

improve the practical bias of the guiding path. The psychology of seeking differences has the least impact on consumers' logistics packaging recycling behavior, and consumers' psychology of seeking differences should not be used as a guiding reference.

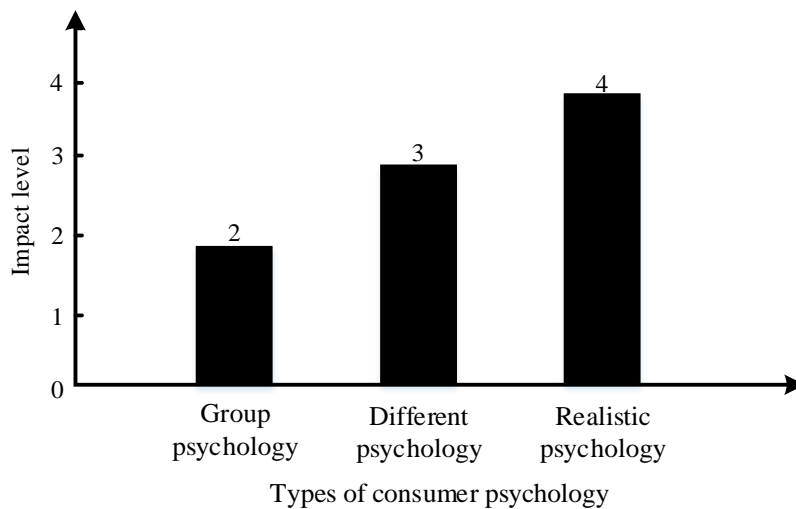


Figure 1. Analysis of consumer psychological types

Conclusions: As the final node behavior of consumption behavior, logistics packaging recycling behavior is significantly affected by consumers' consumption psychology. Starting from the theory of consumer psychology, this study combines the experimental method with the random forest algorithm. While using the random forest algorithm to classify the psychological types of consumers, it establishes the guidance strategy model of consumer logistics packaging recycling behavior, and analyzes the psychological changes and actual behavior preferences of consumers before and after the guidance behavior. The results show that the influence degree of consumers' herd psychology, difference seeking psychology and truth-seeking psychology on consumers' logistics packaging recycling behavior is level 2, level 3 and level 4 respectively. According to the influence level, they are general influence level, obvious influence level and significant influence level respectively. It can be seen that consumers' logistics packaging recycling behavior is more affected by consumers' realistic psychology and less by herd psychology, which is different from the psychological characteristics of consumers' consumption behavior to a certain extent. Therefore, in the process of guiding consumers' logistics packaging recycling behavior, we should actively use consumers' realistic psychology.

* * * * *

RESEARCH ON THE TEACHING MODE OF “MORAL INTEGRATION CLASSROOM” OF LANGUAGE COURSES IN COLLEGES AND UNIVERSITIES FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

Shiyu Chen

Chongqing Three Gorges University, Chongqing 404020, China

Background: As a theory to explore the psychological action law between teachers and students in the teaching relationship, educational psychology is different from the traditional indoctrination teaching and pays more attention to the psychological factors in the teaching process. Educational psychology believes that educational behavior is essentially an educational behavior. Educational behavior not only includes the teaching of knowledge, but also includes the assistance to the formation of psychological personality, so as to help students better form a complete developmental personality from the perspective of body and mind. Therefore, in the process of education, we should not only pay attention to the effect of students' knowledge learning, but also pay attention to students' psychological status, and explore students' learning results and psychological experience under different teaching strategies and learning modes. Learning behavior is the main type of behavior in students' daily life, and it is also one of the main ways for students to communicate with the external environment during their growth. Therefore, the intervention of learning

behavior can affect students' learning psychology to a certain extent. In the process of learning behavior, students strengthen the psychological perception brought by their own behavior through the process of experience introspection internalization, so as to form a certain psychological behavior feedback cycle. This kind of feedback cycle can continue to effectively trigger students' emotional resonance and cognitive conflict, and then improve students' cognition and adjustment ability of external behavior and emotional concepts. This ability can be continuously strengthened in educational activities and finally form a learning effect. In the "moral integration classroom", the learning effect of students' language course is no longer the only measure of teaching effect. In the teaching process, the education of students' ideological and moral character has also become one of the measures of the course. "Moral integration classroom" helps students form emotional experience and feedback learning habits by integrating language teaching and behavioral teaching of ideological and moral education, so as to achieve the effect of psychological education and educational education.

Objective: This study applies educational psychology to the "moral integration classroom" teaching of language courses in colleges and universities to form a psychological teaching model, so as to explore the impact of teaching methods that pay attention to students' psychology on students' language learning effect, provide suggestions for language teaching models that pay attention to students' learning experience, and improve students' overall language learning effect.

Subjects and methods: In this study, support vector machine is used as the main classification tool. On this basis, the main research content is constructed by means of intervention experiment. This paper studies the establishment of an educational psychological "moral integration classroom" for college language courses, and compares the students' psychological state before and after the teaching intervention. The experiment lasts for one semester. The researchers will test and record the students' academic performance and psychological state before, during and after the experiment. In this study, excel tables are used for preliminary data collection and statistics. On this basis, computer algorithms are used for classification and analysis.

Results: The psychological dimension analysis of language majors under the teaching mode of "moral integration classroom" is shown in Table 1.

