

communicated with many college students to understand their views on employment and English comprehensive ability, and analyzed their enthusiasm in English courses in combination with the school's employment rate over the years, the list of English courses and other materials. On the basis of these materials, combine employment orientation, set precise talent training goals for college students, and improve students' English knowledge and vocational skills. Then send the reform suggestions to the expert group formed by 50 teaching experts and English teachers, asking them to judge the rationality of the English teaching reform plan and make relevant supplements. Then it analyzes and evaluates the enthusiasm of college students for the English curriculum after the reform. The students' enthusiasm after the reform will be evaluated according to four levels: non positive, general positive, medium positive and very positive. The effects of the reform measures on the improvement of students' enthusiasm will be evaluated into five categories: no impact, slight impact, general impact, obvious impact and complete impact, and will be quantified with five integers of 1, 2, 3, 4 and 5 respectively. In the experiment, the measurement type features were displayed by means of mean  $\pm$  standard deviation, and the difference significance level was taken as 0.05.

**Results:** The results of students' enthusiasm for the English curriculum after the reform and the impact of the reform measures on their enthusiasm are shown in Table 1.

**Table 1.** The change of students' enthusiasm and its influence level after the reform of English teaching

Reform measures	Positive degree	Impact level	Impact rating	Significance level
Develop the ability to use spoken English	Generally positive	General impact	2.65 $\pm$ 0.12	0.03
Characteristic English courses	Very positive	Full impact	4.55 $\pm$ 0.15	0.02
Create a professional situation	Moderately active	Significant impact	3.63 $\pm$ 0.25	0.03
Build a practice platform	Moderately active	Significant impact	3.58 $\pm$ 0.27	0.04

It can be seen from Table 1 that the development of characteristic English courses, such as CET-4 and CET-6, not only has a very obvious impact on students' enthusiasm, but also greatly improves students' enthusiasm for English courses; The establishment and construction of workplace English and practice platform have also improved students' enthusiasm to a certain extent. However, the influence of cultivating the ability of oral English application on improving students' enthusiasm is not very obvious, and students' enthusiasm is not very high. The standard deviation of the four reform measures is lower than 0.3, indicating that students' choices are relatively consistent. The significant differences were less than 0.05, indicating that the statistics were statistically significant.

**Conclusions:** With the increasing popularization of education in China, many colleges and universities have implemented enrollment expansion policies in recent years, and the national cultural level has been improved. At the same time, the number of graduate students has increased sharply every year, which makes graduates face more and more competition in employment. However, the current lack of innovation in English teaching in colleges and universities leads to the poor quality of English teaching and the weak comprehensive English ability of students. In order to ensure that students can meet the actual needs of the society and improve their comprehensive English ability, this paper reforms college English teaching based on employment orientation, so as to enhance students' enthusiasm for English courses and facilitate students' employment choice and long-term development. Through the statistics of students' enthusiasm for the English curriculum after the reform, it can be seen that students are more active in workplace English and CET-4 and CET-6, because workplace English has greater application value in employment. At the same time, the passing of CET-4 and CET-6 also gives students a certain advantage in job hunting. However, the students' enthusiasm for the course of oral English ability is not very high due to the limited application of oral English after graduation. Employment oriented English teaching reform has greatly improved students' enthusiasm. Colleges and universities can reform English Teaching in combination with employment oriented.

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## RESEARCH ON IDEOLOGICAL AND POLITICAL EDUCATION MODEL OF COLLEGE PHYSICAL EDUCATION BASED ON EDUCATIONAL PSYCHOLOGY

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**Background:** With the continuous promotion of the comprehensive deepening reform of the country, the education field has gradually realized the importance of physical education in college teaching, and learned from the teaching practice the importance of the combination of physical education and ideological and political education. The purpose of the combination of physical education and ideological and political education in colleges and universities is to help students establish a correct sense of competition and moral awareness and realize their all-round development on the premise of improving their physical quality. From the research of higher education, we can know that the combination of physical education and ideological and political education can significantly improve teachers' quality and moral awareness, and enhance students' self-confidence and self-esteem. From the current teaching situation of the combination of college physical education curriculum and ideological and political education, we can know that the curriculum teachers have achieved the improvement of their skills and teaching level in the long-term teaching, but we can still find that some teachers' curriculum psychological expectations are still relatively unsatisfied. In addition, most students' self-confidence and self-esteem in the current college physical education curriculum combined with ideological and political education are not significantly improved. The main reason is that the physical education curriculum combined with ideological and political education emphasizes the improvement of physical quality and ability, rather than the curriculum design based on students' psychological demands. Therefore, in order to meet the psychological needs of students for teaching content and improve the effect of students under the influence of physical education curriculum combined with ideological and political education, this paper studies the use of educational psychology to construct the ideological and political education model of college physical education curriculum.

