

## APPLICATION OF FLIPPED CLASSROOM TEACHING MODEL IN COLLEGE ENGLISH TEACHING FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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**Background:** Educational psychology is the use of psychological theories or research results to carry out educational intervention. It refers to the conscious and phased practical application according to the psychological laws and change characteristics of both teaching subjects and objects in a specific educational situation. Educational psychology can be applied to curriculum design, teaching method improvement and teaching motivation guidance to help students deal with difficulties and challenges in life and learning. Based on psychology, educational psychology constructs the relationship between the two disciplines, including the relationship between students' personality development and educational environment, the relationship between ability development and knowledge learning, social development and standardized learning, and the regularity between the effectiveness of teaching and talent training. Educational psychology can develop many special fields to study educational problems. It pays attention to the cultivation concept of people-oriented and student-centered, which provides a psychological scientific basis for the setting of diversified courses. Teaching method is the link between teachers' teaching plan and students' actual learning effect. As far as foreign language education is concerned, various schools of pedagogy in history have directly established their own theoretical system based on the corresponding psychological point of view. Teaching is a process of interaction with students. The essence of teaching is the choice of methods. On the basis of analyzing the psychological characteristics of teachers and students, choosing appropriate teaching methods according to relevant language materials can achieve different teaching effects. Different psychological characteristics and goal orientation will lead to students' different attitudes and enthusiasm towards English learning, and there is a large gap between students' English level and ability. Therefore, students only study with the mentality of coping with exams and blindly pursuing grades, ignoring the improvement of English ability. Flipped classroom teaching makes teaching more targeted, and displays the teaching content in various forms of teaching methods, which gives students more autonomy and practicality to a certain extent. However, the flipped English teaching model still has some deficiencies in improving students' enthusiasm and initiative to participate in the classroom, and it is difficult to grasp the law of students' psychological changes in the teaching process. Therefore, in order to strengthen the interaction between teachers and students and realize efficient classroom, the current English teaching should pay attention to the innovation and reform of flipped classroom teaching mode, and pay full attention to the needs and psychological changes of students from the aspects of the design of teaching content, the selection of teaching resources and the evaluation of teaching mode from the perspective of educational psychology, so as to improve their psychological status.

**Objective:** To analyze the law and characteristics of students' psychological changes in the teaching process with the help of educational psychology, so as to improve the teaching quality and teaching effect of college English teaching application flipped classroom, cultivate students' comprehensive English ability, and explore a model suitable for the characteristics of college English teaching.

**Research objects and methods:** The research takes English majors in a university as the research object. Firstly, it collects the basic information about the learning problems and needs of college students and the current situation of English teaching, and then innovates and optimizes the college English flipping classroom teaching mode, so as to build a new flipping mode that meets the psychological needs of students and the characteristics of English teaching, different classroom teaching schemes were randomly adopted to test the intervention mechanism and optimization effect of educational psychology on the psychological status of students.

**Method design:** With the help of principal component analysis, this paper makes a factor analysis on the students' psychological factors affecting the teaching effect, and then innovates and optimizes the flipped classroom of English teaching, analyzes the changes of learning quality and learning effect of the experimental subjects in three months with the new model, and makes a statistical comparison of the students' data under different teaching schemes before and after the experiment. To explore the model of flipped classroom in college English teaching from the perspective of educational psychology.

**Methods:** SPSS22.0 analysis tool to process the experimental data, factor extraction and regression coefficient test the influencing factors with principal component analysis, and analyze the changes of teaching situation before and after the experiment with the new flipped classroom optimization model.

**Results:** From the perspective of educational psychology, examining the psychological characteristics of teachers and students in the teaching process and finding out the measures of teaching improvement can cultivate practical talents with high comprehensive quality and adapt to the development of the times. From the perspective of psychological research, it has greatly improved students' mental health. Table 1

shows the statistics of teaching effect scores under different classroom teaching modes.

**Table 1.** Statistics of teaching effect scores under different classroom teaching modes

Evaluation dimension	Richness of teaching content	The burden of homework	Learning enthusiasm	Innovation of learning
New mode	21.35±4.52	14.16±3.34	19.25±7.13	23.86±3.47
Old mode	19.78±3.14	25.37±1.25	12.44±5.11	18.24±4.13

**Conclusions:** Educational psychology can provide a theoretical basis for classroom teaching and lay a psychological scientific foundation for the study of China's teaching reform. It is committed to serving practical education. On the basis of grasping the psychological law and teaching law of the subject and object of teaching, it can teach students according to their aptitude, teach without category, and greatly improve the teaching level and quality, fully mobilize the enthusiasm and initiative of students to participate in the classroom, and improve the level of mental health.

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## AN EMPIRICAL ANALYSIS OF THE EFFECT OF MUSIC EDUCATION IN COLLEGES AND UNIVERSITIES INTEGRATING MUSIC CULTURE IN DIFFERENT REGIONS ON STUDENTS WITH AFFECTIVE DISORDER

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**Background:** With the rapid development of the times, people's pace of life is accelerating, and all kinds of pressure are pouring in. College students in colleges and universities will inevitably feel different degrees of pressure. Academic anxiety, emotional anxiety, interpersonal anxiety and Employment anxiety are the sources of college students' affective disorder. College students' affective disorder is a psychological burden for them, and some intervention measures need to be taken to alleviate this affective disorder. Relevant studies have found that music can weaken people's negative emotions and make individuals grow emotionally and psychologically. China's regional music culture is rich and diverse, with strong local characteristics. Being able to feel the local people's love for life and people's simple feelings from local music will have a strong impact on the listener's psychology, so as to bring the listener into the music atmosphere with strong local characteristics, then affect the listener's mood and weaken the listener's negative mood. Therefore, in order to improve the mental health of college students, colleges and universities should reform the previous music education, change the previous way of music indoctrination teaching, pay attention to the importance of college students' emotion in music education, integrate music culture from different regions into college music education, let college students feel the charm of music culture from different regions, and improve the mental outlook of college students, continue to inherit the regional music culture that has been increasingly ignored by people, and bring new vitality to the regional music culture.

**Objective:** Through the reform of music education in colleges and universities, integrate the music culture of different regions into music education in colleges and universities, so that college students can understand people's lives in different regions through regional music culture, feel the cultural characteristics of different regions, understand the thoughts and feelings that those music should convey, and stimulate the burst of college students' emotions through emotional resonance, and taste the charm of music culture in different regions, so as to get emotional sublimation and alleviate emotional barriers. In this process, we should improve the teaching quality of music teachers, make good use of multimedia and network technology, and increase the music atmosphere for classroom teaching.

**Research objects and methods:** The research objects are college students. Through stratified cluster random sampling, 60 college students from different majors, grades and regions are selected in the public elective course of music education in a university. After the beginning of the experiment, they were given music education to integrate into the music culture of different regions. The experimental time was 2 months, with one class per week and one class for 90 minutes. Before and after the experiment, the relevant data were collected in the form of questionnaire, and the emotional changes of college students