

ANALYSIS ON THE OBSTACLES AND REALIZATION PATH OF THE CONSTRUCTION OF DOUBLE QUALIFIED TEACHERS BASED ON JOB BURNOUT PSYCHOLOGY

Yanqin Yao

Jiangsu Urban and Rural Construction Vocational College, Changzhou 213147, China

Background: Teachers are facing great professional pressure. They are prone to job burnout, mainly manifested in extreme physical and mental fatigue, including emotional exhaustion, reduced sense of achievement and personality disintegration. After working for a long time, teachers will feel bored and boring about their work, and their enthusiasm for work will become low, without work enthusiasm. This emotional change process is gradual. At the beginning of work, teachers usually have great enthusiasm for work. They will feel satisfied with their work and feel that the job of teacher is of great social significance. However, with the consumption of resources and energy, the phenomenon of high and low return on actual investment makes teachers have a great sense of frustration and burnout. Some teachers will reduce their teaching requirements. Under the pressure of difficult class management and more requirements from parents, teachers' job burnout will further aggravate, their mood will be more irritable, and teachers' patience will continue to wear off. After this state lasts for about 4 years, their job burnout psychology will reach the maximum. At this time, teachers' work passion is exhausted, and their salary has become the driving force for them to stick to it. Teachers' work has also lost its original significance. The causes of teachers' job burnout can be mainly divided into four aspects: professional factors, working environment factors, personal factors and social factors. Among the professional factors, it can be divided into the heavy pressure of external expectations, the gap between expectations and reality, and the low creativity of occupation. In the low professional creativity, restricted by many factors, teachers' creativity in the actual education and teaching process has not been brought into play. Most teaching work is repetitive work. This working state is easy for teachers to feel physically and mentally exhausted. Among the factors of working environment, teaching environment and organizational atmosphere will have an impact on teachers' work passion.

Double qualified teachers are the integration of double certificate teachers and double ability teachers. On the basis of obtaining technical certificates such as engineers, this type of teachers should also have teaching qualification, and have the corresponding ability of theoretical teaching and practical teaching. From the connotation of double qualified teachers, we can see that this kind of teachers have higher requirements than ordinary teachers. Accordingly, the teaching pressure will increase a lot, and it is easier to produce a sense of job burnout. However, the development of vocational education in China started late, the awareness of professional development is vague, the cooperation mechanism between schools and enterprises is loose, the professional development of double qualified teachers is lack, the workload faced by teachers is large, and it is difficult to coordinate work and learning, which will make teachers' job burnout serious.

Objective: To understand the current situation and obstacles of the development of double qualified teachers, and to analyze the causes of job burnout of double qualified teachers. On this basis, this paper puts forward the countermeasures for the professional development of double qualified teachers. By constructing the professional development system of double qualified teachers, local education departments and vocational colleges should pay attention to the professional development of double qualified teachers, so that they can actively participate in it, so that double qualified teachers can feel the attention of the school. Formulate development goals and development plans for double qualified teachers, so that double qualified teachers can always maintain a positive state and implement each step of the plan. Formulate a reward system to affirm and reward the efforts of double qualified teachers, further improve their enthusiasm and eliminate their job burnout psychology. By strengthening the cooperation between schools and enterprises and building the skills and training mode of double qualified teachers, we can promote the professional development of teachers, so that teachers can improve their professional skills, improve teaching quality, obtain more sense of achievement and eliminate their job burnout in the exchange and learning of enterprises.

Subjects and methods: The subjects were double qualified teachers. 190 double qualified nursing teachers were randomly selected, all of whom were women. They have different professional titles and educational qualifications, there is a gap in the number of years as double teachers, and their marital status is different. Understand their views on their own career, psychological pressure and job burnout, analyze the causes of job burnout, analyze the impact of double qualified teachers' professional development countermeasures on double qualified teachers through fuzzy evaluation, adopt grade 1-5 score, the higher the score, the heavier the correlation, and use SAS software to process and analyze the data.

Results: Vocational education started late, the domestic dual qualified teachers' awareness of professional development is vague, the school enterprise school running mode is a mere formality, teachers

lack relevant exchange and learning opportunities, and the high work pressure and low salary of dual qualified teachers lead to teachers' sense of job burnout. By constructing the professional development system of double qualified teachers and strengthening the cooperation between schools and enterprises, double qualified nursing teachers feel the attention of schools and local education departments. Stimulated by the reward system, teachers' enthusiasm is greatly reduced and their job burnout psychology is significantly reduced. The emotional exhaustion score of senior double qualified nursing teachers is 2, and the results are shown in Table 1.

Table 1. Psychological scores of job burnout of double qualified nursing teachers with different professional titles

Title	Emotional exhaustion	Fulfillment	Personality disintegration
Intermediate	2	4	2
Senior	2	5	1

Conclusions: With the establishment of double qualified teachers' professional development system and the strengthening of school enterprise cooperation, the work enthusiasm of double qualified teachers has been greatly improved and their professional skills have been improved. In their work, they can gain a sense of achievement, and their job burnout is gradually eliminated.

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THE INFLUENCE OF COLLEGE ENGLISH TRANSLATION TEACHING DESIGN BASED ON EDUCATIONAL PSYCHOLOGY ON ALLEVIATING STUDENTS' FOREIGN LANGUAGE LEARNING ANXIETY

Qinghua Ye

Guangzhou Institute of Science and Technology, Guangzhou 510540, China

Background: As a branch of psychology, the research object of educational psychology is educators and educates, and the research content is their psychological situation and psychological change law. Educational psychology is applied in many fields to study the psychological changes of students in the process of teaching. In the face of students' psychological and behavioral problems in the teaching process, the use of educational psychology knowledge can solve these problems, so as to help students improve their academic performance and reduce the psychological burden in the learning process. The knowledge of educational psychology can guide teachers to carry out relevant educational and teaching activities and improve teaching quality. Before carrying out education and teaching activities, we should first understand the basic psychological laws of students, master what psychological processes will appear in the teaching interaction between teachers and students, and guide students according to these psychological processes, so that students can adapt to the teaching methods, keep up with the progress of teaching, and finally better achieve the teaching objectives. In daily student management, we can also use the knowledge of educational psychology to formulate management measures to make students abide by discipline and make the classroom atmosphere better. We can also correct students' conduct, let them take learning seriously and actively solve the problems in learning, or ask teachers and classmates for help to maintain a positive state. When necessary, teachers can encourage and enlighten students through some small measures, so that students can eliminate negative emotions, form positive psychological qualities such as perseverance and courage, and obtain better academic results.

With the development of China's economy and society, the state has put forward the requirements for the cultivation of English compound talents. Students should not only have a solid foundation of English, but also master professional knowledge. This puts forward new requirements and new directions for college English teaching, and translation teaching continues to develop. Translation plays an important role in college English teaching. Translation ability will affect students' listening, speaking, reading and writing ability. These English abilities are closely related. College students can obtain a lot of language knowledge, understand a lot of Chinese and Western cultures, deepen their understanding of the differences between the two cultures, and improve their language ability. In addition, English translation is the requirement of the times and the development trend of the internationalization of higher education. Students should improve their translation level. However, due to personal characteristics and unskilled mastery of translation skills, college students have varying degrees of learning anxiety in English translation teaching,