

skills.

Table 1. The effect of the English teaching mode integrating ideological and political education on improving students' positive learning psychology after six months of implementation

Pattern	Positive emotions	Social skills	Cognitive level
Pattern 1	90	94	92
Pattern 2	88	90	89
Pattern 3	87	89	85

Conclusions: The English teaching mode integrating ideological and political education has an obvious effect on students' positive psychology, especially in positive emotion and social ability. The score of the improvement effect is about 90 points. Only by doing well in teaching reform can college English teachers really integrate ideological and political education into college English teaching. College English teachers should respect the laws of ideological and political work, English teaching and students' growth. Through the reform of high-efficiency English curriculum teacher certificate, they should constantly improve their attractiveness, timeliness and pertinence, and enable students to gain spiritual strength and wisdom through ideological and political education.

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ON THE PROBLEMS AND COUNTERMEASURES OF TEACHING MANAGEMENT IN HIGHER VOCATIONAL COLLEGES BASED ON EDUCATIONAL PSYCHOLOGY

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Background: Educational psychology originated in the early 20th century. In recent years, educational psychology is closely related to psychiatry, medicine, sociology, anthropology, education and other fields. Educational psychology mainly studies the basic psychological laws of learning and teaching in educational and teaching situations. Based on psychology, the research involves teaching design, educational technology, special education and classroom management. Educational psychology can improve the level of teachers, improve the quality of education and teaching, and promote the reform of education and teaching. As for research methods, the main research methods of educational psychology are quantitative methods and qualitative methods. The characteristics of educational psychology include teachers' characteristics, students' characteristics and teaching methods. Different from psychology, educational psychology focuses on studying the psychological laws of student groups and evaluating whether students can learn knowledge and master corresponding skills under normal teaching conditions. The teaching subject of educational psychology theory is the workers engaged in educational undertakings, whose purpose is to guide teachers to complete teaching work. The future research trends of educational psychology are learners' subjective initiative, the mechanism of action in the learning process, the impact of situational environment on learning results, teaching models, etc. The practical significance of this subject is to assist teachers to complete the problems in teaching work, provide scientific and reasonable theoretical guidance for teachers' teaching work, and assist teachers to analyze in actual teaching work.

In view of the problems existing in the teaching management of higher vocational colleges, this paper puts forward an effective teaching management strategy combined with educational psychology. First, improve the teaching form and create a new teaching management mode. The teaching management mode of higher vocational colleges needs to be constantly optimized to build a management mode of participation and democratic decision-making. Design a strict and detailed management scheme according to the actual situation of the school. At the same time, build a scientific and reasonable teaching evaluation mechanism to stimulate the enthusiasm of teaching and personnel to the greatest extent, improve the work quality of teaching management team, and promote the work of teaching management. Second, actively carry out the training of teaching management personnel to increase the overall quality of teaching personnel. Managers of higher vocational colleges need to participate in training and learning through various ways, mobilize the enthusiasm of teaching managers through effective measures, and pay attention to personal issues such as managers' salary and promotions. At the same time, colleges and universities should pay attention to the status of teaching management, optimize the structure of teaching management team, and ensure that teaching managers have more professional culture, professional knowledge and management ideas.

Objective: This paper analyzes the influence of effective teaching management strategies in higher vocational colleges on school administrators under the background of educational psychology, in order to comprehensively improve the management level of administrators.

Subjects and methods: Four school administrators were selected as the research object to evaluate the impact of effective teaching management strategies of higher vocational colleges on school administrators under the background of educational psychology through Random Forest Algorithm (RF). The number of people in each school was 50. The assessment contents include quality, will, cognition, emotion and interpersonal relationship. The evaluation result is the recognition degree. The recognition degree is set to five levels: extraordinary recognition, comparative recognition, recognition, general recognition, little recognition and non-recognition. The corresponding scores of the five levels are 0-20, 21-40, 41-60, 61-80 and 81-100. In order to ensure the reliability of the results, the average value of the evaluation results of all research objects is taken as the final result.

Results: Table 1 refers to the impact of effective teaching management strategies of higher vocational colleges on school administrators. It can be seen from Table 1 that effective teaching management strategies in higher vocational colleges will have a great positive effect on the quality, will, cognition, emotion and interpersonal relationship of managers.

Table 1. The influence of effective teaching management strategies in higher vocational colleges on school administrators

Index	School 1	School 2	School 3	School 4
Quality	82.0	82.0	84.0	86.0
Will	86.0	90.0	86.0	88.0
Cognition	84.0	86.0	84.0	84.0
Emotion	88.0	82.0	82.0	86.0
Interpersonal relationship	84.0	86.0	84.0	84.0

Conclusions: At present, the problems of teaching management in higher vocational colleges are as follows. First, the teaching mode is single and the teaching management mode is backward. Under the influence of the traditional teaching concept, the participation of the main force in the teaching management of higher vocational colleges is low, and the teaching managers do not have the willingness to actively participate, showing the phenomenon of loose management mode. Second, there is no management experience and teaching managers have less time to learn and train. The important members of higher vocational colleges are teaching managers, who are responsible for students' learning and life as well as teachers' daily teaching. At the request of exam-oriented education, higher vocational colleges attach importance to teaching research and achievement, but cannot ignore management.

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THE INFLUENCE OF COLLEGE ENGLISH TRANSLATION ACTIVITIES ON STUDENTS' PSYCHOLOGICAL CRISIS

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Background: College students are facing more and more pressure from life, employment and social interaction, which will lead to anxiety, irritability, anxiety and other negative emotions. Anxiety is a kind of abnormal psychological bad mood, which is mainly caused by excessive worry about the future, fate, life safety and other irritability, including anxiety, panic, tension, anxiety and other psychological manifestations. Medical psychologists believe that anxiety usually refers to people's adverse feelings such as risk, pressure and pain that exceed their acceptable range, and it is difficult for people to face and solve these problems. Generally speaking, anxiety itself is a very reasonable emotional response. However, long-term anxiety will lead to physiological and emotional diseases. According to different types, anxiety can be divided into pathological anxiety and realistic anxiety. Pathological anxiety is one of the most common types of anxiety. Its clinical manifestations are panic anxiety, generalized anxiety disorder and so on. At present, the main causes of anxiety are increasing pressure, perfection requirements, health concerns, smart phones and so on. At present, the most common intervention measures are personalized psychological intervention, lectures on mental health professional knowledge, etc. Although these