

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

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**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.

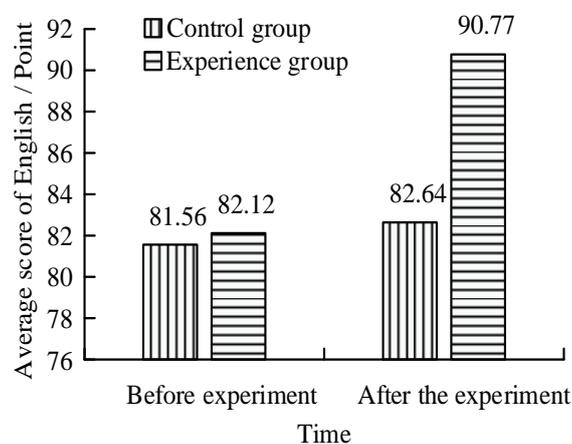
Cooperative learning promotes students' learning through the establishment of learning groups and the interaction of teaching dynamics. The scoring standard of this learning model is group achievement. Cooperative learning involves many educational theories such as cognitive psychology and educational 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

those students with strong personality can cultivate a sense of benign competition in active interactive learning, so as to live in harmony with the team members. In addition, through cooperative learning, exercise college students' communication ability, use English to communicate among team members, and deepen college students' understanding and mastery of English.

**Research objects and methods:** The research objects are non-English majors in a university. Two classes of the same major in freshman year are randomly divided into control group and experimental group. There is no significant difference in students' English level between the two groups. The number of students in the control group was 40 and the number of students in the experimental group was 41. During the experiment, the control group adopted the traditional teaching mode, and the experimental group adopted the cooperative learning teaching mode. The teaching contents of the two groups were the same, and the experimental time was 1 semester. In the cooperative learning teaching mode, students are divided into balanced groups according to their personality and learning ability, with 5 people in each group and a clear division of labor. The team leader is assumed by the team members in turn. During the experiment, collect and sort out relevant experimental data, evaluate college students' English learning by using principal component analysis, and record the change data of students' English language anxiety. The relevant experimental data processing software is SPSS software.

**Results:** SPSS software was used to statistically analyze the relevant experimental data and study the changes of English average scores of the two groups before and after the experiment. The results are shown in Figure 1.



**Figure 1.** Changes in average English scores of the two groups before and after the experiment

In Figure 1, in the English test, the full score is 100. Before the experiment, there was little difference in the average English scores between the two groups. After the experiment, the average score of the students in the experimental group is significantly higher than that in the experimental group. The average score of the students in the experimental group is as high as 90.77 points, and the English ability of the students in the control group is basically not improved. Through the changes of English scores of the two groups of students, it can be seen that cooperative learning can improve students' English learning ability.

**Conclusions:** Due to personal character, classroom atmosphere and teaching quality, college students will have varying degrees of English language anxiety and fear and exclusion of English communication. Through the cooperative learning teaching mode, college students' English learning level has been significantly improved, their learning enthusiasm has been greatly improved, their English language anxiety has been significantly reduced, and the classroom atmosphere has become active.

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## INNOVATIVE APPLICATION OF MULTIMEDIA FILM IN COLLEGE CLASSROOM TEACHING FROM THE PERSPECTIVE OF COGNITIVE PSYCHOLOGY

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**Background:** Cognitive psychology mainly studies the information processing process of attention and