

THE CONSTRUCTION OF ENGLISH TEACHING ABILITY EVALUATION MODEL FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY AND ITS ALLEVIATING EFFECT ON TEACHERS' ANXIETY

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Background: Educational psychology is a type of psychology proposed according to the current situation of education. The purpose of educational psychology is to solve the problems of traditional teaching schemes in innovative design. Educational psychology believes that in the educational situation, human learning behavior is affected by psychology, and in the design of teaching methods, it advocates paying attention to students' learning habits and development space. In psychology, educational psychology can be divided into pedagogy and psychology. It is considered that the combination of the two forms educational psychology, that is, combining the teaching practice in pedagogy theory and the characteristics of teachers' and students' learning psychological activities in psychology theory. In educational psychology, pedagogy and psychology integrate and influence each other, that is, teachers can take psychology as the theoretical basis to formulate the teaching curriculum plan, and can also give psychological support in teaching practice to gradually improve the teaching plan. With the needs for social development, the research objects of educational psychology also began to increase. From previous studies, we can know that early educational psychology focused on the research of students' psychology and learning rate, and focused on the cultivation of students' professional knowledge by using students' psychology. With the change of social education concept, college education is not only the cultivation of students' basic professional knowledge, but also the psychological induction of teachers to promote the positive changes of teachers' psychology, so as to improve the quality of teaching.

In college teaching, English teaching is a more important subject. However, under a large number of work tasks, not only students will be affected by different degrees of psychological negativity, but also teachers will have anxiety to a certain extent. Teachers' anxiety is the uneasiness that teachers show in teaching planning. When teachers have anxiety, their inner thoughts will change greatly, which will seriously lead to teachers' behavioral cognitive fear. Anxiety is a psychological factor that regresses individual ability. Under the influence of anxiety, the decline of teachers' ability level will also lead to more serious mental diseases, and then produce mental side effect feedback, leading to the further decline of teachers' ability level. In addition, teachers' psychological changes are an important factor in the process of English teaching, and from the perspective of psychology, teachers' psychological anxiety will also produce communication, that is, the anxiety between teachers will aggravate and spread anxiety, which will eventually lead to serious psychological problems in the environment of college teachers. In order to alleviate teachers' anxiety, a large number of studies have proposed to build evaluation models to promote teachers' continuous improvement of their ability and reduce their fear of English teaching. Therefore, this study analyzes the role of the English teaching evaluation model formulated from the perspective of educational psychology in alleviating teachers' anxiety, so as to put forward the path of teachers' psychological training.

Objective: This paper explores the current situation of teachers' anxiety in college English teaching and its external performance, analyzes the application of educational psychology in college teachers' teaching, and analyzes the impact of English teaching ability evaluation on teachers' anxiety from the perspective of educational psychology.

Subjects and methods: Twenty English teachers from five colleges and universities were selected as the research object. Through the follow-up survey, the anxiety performance of teachers in the teaching process was understood. At the same time, the interview method was used to understand the teachers' cognition of English teaching and teachers' English teaching ability, and the educational psychology was used to formulate the evaluation model of English teaching ability. Twenty teachers were evaluated on a regular basis. The results of teachers' English teaching ability were counted by Excel. The correlation coefficient was used to evaluate the impact of the English teaching ability evaluation model on teachers' anxiety, and the effect of alleviating teachers' anxiety under the English teaching ability evaluation model was analyzed.

Results: See Table 1 for the differences of anxiety of English teachers under the influence of English teaching ability evaluation model before and after teaching. The Table shows that the teachers of the three colleges and universities can get obvious anxiety relief under the influence of the English teaching ability evaluation model, and the score difference before and after is statistically significant.

Conclusions: College English education can not only improve students' communicative competence, but also an important way for students to broaden their horizons. Therefore, it is very important to improve the quality of college English teaching. In order to improve college English teaching ability, the research takes educational psychology as the main theory, puts forward the evaluation model of English teaching ability

under educational psychology, analyzes the changes of teachers' psychological anxiety under the influence of the model, and puts forward teachers' anxiety mitigation strategies, so as to improve teachers' teaching level and improve students' English ability. The results show that under the influence of the English teaching ability evaluation model, teachers' anxiety has been significantly alleviated. Therefore, formulating a reasonable and appropriate teaching ability evaluation model in college education will help to improve teachers' comprehensive strength, alleviate teachers' negative emotions, and then improve teaching quality.

Table 1. Changes of anxiety of teachers in three universities

Group	Before teaching	After teaching	<i>t</i>	<i>P</i>
College 1	66.57±2.31	35.45±1.26	9.124	<0.05
College 2	66.39±2.17	36.07±1.29	8.065	<0.05
College 3	68.17±2.06	37.72±1.39	5.221	<0.05

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RESEARCH ON THE CULTIVATION STRATEGY OF STUDENTS' PSYCHOLOGICAL QUALITY IN LANGUAGE COURSE FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: College students are in a special moment of life, facing academic pressure, work pressure and social pressure, so they are very easy to suffer from mental diseases, such as anxiety, depression and so on. Anxiety refers to the tension, anxiety, fear and other negative emotions caused by the threat or imminent threat of an individual to something. Many studies have shown that maintaining moderate anxiety can help students concentrate, so that they can study more attentively and hard, and then improve their academic performance. However, when the degree of anxiety is too high and lasts too long, students' physical and mental health will be damaged, students' interest in learning will decline, and even weariness will appear, which will greatly affect students' normal study and life. At the same time, under the influence of other negative psychological emotions, students will have more serious mental diseases, including cognitive impairment, behavioral disorder and other serious diseases, due to the learning task pressure caused by the difficulty of curriculum teaching. In college teaching, students in language courses are more likely to have different degrees of negative emotions. The reason is that the learning contents contained in language courses are full of abstraction, and the ideas contained in them are also different under the understanding of different students. This difference will have different effects on students' psychological quality, which will eventually lead to a large number of students' various psychological differences. And when students face the impact of different languages and cultures, the turbulence of their thoughts is obvious, and the psychological defense line is also affected. Finally, malignant psychological activities are produced under the pressure of language learning difficulty and learning tasks.

In order to alleviate the psychological and emotional problems of college students, colleges and universities began to apply educational psychology to education and teaching. The main content of educational psychology is to formulate the teaching plan through the psychological feedback of students or teachers, and optimize the teaching plan through the psychological changes of students or teachers in the follow-up teaching process. Educational psychology is one of the main research contents in psychology. Its core idea is to carry out educational reform from the perspective of psychology. Educational reform includes college teaching system, teachers' teaching plan and students' school strategy. Under the category of educational psychology, the purpose is to deeply grasp students' learning psychology by analyzing students' psychological behavior, stimulate students' motivation in the learning process, induce students to actively give full play to their self-study ability in learning, and then improve the learning effect. In addition, educational psychology can also make the teaching plan more scientific by grasping the psychological changes of teachers. For college teachers, according to educational psychology, teachers can be fully encouraged to use innovative teaching methods, exercise students' learning thinking, effectively alleviate students' learning pressure and promote the growth of students' psychological quality. In order to alleviate the negative psychological emotions of language course students and cultivate their psychological quality,