

university. The two classes are set as the control group and the experimental group, in which the number of students in the control group is 35 and the number of students in the experimental group is 37. The experimental method is the teaching experiment method, in which the control group participates in the subject learning of the traditional teaching mode, while the experimental group participates in the subject curriculum of the information-based teaching mode guided by positive psychology. The course duration is 24 class hours, and each course lasts 90 minutes. Before and after the implementation of the course, the students' psychological state is quantitatively evaluated, and the guiding effect of different teaching modes on students' positive psychology is compared and analyzed.

Results: The psychological evaluation of students in different stages is shown in Table 1. The evaluation indexes of the positive impact of different teaching modes on students' psychology in the table are divided into three aspects: positive emotion expression, students' learning adaptability and students' learning enthusiasm.

Table 1. Psychological evaluation of students in different groups at each stage of curriculum implementation

Student groups	Curriculum implementation stage	Positive emotional expression	Learning adaptability	Learning enthusiasm
Control group	Before course implementation	66.2	63.6	52.8
	After the implementation of the course	71.8	76.0	68.7
Experience group	Before course implementation	64.4	67.1	53.4
	After the implementation of the course	83.5	89.4	77.6

The quantitative standard of psychological evaluation in Table 1 is 1-100. The higher the value, the more obvious the positive role of the course and the healthier the students' mentality. From the data in the table, we can know that the curriculum implementation of the traditional model and the improved information-based teaching model has a positive impact on students' psychological state. In the process of acquiring knowledge, students feel self-growth, which is conducive to building students' self-confidence and self-identity. Therefore, both courses have positive effects. The positive impact of information-based teaching mode is more obvious, especially in the improvement of learning enthusiasm. The evaluation difference of the control group in the two stages of curriculum implementation is 15.9, while the quantitative value of the evaluation difference of the experimental group is 24.2.

Conclusions: In order to meet the psychological needs of college students and the requirements of market economy and Society for comprehensive quality talents, the teaching mode of colleges and universities should make continuous progress with the innovation of technology. Based on the positive psychological consideration of college students, this study explores the optimization path of college education informatization reform from the aspects of improving students' interpersonal communication ability, using intelligent algorithms to process students' learning information to implement personalized classroom, improving school management regulations and psychological counseling service facilities, and uses teaching experimental method to verify the impact of the change of teaching mode on students' psychological state. Experiments show that the information-based teaching model has a higher positive impact on students' positive emotion expression, learning adaptability and learning enthusiasm. The information-based education reform has high feasibility to alleviate students' negative emotions and stimulate positive emotions.

Acknowledgement: The research is supported by: "13th Five-Year Plan" of Jiangsu Provincial Education Science, "Research on teaching quality monitoring in colleges and universities based on big data: a case study of applied undergraduate colleges in Jiangsu province" (No. JS/2018/ZX0103-01877).

* * * * *

DISCUSSION ON COMPETITIVE DEBATE TEACHING BASED ON PSYCHOLOGY AND DEBATE THINKING

Liming Long

Law School, Sichuan University, Chengdu 610207, China

Background: In psychology, debate thinking is a way of thinking produced by human beings based on debate activities. Debate activity is a unique way of life and communication of human beings. Human beings use language to express their ideas and opinions, share views and opinions, fully exchange information, make decisions and resolve differences. Human beings will use language to influence others, guide and strive for others through debate. Debate psychology is produced under the conditions of such social activities. Just as debate is not a simple debate, debate thinking is not a simple negation of thinking, but a kind of thinking based on human's pursuit of knowledge and rationality of the world, which can systematically integrate their own consciousness, emotion and the objective existence of things themselves. Therefore, the formation and maturity of debate thinking can promote individuals' thinking ability and is conducive to their mental health. For college students, the cultivation of debate thinking is particularly important. In addition to their own debate activities, college students also need to use debate thinking in their daily study and life to deeply think about many things in their study and life and put forward unique opinions, so as to cultivate college students' in-depth thinking ability and independent thinking ability.

Competitive debate is a kind of debate activities with strong competitiveness, antagonism and high requirements for the level of thinking ability. When participating in competitive debate activities, college students often have psychological conflicts due to the differences of knowledge, emotion and will. If the proposition involves conformity psychology, obedience psychology, compliance psychology and concept internalization, this conflict will be more intense. The more extensive and social the issues involved in the debate, the more likely the debater is to have negative emotions such as anxiety, unhappiness and upset. Therefore, in the teaching of competitive debate in colleges and universities, we not only need to pay attention to the cultivation of debate thinking and their own knowledge, but also need to strengthen practice and cultivate the stability of the debater's psychological state, so that the debater can still maintain the integrity, accuracy and agility of thinking in different environments and propositions, so that the debater can build a good competition personality psychology. In addition, the competitive debate teaching in colleges and universities should also mobilize the participation initiative of college students, educate students to effectively complete the competition in many important aspects such as logic, emotion and morality when the thinking construction is completed, and comprehensively improve the comprehensive expression ability and debate thinking ability.

Objective: To analyze and explore the influence of competitive debate teaching on the comprehensive psychological state of college students' debaters from the perspective of psychology, in order to cultivate the sound psychology of debaters through psychology.

