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THE EFFECT OF BLENDED LEARNING MODEL ON COLLEGE STUDENTS' POSITIVE PSYCHOLOGY IN BUSINESS ENGLISH TEACHING

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Background: The development of social economy has expanded the demand for compound talents. According to the business requirements of market economy and international trade activities, a single ESP teaching model is difficult to meet the increasingly complex teaching needs. In terms of positive psychology theory, the learning of a discipline needs to meet the different needs of students, such as sense of dignity, self affirmation, group communication and so on. If the curriculum is only designed to meet the skill needs of the market and ignores students' cognition of self and discipline knowledge, students' learning enthusiasm will be suppressed. The negative emotion brought by the individual's inability and confusion about the rapid development of society makes the students' efficiency and enthusiasm to learn business English professional skills lower. Based on Maslow's needs theory, business English curriculum needs to consider students' material and spiritual needs at the same time, so as to meet students' progressive positive psychological organization ability. Therefore, colleges and universities combine the experience of other teaching subjects to set up a mixed learning model of business English teaching courses. Its teaching principles and models include communicative teaching method, constructivist teaching method, situational learning theory, genre analysis or discourse analysis. Among them, the classroom content of communicative teaching and extracurricular activities can meet the needs of students for group communication and group identity, while constructivist teaching, genre analysis or discourse analysis can build a complete teaching content system for students, so that students can have a clearer understanding of their professional knowledge and skills and participate in business English learning in a more planned way. Situational learning theory meets students' curiosity about knowledge learning, and rich classroom content can also better drive students' learning enthusiasm and self-confidence.

Objective: The purpose of this study is to explore the driving effect of the mixed learning model of business English on college students' positive psychology, which adopts the principles of communicative teaching method, constructivism teaching method, situational learning theory, genre analysis or discourse analysis. It is expected that the mixed teaching model can meet students' needs for group communication and group identity, and improve students' learning enthusiasm.

Subjects and methods: This research method qualitatively and quantifies the psychological state of students through classroom observation and student interview. The subjects were 250 random students, who were equally divided into experimental group and traditional group. The experimental group participated in the business English course of mixed learning mode, and the other group participated in the business English course of traditional special purpose. The experiment lasted 12 weeks, and both courses had 24 class hours. Through the form of questionnaire survey, we can get the satisfaction score of students' understanding of self-ability after learning the course. The interpretation scale is 5 and the maximum is 1. 1 means very dissatisfied, 2 means dissatisfied, 3 means satisfied, 4 means quite satisfied, and 5 means very satisfied.

Results: The average evaluation of English learning ability of students in different groups is shown in Figure 1.

In Figure 1, 250 students' evaluation indicators of their classroom learning level are divided into four categories, "R" represents reading comprehension ability, "L" represents listening comprehension ability, "W" represents English writing ability and "S" represents English speaking ability. It can be seen from the figure that the 125 students in the experimental group rated their abilities higher than those in the traditional group. Among the four self-evaluation indexes, the gap between the two groups in the evaluation of self reading comprehension ability is the smallest, and the score of the experimental group is 0.53 higher than that of the traditional group. The second is English writing ability, with a difference of 0.58. Traditional special-purpose business English courses and mixed learning business English courses have the greatest improvement in students' listening comprehension and oral ability, and the gap between the two scores is 0.76.

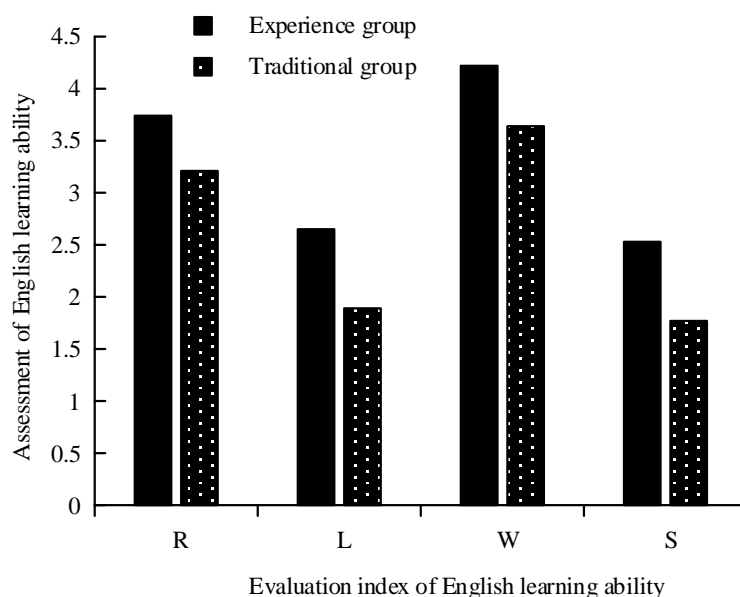


Figure 1. Average evaluation of English learning ability of students in different groups

Conclusions: As the language learning discipline involves the carriers of different cultures, the unique nature of the discipline determines that students can gain more knowledge and cultural content while learning the language discipline. The mastery of this part is conducive to enhance students' learning self-confidence and sense of achievement, to bring positive psychological impact to students in the learning process. The subject of business English was set up in the past, which only focused on the skill learning of market use. This learning model can no longer meet the needs of the times for compound talents, but also ignore the learning pressure and negative emotions of students. Therefore, the principles of communicative teaching method, constructivism teaching method, situational learning theory, genre analysis or discourse analysis examine the impact of mixed mode business English teaching on students' self-evaluation and learning enthusiasm. The experiment shows that the students who participate in the mixed mode of business English teaching have more positive evaluation performance in reading comprehension, listening comprehension, speaking and writing ability. This proves that the mixed model of business English teaching can meet students' diverse psychological needs and improve students' self-efficacy and learning achievement.

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ANALYSIS ON THE INFLUENCE OF PHYSICAL TRAINING ON STUDENTS' PSYCHOLOGICAL ANXIETY IN COLLEGE PHYSICAL EDUCATION

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Background: The implementation of physical education in colleges and universities cannot be separated from the love and cooperation of college students for sports, but physical training is not popular with college students because of the increase of sports intensity. At the same time, contemporary college students are often in the negative mood of anxiety and loneliness due to the interference of impetuous emotions from electronic media and Internet communication. In order to alleviate the depression in their hearts and avoid various difficulties in their study and life, students instead indulge in the virtual data constructed by electronic media and the network, and fall into a vicious circle of anxiety that is difficult to