

experts were obtained in Table 1 note that the measurement type is displayed in the form of mean ± standard deviation.

**Table 1.** Evaluation of the expert group on the reasons of mass social psychology of Obama and Trump's governing psychology and values

Governing psychology	No effect	Slight impact	General impact	Obvious influence	Full impact
Worried about the rising cost of living	1	10	4	18	9
Fear of unemployment or declining income	0	1	9	13	19
Demand to improve social order	7	14	15	5	1
Improve other social problems	11	20	9	2	0

The psychological impact of Obama's ruling group on the "number of people" and "people's fear of unemployment" is relatively small, followed by the "psychological impact of Trump's ruling group on the number of people and "people's fear of improving the level of public security", which will have a relatively large impact on the "number of people in power" and "people's fear of unemployment" respectively 0 people.

**Conclusions:** This time, the social psychology specially used to study the psychological factors between individuals and organizations in social organizations is used to analyze the main governing psychology and values of American politicians, as well as the social psychological factors of American people that produce this governing psychology, and a Delphi consulting experiment is designed. The "psychological impact" of President Obama's request for "full improvement" on the social life of the people in the United States, followed by the "psychological impact" of President Trump's request for "full improvement" on the social life of the people in the United States 910. This is because people's income level directly affects their living standards. When a large number of Americans lose their jobs or their income decreases, a large number of people will have distrust, disgust and other psychology and emotions towards the government, which will affect the stability of the president's vote, which will bring considerable pressure to the politicians' ruling psychology.

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## THE INFLUENCE OF INTEGRATING DEVELOPMENTAL PSYCHOLOGY INTO MACROECONOMIC REGULATION ON THE MENTAL HEALTH OF COLLEGE STUDENTS

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**Background:** Developmental psychology is a subject that studies the occurrence and development of germline and individual psychology. Psychological development refers to the psychological evolution process from animals to humans. Individual psychological development refers to the process of birth and development of human individuals from fertilized eggs to birth, maturity and aging. Developmental psychology mainly includes animal (comparative) psychology, children's psychology, middle-aged psychology and elderly psychology. Among them, children's (including teenagers) psychology is the main content of developmental psychology. The narrow concept of developmental psychology refers to children's psychology. The meaning of developmental psychology can be divided into broad sense and narrow sense. The broad sense refers to the development of psychology, including the development of species, race and individual psychology. In the narrow sense, psychological development only refers to individual psychological development. "Development" refers to the process in which an individual's behavior changes continuously and expansively from conception to death. In this process, individual behavior is constantly enriched, from simple and complex, from rough and fine, from separation to harmony, and from differentiation to integration. The general academic consensus is that both congenital and acquired factors have an impact on psychological development, and sometimes it is even difficult to distinguish. Among the acquired factors, the influence of education is undeniable. There is no doubt that the way of college education has an important impact on the future of students. Research and support for college education will have a strong impact on the future of college students, especially negative experience will have an impact on the development of college students.

Research shows that national macroeconomic regulation and control plays an important role in promoting the mental health of college students. In the market economy, the supply and demand of goods and services are affected by the price law and free-market mechanism. Market economy brings economic growth, but it will lead to inflation, while the recession followed by the climax makes the economy stagnate or even regress. This cyclical fluctuation has a serious impact on social resources and productivity. Therefore, macro-control focuses on the economic operation of the whole society, and achieves the goal of economic planning through artificially regulating supply and demand. Economic growth is an objective process determined by many factors. At a certain stage of economic and social development, there is a considerable, reasonable or potential economic growth rate. Macroeconomic regulation and control are to keep the economic growth rate at a reasonable level. We should not only strive to improve the speed, but also prevent excessive growth, but also avoid large fluctuations, that is, what we call ups and downs. Therefore, the goal of promoting economic growth is to maintain sustained, rapid and stable economic growth on the basis of structural optimization and efficiency improvement. To increase employment, China is in the transition from a dual economy to a modern economic structure, the socialist market economic system is still far from perfect, and China's population base is large, so the employment problem is relatively serious.

**Objective:** Some students have serious psychological pressure in the process of personal development, so their physical and mental health has been seriously damaged, which has a serious impact on their mental health, and even suffer from depression. This paper studies the psychological status of college students' development based on macroeconomic regulation and control, and puts forward effective countermeasures to finally realize the harmonious development of society.

**Research objects and methods:** 120 college students with mental health problems in a university were selected as the research objects. The general situation of college students was investigated in the form of questionnaire, the loneliness intensity of college students in the process of learning and development was evaluated by UCLA Loneliness Scale, and the depression degree of college students was evaluated by the Self-rating Depression Scale (SDS).

**Study design:** The UCLA Loneliness Scale score of 20-32 was defined as low loneliness. 33-44 points are moderate loneliness. A score higher than 44 is defined as a high degree of loneliness. After teaching college students for one month, the changes of the number of low loneliness, moderate loneliness and high loneliness before and after teaching were compared.