Educational psychology is a psychological subject that serves the teaching reform. Educational psychology is proposed to promote the process of teaching reform in colleges and universities. In the reform of colleges and universities, the early teaching reform plan focuses on the development of schools and the improvement of teachers' level, and formulates the teaching reform strategy under the influence of two factors. However, with the advent of the new era, teenagers' thoughts are gradually influenced by network information, which leads to students' psychological factors becoming an important factor in teaching reform. In educational psychology, students' psychology is the main activity in the teaching environment of colleges and universities. Students are often influenced by their classmates, teachers and society in the environment of colleges and universities, resulting in serious negative emotions, including students' learning anxiety, examination anxiety and so on. In addition, some studies have proposed that in the teaching reform of colleges and universities, the use of students' psychological activities in the classroom and in life to formulate teaching plans can significantly improve students' learning ability. At the same time, some studies believe that students' psychological quality is an important condition to determine students' future development, and through the analysis of students' positive psychology, we know that students' healthy psychology will promote students' growth. Therefore, it is of great significance to apply educational psychology to the analysis of students' psychology and the construction of teaching mode in the teaching reform of colleges and universities. In the research, taking the ideological and political education mode of college physical education courses as an example, educational psychology is used to optimize, in order to promote the comprehensive development of students' values and physical quality.

**Objective:** To understand the current situation of the development of ideological and political education mode of physical education in colleges and universities, to analyze the psychological status of students under the ideological and political education of physical education, to use educational psychology to analyze the psychological factors of students that affect the development of ideological and political education mode of physical education in colleges and universities, and to put forward an innovative mode of ideological and political education of physical education in colleges and universities under the educational psychology.

**Subjects and methods:** 500 students in a certain university were randomly selected as the research objects. The current situation of ideological and political education in physical education in the university was adjusted. The Self Reporting Questionnaire (SRQ-20) was used to screen the mental health status of students, and the Self-assessment Scale of Anxiety (SAS) and Self-assessment Scale of Depression (SDS) were used to evaluate the specific level of students' mental health. By using Excel to count the psychological evaluation results of all students, this paper analyzes the correlation between students' psychology and the ideological and political education teaching of physical education, so as to formulate an innovative model of ideological and political education of physical education in colleges and universities. This model is applied to college teaching to compare the psychological changes of students before and after teaching.

**Results:** The changes of students' anxiety and depression scores are shown in Table 1. It can be seen from Table 1 that the anxiety and depression scores of all students show a downward trend after teaching

intervention. Through statistical analysis and test, the difference in students' scores before and after teaching is statistically significant.

**Table 1.** Changes of anxiety and depression scores of students before and after teaching

Project	SAS	SDS
Before teaching	65.71±6.23	64.22±6.07
After teaching	43.82±5.67	42.78±5.34
<i>P</i>	<0.05	<0.05

**Conclusions:** The cultivation of students' physical and mental quality in college teaching is an important part of talent training. With the promotion of the national comprehensive deepening reform process, how to improve the effect of college physical education curriculum combined with ideological and political education is very important. Based on educational psychology, the research analyzes the students' mental health status in the combination of college physical education with ideological and political education, and constructs an innovative teaching model based on the combination of college physical education with students' psychological factors in the reform of ideological and political education. In the application of innovative teaching mode, students' negative emotions have been significantly alleviated. Therefore, in the teaching reform of colleges and universities, educational psychology theory should be flexibly applied to meet the psychological demands of students and teachers and improve the teaching quality.

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## RESEARCH ON THE EFFECT OF THEORETICAL REFORM MODE OF HIGHER EDUCATION ON TEACHERS' THINKING AND LOGIC ABILITY

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**Background:** Thinking is the reflection of human brain's indirect generalization of objective things and the highest form of human cognitive activities. The materials obtained from perception form concepts through brain analysis, comparison, synthesis, abstraction and generalization. The whole process is called thinking. Thinking is a pathological state that lacks its inherent logical connection and cannot be understood by normal people, which is called thinking logic disorder. There are many different classifications of thinking disorders, including thinking speed disorder, thinking form disorder, lack of purpose orientation, pathological symbolic thinking and so on. Patients occasionally feel that their thinking does not belong to them, that their thinking activities lose their autonomy, or that they are controlled by external forces, such as thinking deprivation, thinking insertion, thinking dissemination and other experiences. This classification is suitable for clinical diagnosis, but it focuses on the research of schizophrenic thinking disorder, and pays less attention to organic encephalopathy or other mental thinking disorders. Generally, thinking disorder refers to the abnormality in the amount and speed of thinking association activity. The clinical manifestations of thinking disorder include thinking runaway, thinking slow, thinking poor, thinking broken, thinking loose, thinking interrupted, thinking incoherent, pathological restatement and so on. From the perspective of psychology, thinking obstacles are generally divided into four categories: process obstacles, thinking motivation obstacles, thinking motivation components obstacles and thinking content obstacles. Research shows that new teachers engaged in teaching in the first year believe that the edification of pre service education theory is useless. When they encounter problems in field teaching, their intuition is to ask their colleagues for advice. The experience of colleagues is often the best way to solve problems. This phenomenon intensifies the exclusion of future teachers from educational theory. However, without academic training and the cultivation of basic theories, teachers cannot develop their practical wisdom. This is also proved by facts. Many teachers who have experienced a certain number of teaching years often turn back to the educational theory that was not regarded as an important curriculum in those years. The evaluation mechanism of the discipline of pedagogy principle is not perfect. The curriculum evaluation only takes the teaching assessment as the only evaluation standard and evaluates the learners' achievements according to the prescribed standards. In this way, it cannot truly and comprehensively reflect the learners' real situation, and it is easy to attack the learners' enthusiasm and self-confidence. It does not meet the requirements of cultivating learners' all-round development in quality education, and cannot effectively