Subjects and methods: 100 college students with similar psychological situation and debate level were found from the same university. They were divided into two groups according to the principle of equal number. Both groups of students carried out competitive debate and teaching activities in their respective groups. The debate teaching of one group is integrated with the attention and regulation of psychology to emotion and psychology. This group is used as the experimental group, and the other group is the traditional competitive debate teaching as the control group. The experiment lasted for one month. After each teaching, the students' psychological state was tested. The psychological measurement tool used in the study was Symptom Checklist 90 (SCL-90), and the total score was taken as the comprehensive test result. The lower the total score, the better the overall psychological state.

Results: Table 1 describes the SCL-90 test results of the two groups of students before and after the experiment. It can be seen from Table 1 that the comprehensive psychological state of the two groups of students is similar before the beginning of the experiment, while the anxiety level of the experimental group decreases significantly after the end of the experiment, while there is no significant change in the control group. After statistical analysis, it can be found that there is a significant difference in the anxiety level between the two groups after the experiment ($P < 0.05$), but not before the experiment.

Table 1. Comparison of comprehensive psychological state self-assessment test results between the two groups of students

	Before the education	After the education
Control group	162.32	159.36
Experimental group	158.26	129.36

Conclusions: Debate thinking is one of the thinking abilities that college students need to have. This kind of thinking usually needs to be cultivated in the teaching of competitive debate. In the activities of competitive debate, the conflict of ideas and consciousness between the two sides often makes the debaters on both sides have negative emotions, which is not conducive to the competitive debate activities and mental health of the debaters. Based on the psychological theory, the experiment attaches importance to the psychological state of debaters in the teaching of competitive debate. The experimental results show

that strengthening the psychological guidance and attention of debaters in the teaching of competitive debate has a significant positive impact on the comprehensive psychological state of debaters.

* * * * *

A STUDY ON THE INFLUENCE OF COLLEGE ENGLISH TEACHING INNOVATION MODEL ON COLLEGE STUDENTS' COMMUNICATION AND ADAPTATION BARRIERS

Yanli Huang

Guilin University, Guilin 541003, China

Background: Adaptation disorder refers to a kind of stress-related disorder produced by individuals after experiencing obvious environmental changes. The occurrence of adaptation disorder is often related to the severity of life events, individual psychological quality and psychological coping style, and is usually accompanied by anxiety, depression and other symptoms. When adaptation disorder is more serious, it will lead to the damage of individual social function. With the elimination of stressful life events or the improvement of individual adaptability, individual adaptation disorders will be gradually eliminated within six months. At present, the group of college students is mainly the group of newly enrolled college students. Due to the maladjustment to the new environment and other factors, a considerable number of individuals in this group suffer from different degrees of adaptation barriers, one of which is the communication adaptation barrier. Communication adaptation disorder shows that patients with adaptation disorder have obstacles and difficulties in communication with others, or it is difficult to initiate routine social communication behavior with others. This phenomenon is more common for new college students. Communication adaptation disorder will not only make individuals unable to study and live normally and integrate into social groups, but also is not conducive to the rehabilitation of adaptation disorder and form a vicious circle. Therefore, this phenomenon needs to be paid attention to.

College English is one of the compulsory courses for every major in colleges and universities. At present, the innovative classroom model in college English teaching is gradually popularized, and the teaching model is also one of the important factors affecting college students' adaptive psychology. In the current teaching innovation mode of colleges and universities, online and offline mixed teaching based on the Internet + platform can not only enhance the interaction between teachers and college students, so as to enhance the frequency of communication, but also cultivate college students' learning autonomy and achieve educational equity, and strengthen the adaptive psychological quality of college students. The innovative mode of English teaching in colleges and universities mainly includes the construction of distance English resource platform, the formation of a diversified complex of the platform, the use of different types of public platforms to expand English teaching methods, and the optimization of English learning evaluation and feedback methods, so as to truly realize the personalized education mode. For college students, the innovative model of English teaching in colleges and universities is conducive to the improvement of their learning efficiency and communication with others in daily life. It is worth analyzing and studying the rehabilitation or mitigation of their adaptation barriers.

Objective: To analyze and explore the impact of innovative models on college students' communication and adaptation barriers in college English teaching, in order to eliminate or alleviate college students' communication and adaptation barriers caused by environmental factors.

Subjects and methods: 300 newly enrolled students with similar basic psychological conditions were found from the same university. They were divided into two groups according to the principle of equal number. The first group took the mixed college English teaching optimized by the innovative model as the experimental group, and the second group used the traditional college English teaching method as the control group. The teaching period is 4 months, i.e., one semester. Every month during the teaching period, before and after the beginning and end of teaching, the students' adaptive psychological level is tested, analyzed and compared. The psychological measurement tool used in the study is the student adaptive psychology scale, with 100 as the full score. The higher the score, the higher the level of adaptive psychology.

Results: Table 1 describes the test results of students' adaptive psychology scale before and after the experiment. It can be seen from table 1 that the adaptive psychological level of the two groups of students is similar before the beginning of teaching, while the adaptive psychological level of the experimental group increases significantly after the end of teaching, while there is no obvious change in the control group. After statistical analysis, it was found that there was significant difference in adaptive psychological level between the two groups after teaching ($P < 0.05$), but not before teaching.