**Methods:** The relevant data were analyzed by Excel and SPSS20.0 software for calculation and statistics.

**Results:** After teaching, the number of patients with high loneliness among college students decreased significantly, and the average UCLA Loneliness Scale score decreased significantly ( $P < 0.05$ ).

**Table 1.** Loneliness before and after intervention

Group	Low degree		Moderate		Severe		UCLA score
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	
Before intervention	0	0	16	13.3	104	86.7	60.14±5.85
After intervention	0	0	94	78.7	26	21.3	41.86±3.32
<i>t</i>	-	-	-	-	-	-	9.551
<i>P</i>	-	-	<0.05	<0.05	<0.05	<0.05	<0.05

**Conclusions:** At present, the development of China's market economy is guided by the scientific outlook on development, which mainly focuses on preventing overheating of economic development. It mainly refers to taking regulatory measures to actively regulate and control when there is an excessive trend or momentum of overheating in the process of economic development, so as to prevent unreasonable rapid economic development, basically maintain the stability of China's market economic development, and promote the positive development of China's economy.

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## THE IMPROVEMENT OF COLLEGE STUDENTS' NEGATIVE EMOTIONS BY INTEGRATING EDUCATIONAL PSYCHOLOGY INTO COLLEGE ENGLISH CLASSROOM

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**Background:** Educational psychology is a social psychology that studies human learning, the effect of educational intervention, teaching psychology and school organization in educational context. The focus of educational psychology is to apply the theory or research results of psychology to education. Educational psychology can be applied to designing courses, improving teaching methods, promoting learning motivation and helping students face various difficulties and challenges in the process of growth. The terms "educational psychology" and "school psychology" are often used interchangeably, but usually those engaged in theoretical work and research tend to be called educational psychologists, while those engaged in practical work in schools or school-related places are classified as school psychologists. Educational psychology pays attention to how students learn and develop, and pays special attention to students with special educational needs in practical work. Through the relationship with other disciplines, it is also helpful to understand educational psychology. First of all, educational psychology is based on psychology. The relationship between the two disciplines is like the relationship between medicine and biology, or engineering and physics. Then, from educational psychology, many special fields can be developed to study educational problems, including instructional design, educational technology, curriculum development, organizational learning, special education and classroom management. Educational psychology belongs to the category of social psychology, which mainly studies human learning, the effect of educational intervention, teachers' teaching psychology and so on. Educational psychology applies psychological theory and teaching practice results in the process of education. This theory can be applied to curriculum design and improve learning motivation to help students overcome various difficulties in the process of learning.

Generally speaking, when people feel nervous about something, their thoughts will be disturbed by it repeatedly and make all kinds of exaggerated imagination and assumptions. When it exceeds the critical point, anxiety begins to appear. English learning anxiety is a unique and complex psychological phenomenon in language learning. Anxiety is usually manifested in negative emotions such as self-doubt and tension. The anxiety of language learners in the classroom may also be caused by the psychological anxiety of language learners. For example, there are many reasons for the anxiety of language learners in the classroom. How to treat students' anxiety objectively and find out the causes of anxiety is an important research direction in English learning.

**Objective:** College students will have some bad emotions in the process of English learning. From the perspective of educational psychology, this paper studies the negative emotions of college students in English classroom. Therefore, based on the English classroom teaching method of educational psychology, this study aims to explore the psychological relief methods of college students' English learning anxiety, and provide some theoretical reference for college English classroom teaching in the future.

**Research objects and methods:** In six colleges and universities in a city, 200 college students with negative psychological emotions in English classroom were selected as the research objects. The English classroom teaching method based on educational psychology was used to teach all the subjects. All the college students were aged between 18 and 21, with an average of  $19.5 \pm 1.6$  years.

**Research design:** Before and after teaching, students were evaluated with the self-developed English learning classroom anxiety scale to judge the learning anxiety of college students in the process of college English learning.

**Methods:** The relevant data were calculated and counted by Excel software and SPSS20.0 software.

**Results:** The comparison of English learning anxiety factors among college students with high, medium and low anxiety was statistically significant ( $P < 0.05$ ). The pairwise comparison between the scores of each factor was statistically significant ( $P < 0.05$ ).

**Table 1.** Analysis of foreign language learning anxiety factors of students with different levels of anxiety

Group	Worry	Nervous and tense	Afraid to speak English	Fear of classroom	Total learning anxiety
Low anxiety	2.31	2.45	2.43	2.34	2.38
Medium anxiety	3.15	3.19	3.31	3.36	3.24
High anxious	3.75	3.67	3.56	3.72	3.68

**Conclusions:** With the rapid development of information technology and the popularity of the Internet, learners around the world can have the opportunity to choose the world's best higher education resources.