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RESEARCH ON PROFESSIONAL DEVELOPMENT OF VOCATIONAL EDUCATION TEACHERS AND CULTIVATION OF CRAFTSMAN SPIRIT FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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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. 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. The theory of educational psychology helps to improve the professional ability of college teachers. Through the study of this theory, teachers can more clearly understand their professional knowledge structure, and then promote the study of professional knowledge and the development of the rationality of teaching practice. In the process of teaching, teachers should pay attention to the psychological quality of students, learn to transpose thinking, analyze students' psychology, learning situation and life needs through educational psychology, dredge students' psychological problems, and work out better solutions at the same time. Some studies have pointed out that teachers' behavior will be affected by their values, and their decision-making in the process of education will also be affected by teachers' learning and teaching views. As a "maternal intellectual resource for talent production and reproduction", vocational education teachers must practice the theme of craftsmanship spirit, improve teachers' professional quality, improve the training quality of industrial talents, and eliminate the structural contradiction of talent supply of vocational education accumulated for a long time.

Objective: Based on the perspective of teaching psychology, this study aims to prove the importance of vocational education teachers' professional development and craftsman spirit cultivation by cultivating vocational education teachers' professional development and craftsman spirit, and evaluating the teaching effect of teachers after training.

Subjects and methods: 20 teachers and 200 students in a university were selected as the survey objects. Before and after teacher training, a self-designed scale was used to evaluate the teaching effect of teachers.

Research design: This study adopts the self-designed teacher training strategy scale. The scale includes direct and indirect strategies, which are embodied in six sub strategies: memory, cognition, compensation, social interaction, emotion and metacognition. A total of 26 items constitutes the strategy and method of teacher training in colleges and universities. In the form of Likert 5-point scale, the score is 1-5 points. The higher the score, the more in line with the teacher's own situation. The internal consistency coefficient of the scale in this study is 0.868, indicating that it has very good reliability and institutional validity, and can be applied to measurement.

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

Results: The statistical results of product difference correlation coefficient between classroom psychological state factors and training strategy factors are shown in Table 1. The results show that there is a significant negative correlation between students' classroom psychological state and teachers' training strategies ($P < 0.01$), which reflects the close relationship between them. Among them, students' biggest psychological problems are tension and worry, so there is a significant negative correlation with teachers' training strategies ($P < 0.01$), while the correlation coefficients between other aspects and training strategies are relatively low.

Conclusions: To build the path of professional development of vocational education teachers from the perspective of craftsman spirit, we should reconstruct the belief and value system, strengthen the construction of culture and system based on the theory of educational psychology, improve the legal and

standard system, and innovate the training and training mode, so as to build a life system that can breed the craftsman spirit of vocational education teachers. (1) Reconstruct the belief and value system and stimulate teachers' professional motivation and motivation. (2) Strengthen the construction of culture and system and restore teachers' professional dignity and status. (3) Improve the legal and standard system and standardize teachers' professional ethics and morality. (4) Innovate the training and training mode and reshape teachers' professional ability and quality.

Table 1. Statistical results of product difference correlation coefficient between classroom psychological state factors and training strategy factors

Strategy	Fear of classroom	Fear of being asked	Nervous and tense	Worry	Total learning anxiety
Memory strategy	-0.35**	-0.14**	-0.21**	-0.19**	-0.24**
Cognitive strategy	-0.23**	-0.10**	-0.38**	-0.37**	-0.23**
Compensation strategy	-0.20**	-0.14**	-0.32**	-0.27**	-0.20**
Social strategy	-0.20**	-0.10**	-0.36**	-0.39**	-0.13**
Affective strategy	-0.23**	-0.07**	-0.34**	-0.36**	-0.15**
Metacognitive strategies	-0.10	-0.23**	-0.41**	-0.36**	-0.30**
Oral learning strategies	-0.26**	-0.19**	-0.37**	-0.34**	-0.29**

Note: ** $P < 0.01$.

Acknowledgement: The research is supported by: 2020 humanities and social sciences research planning fund project of the ministry of education. Research on the internal mechanism and external path of "craftsman type" professional development of vocational education teachers (No. 20YJA880031).

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A STUDY ON THE INFLUENCE OF ONLINE AND OFFLINE MIXED TEACHING OF COLLEGE ENGLISH ON ALLEVIATING COLLEGE STUDENTS' MENTAL STRESS

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Background: At present, college students are facing more and more learning burden, employment pressure and social communication pressure, which makes them easy to fall into bad emotions such as irritability, tension and anxiety. Mental stress of college students is one of the common psychological problems, which can be manifested as persistent nervous symptoms such as anxiety and tension. If there is continuous mental pressure, it will not only directly affect the daily life and learning of college students, but also disrupt their life and learning order, which will have an impact on their healthy growth, increase students' sense of failure and attack students' self-confidence. According to different performance types, college students' anxiety psychological problems can be divided into three types: bad behavior pressure, emotional pressure, learning pressure, life pressure and adaptation pressure. The main stress of bad behavior is cheating, premarital sex, Internet addiction, smoking and alcoholism. Emotional stress includes unresolved contradictions, lovelorn, addicted to love, unrequited love, and emotional control. The pressure of study includes test anxiety and achievement pressure. Life pressure includes employment pressure, interpersonal pressure, family pressure and economic pressure. Adaptation stress includes anxiety about leaving home and environmental adaptation.

Under the increasingly severe mental pressure of college students, colleges and universities need to take corresponding teaching strategies to improve. Online and offline hybrid teaching has become the most heated teaching method at this stage. College English online and offline hybrid teaching organically combines the network platform and on-site teaching activities with the help of the network environment to maximize the efficient utilization of online and offline resources. The strategies of online and offline mixed teaching of college English are as follows: make full use of online learning resources, teachers' online learning guidance, and organically combine online and offline English knowledge. English learning is a long-term process. Teachers and students need to optimize learning activities together. Before classroom learning, teachers need to organize and plan in advance to ensure that students complete their learning efficiently. In classroom teaching, teachers organize students to complete the teaching activities of