Table 1. Psychological dimension analysis

Psychological dimension	Before intervention	After intervention	<i>P</i>
Learning psychology	13.24±0.03	21.32±0.05	<0.05
Positive emotion	15.27±0.12	27.40±0.09	<0.05
Ideological and moral level	17.28±0.04	24.38±0.02	<0.05
Responsibility attitude	14.79±0.18	29.30±0.11	<0.05
Positive competitive psychology	24.32±0.13	18.41±0.08	>0.05

As can be seen from Table 1, the scores of language majors in the four psychological dimensions of learning psychology, positive emotion, ideological and moral level and responsibility attitude have increased significantly, and the *P* values are less than 0.05, which is statistically significant. Only the data difference of positive competitive psychology dimension is greater than 0.05, which is not statistically significant. It can be seen that the four psychological dimensions of learning psychology, positive emotion, ideological and moral level and responsibility attitude are the main psychological influence dimensions of the "moral integration classroom" teaching model of educational psychology.

Conclusions: This study integrates educational psychology into the teaching of language courses in colleges and universities, forming a psychological "moral integration classroom" teaching model. Based on the establishment of classroom psychological intervention, we use the "vector research machine" as the main tool of psychological intervention in colleges and universities. The results showed that the scores of language majors in the four psychological dimensions of learning psychology, positive emotion, ideological and moral level and responsibility attitude increased significantly, and the *P* values were less than 0.05, which was statistically significant. This shows that the "moral integration classroom" teaching mode of educational psychology can have a positive impact on students' psychology and improve the teaching effect.

Acknowledgement: The research is supported by: 2020 School-level Higher Education Teaching Reform of Chongqing Three Gorges University - "Exploration and practice of teaching reform of Chinese foundation 'classroom integrating moral education' from the perspective of high-quality courses" (No. JGQN2008).

* * * * *

ANALYSIS ON THE INFLUENCE OF PHYSICAL EDUCATION TEACHING ON STUDENTS' PSYCHOLOGICAL EMOTION REGULATION FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

Yanlong Hao¹, Youwei Zhao^{2*} & Wenting Hao³

¹University of Sanya, Sanya 572022, China

²Hainan University, Haikou 570228, China

³Hainan College of Economics and Business, Haikou 571127, China

Background: Educational psychology is an applied psychological discipline that combines pedagogical theory with psychological theory. Under the theory of educational psychology, students' educational content is no longer confined to simple knowledge education, but includes psychological education based on students' growth stage and real learning and living conditions. In the process of students' growth, with the growth of students' body, students' psychology will continue to mature. In this process, because students' own outlook on life and values have not been fully formed, they are extremely vulnerable to external ideas and form wrong ideas, which leads to some psychological and emotional obstacles. Educational psychology takes students' learning psychological law as the main application tool in the process of education. Its control over students' psychological state and psychological emotion regulation in the teaching process is also a necessary way to promote students' developmental learning and life. The negative events that students encounter in the learning process often have certain similarities with the negative events encountered in other behaviors. Therefore, in the learning process, the correct emotional feedback in the face of negative events is taught to students through words and deeds, which is more conducive to the development of students in other fields in the future. This psychological transfer learning is also more conducive to students to form their own transfer learning habits, Students' future self-learning ability and self-learning psychological development lay the foundation. This study takes physical education as the main carrier of educational psychology teaching, because students' physical and mental development is consistent. At the same time, individual behavior changes and psychological changes are also consistent. Through the form of physical education teaching, students' psychological changes can be affected from the perspective of behavior, so as to help students establish emotional counseling channels and form their own emotional regulation model.

Objective: This study combines educational psychology with students' psychological regulation education, and takes physical education as the application carrier, so as to explore whether the application of educational psychology in daily teaching has a positive effect on students' emotional regulation education, and strive to provide a path for improving students' mental health level and promoting the all-round development of students' psychological personality.

Subjects and methods: This study combines neural network algorithm with factor rotation method, and constructs the main research framework by means of teaching experiment. All the experimental data of the study come from the intervention experiment. The experiment is carried out in the form of improving the physical education teaching mode. The researchers will record the students' emotional state before and after the experiment. In order to explore the influence path of different psychological teaching factors on students' emotional regulation ability, the factor rotation method is used to analyze the influence of different factors. At the same time, according to different types of students, this paper studies the use of neural network algorithm for data classification and analysis. The data analysis process of the study is based on SPSS22.0 as the main analysis tool.

Results: The impact of different sports types on students' psychological state is shown in Table 1.

Table 1. Psychological scores of different types of physical exercise

Sports type		Ball game	Aerobic jogging	Dance class	Personal skills
Psychological score	Before intervention	31.4	35.7	32.4	31.8
	After intervention	45.3	41.2	44.3	39.7

As can be seen from Table 1, the students' psychological scores of ball games increased from 31.4 to 45.3, aerobic jogging from 35.7 to 41.2, dance sports from 32.4 to 44.3, and personal skill sports from 31.8 to 39.7. It can be seen that the four sports types have a positive impact on students' psychology, among which ball games have the greatest impact. This is because ball games are mostly reflected in the form of group cooperation and group confrontation. Group cooperation mode can help students establish psychological relief channels through their own communication with other students, and group confrontation mode can help students improve their emotional control ability.

Conclusions: In order to improve students' emotional regulation ability in the process of psychological