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THE USE OF LANGUAGE EDUCATION PSYCHOLOGY IN ENGLISH LANGUAGE TEACHING IN OPEN EDUCATION

Yangqiong Zhu

International Business School, Zhejiang Industry & Trade Vocational College, Wenzhou 325003, China

Background: Language educational psychology is a branch of educational psychology, which belongs to the interdisciplinary of psychology, pedagogy and linguistics. The psychology of language education mainly studies the psychological process, behavior and response to external stimuli of each subject in the process of language teaching. The research subjects of language education psychology include not only learners, but also teachers, guardians and teaching staff. From the perspective of language education psychology, the difference between foreign language teaching and other arts and sciences subjects is that language requires learners to have a long time contact with the language environment. However, the difference between foreign language learning and mother tongue learning is that foreign language learners usually lack the opportunity to contact the foreign language environment. Therefore, in foreign language teaching, all subjects need to pay attention to this problem and take targeted measures. In addition, according to some researchers of language education psychology, people's behavior and consciousness are not directly affected by external environmental stimuli. Individuals' original will and views on external things will determine their emotions and attitudes towards external stimuli, and then affect their cognition and behavior. In foreign language teaching, students often have a great sense of strangeness or even resistance to foreign languages and foreign cultures. According to the perspective of language education psychology, in the process of foreign language teaching, in addition to imparting knowledge, we should also pay attention to eliminating students' strangeness or even hostility to foreign languages.

Open education is an open and universal education concept and form. The teaching mode is divided into academic education and nonacademic education. Based on the concept of being close to the market, industry and profession, open education has set up various applied and skilled disciplines, and is also developing in the direction of internationalization. In foreign language teaching, open teaching faces many challenges. In addition to the universal problems of open education, such as low student attendance, low learning enthusiasm and weak learning motivation, foreign language teaching in open education often faces such problems as students' greater resistance to foreign languages, extreme lack of self-confidence and refusal to cooperate with teaching. From the perspective of language education psychology, these problems are caused by learners' wrong cognition and attitude towards foreign languages, which will have a huge negative impact on their learning enthusiasm and effect, resulting in learners' foreign language learning effect being far lower than their learning ability. In view of this, the research, based on the theory of language education psychology, designs and improves the teaching models and methods of English language teaching in open education in order to improve various problems in English teaching in open education.

Objective: Combined with the psychology of language education, this paper improves the teaching mode of English teaching in open education, and explores whether this improvement has a positive impact on learners' English attitude and learning performance through experiments.

Subjects and methods: 514 learners who are conducting open education in a certain area were selected to evaluate their foreign language learning attitude and learning anxiety. After that, the subjects were divided into two equal groups. One group was given an improved teaching model combined with the psychological theory of language education. This group was used as the observation group. The other group was given the traditional English teaching mode as the control group. Three months later, the foreign language learning attitude and learning anxiety of the two groups were measured and compared.

Results: Table 1 shows the changes of English learning burnout of the subjects in the observation group and the control group before and after receiving the improved open teaching mode. Before the teaching, the scores of the two groups are relatively close, but after the teaching, the scores of the observation group are significantly lower than those of the control group. At the same time, from the changes of the same group before and after the experiment, the learning burnout score of the observation group after the experiment was also significantly lower than that before the experiment, while there was no significant

change in the control group.

Table 1. Psychological changes of study subjects' learning burnout before and after the experiment

		Before experiment	After experiment
English learning burnout	Control group	28.46±5.67	27.78±4.65
	Experimental group	26.15±6.75	21.76±4.98*
<i>P</i>		>0.05	<0.01

Note: * indicates that there is a significant difference between this data and that before the experiment ($P < 0.05$).

Conclusions: Compared with the teaching of other subjects, English teaching in open education faces special problems. How to solve these problems is one of the concerns of educators and researchers in this field. Based on the psychological theory of language education, this study has made a design improvement on the teaching model for the problems of English teaching in open education, and proved through experiments that this improvement can significantly improve the psychological state of learners in English learning and improve learning efficiency.

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A STUDY OF CALLIGRAPHY AESTHETICS IN CONTEMPORARY CHINESE FILMS

X Liu^{1*} & LLS Gee²

¹*Jiangxi Science and Technology Normal University, Nanchang 330038, China*

²*University Malaysia Sabah, Kota Kinabalu 88400, Malaysia*

Background: Films have been imported into China for a long time, a large number of film workers have gradually developed Chinese films with Chinese characteristics through exploration and innovation. Film is an audiovisual art that requires constant innovation to gain recognition from the audience. Calligraphy, as a part of Chinese traditional culture, has a broad mass base and social recognition. Calligraphy art expresses the charm of art with the beauty of lines. After years of development, it has formed a complete aesthetic system. Contemporary Chinese film and calligraphy art have potential aesthetic links, and the aesthetics between the two has similarities. The development of contemporary Chinese film is inseparable from the nourishment of traditional culture, and contemporary Chinese film also contains calligraphy aesthetics.

Subjects and methods: Based on the development and aesthetics of contemporary Chinese film, combined with the aesthetic connotation and characteristics of calligraphy, this paper explores the embodiment of calligraphy aesthetics in contemporary Chinese film, hoping to contribute to the development of contemporary Chinese films.

Results: The title of the film is the high level of spirit connotation of the whole film. Writing the title in calligraphy is the best embodiment of the combination of calligraphy art and film art. The title of the film in the form of calligraphy has an outline of the emotional tone of the film. The excellent title inscription can vividly present the main theme of the film in the form of calligraphy.

Conclusions: Contemporary Chinese film is developing at a high speed, creating a number of excellent films and also some bad films. Contemporary Chinese film is rooted in Chinese culture, and the development of film is closely related to the inheritance and development of traditional culture. Contemporary Chinese films should be good at tapping the bright spots in Chinese traditional art, actively drawing inspiration from calligraphy art and applying calligraphy aesthetics to contemporary Chinese films. Drawing on nutrients from calligraphy and using calligraphy aesthetics to improve the connotation of film can be of great benefit to the development and dissemination of contemporary Chinese films.

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