joint learning of groups. In the form of health and happiness, students' negative emotions will gradually weaken, gradually form a positive learning attitude, actively participate in classroom activities, and promote the improvement of English learning efficiency. In this process, students' English language anxiety will also gradually reduce. When cooperative learning is divided into groups, the number of groups should be controlled at about 4, which is conducive to the construction of interactive security. In group activities with a relaxed learning atmosphere, students will have a sense of belonging and identity.

Objective: To intervene college students' English language anxiety through cooperative learning, reduce college students' English language anxiety, improve college students' enthusiasm for English learning, enable college students to learn from each other in English groups, improve English performance, improve students' English-speaking ability, and no longer be afraid to answer teachers' questions in class. So that