ENGLISH VOCABULARY TEACHING STRATEGIES FROM THE PERSPECTIVE OF PSYCHOLOGICAL VOCABULARY

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Background: The education of English vocabulary is very important for students' language learning, and on this basis, it can continuously promote the development of all aspects such as semantic memory. Psychological vocabulary is a modern viewpoint, which mainly believes that users of each language have a structure in their hearts, and learning and educating vocabulary according to the structure and content can further deepen the understanding of the meaning of words. To a certain extent, there is a certain difference between mental vocabulary and vocabulary in the dictionary, but both contain semantic and lexical knowledge. The words in the brain are more permanent and stable, while the words in the dictionary are arranged in order, more stable but limited in number. Therefore, in the education work, the staff should run through the psychological vocabulary in the teaching, so as to improve the quality of English teaching.

Objective: Vocabulary is the foundation of English learning. For English learning, only by strengthening the teaching quality of vocabulary can we improve the difficulty of English vocabulary teaching according to the actual needs of students, and further expand the content and scope of English teaching. In view of this situation, this paper will focus on the research on the English vocabulary teaching method based on the perspective of psychological vocabulary, and construct the basic framework of psychological vocabulary, so that students can learn vocabulary more conveniently and efficiently.

Subjects and methods: English vocabulary teaching based on psychological vocabulary can help teachers better integrate reality in the process of daily teaching, so that students can further improve the quality and efficiency of learning, thereby enhancing students' understanding of vocabulary. In the specific work, we can start from the following aspects: First, vocabulary teaching is to use vocabulary learning to drive the overall quality of English teaching, and to use psychological vocabulary storage to strengthen students' understanding and memory of vocabulary. Therefore, the staff can build a semantic memory model, and strengthen the connection between vocabulary and students in the process of model construction, so that students can enhance learning efficiency on the basis of understanding the meaning of vocabulary. For example, when learning "organization", teachers can ask students to collect the English abbreviations of some international organizations, and then combine the students' vocabulary collection to build a model and expand related vocabulary. In addition, during the "inward" learning, students can be asked to think, and try to learn "external" English on the basis of seeking English rules, and then use the understanding of vocabulary to deepen students' memory of vocabulary. Second, use word formation. Many English words are composed of different factors, such as "babysit", etc., and many words are also divided into prefixes and suffixes. These two parts are very clearly distinguished. The prefixes only differ in meaning, but the nature of the vocabulary has no effect; the suffix changes the nature of the word. For example, "beauty" means "beautiful", and "ful" is an adjective suffix. For example, "beautiful" is an adjective, meaning "beautiful". Therefore, when teachers explain, they need to explain "suffix" first to Expand vocabulary. Learning in this way can make it easier for students to infer word meaning when faced with unfamiliar words. For example, when reading an article, if you see an unfamiliar word containing "ful" words, although you may not know it The specific meaning, but it can be inferred as an adjective according to the suffix, and then practice the context to infer the meaning of the vocabulary. This method will further deepen students' understanding of vocabulary in the subsequent learning process and effectively improve the quality of students' learning. The third is to divide a large number of vocabulary according to the frequency of vocabulary use. For example, in many colleges and universities in China, when learning vocabulary, the division of "high-frequency vocabulary" and "low-frequency vocabulary" will be carried out, and then students will be encouraged to use it in their daily life. Increase the use of "high-frequency vocabulary" in the learning process, so that students can understand the inner meaning of vocabulary with higher quality. In addition, due to certain differences in different language systems, when translating vocabulary, it is very likely that there is ambiguity, and learning by using the division of vocabulary frequency can reduce this drawback and improve the quality of vocabulary learning.

Result: All in all, a reasonable teaching method is the key to promoting the quality of English vocabulary learning. Teachers should pay more attention to psychological teaching in daily learning, and further improve students' ability to use vocabulary, so that students can use the knowledge they have learned to construct in daily learning. Vocabulary network, deepen vocabulary memory.

Conclusion: To sum up, vocabulary is the key to the flexible use of English language, so the learning quality of vocabulary also directly affects people's ability and level of English learning. In daily learning, we should continue to expand the way of psychological vocabulary teaching, so as to deepen students' understanding of vocabulary combinations and meanings, so that students can connect English vocabulary learning with students' life, and lay a good foundation for the development of English vocabulary teaching in China.

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AN EMPIRICAL STUDY ON MARXIST THEORY COURSES IN COLLEGES AND UNIVERSITIES FROM THE PERSPECTIVE OF COLLEGE STUDENTS' PSYCHOLOGICAL HEALTH

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Background: Marxist education is an important part of college students' study. As a group of young people, college students' higher knowledge level, ideological quality, and political quality play a positive role in promoting the development of the country. The university stage is an important period for students to establish a correct outlook on life, world outlook and values. Therefore, based on the psychological characteristics of college students, actively publicize Marxism, gradually internalize it into the consciousness of action, and lay a good foundation for cultivating qualified socialist successors. As a special social group, the individual needs, emotions, abilities and values of college students are the basis for forming a unified personality framework. Therefore, Marxist educational activities can promote students' self-development, and by carrying out active and healthy practical activities, they can improve students' enthusiasm and creativity. However, at the same time, the group composition of college students is relatively complex, and there are certain differences in their own characteristics. Therefore, it is necessary to clarify the needs of college students for Marxist theory, carry out relevant educational measures, and continuously improve the quality and level of education.

Objective: The needs and motivations of college students are the focus of the investigation. Only by deeply implementing the psychological differences of college students on Marxist theory and choosing a variety of paths according to students' psychological characteristics, can the problems of colleges and universities in carrying out Marxist theory practice courses be effectively solved. Therefore, this paper clarifies the psychological characteristics of college students by carrying out a questionnaire, and then proposes an effective path to improve the quality of Marxist theory courses.

Subjects and methods: In this paper, the method of sampling survey is selected, and 15 universities are randomly selected in the east, middle and west respectively. The number of college students selected by each university is 200, a total of 3,000. 2550 questionnaires were recovered, of which 2413 were valid questionnaires. In the valid data, boys account for 48.2%, girls account for 51.8%, and arts, science, and engineering are 29.2%, 43.1%, and 27.2%, respectively. Party members and probationary party members accounted for 25.8%, party activists accounted for 28.2%, and the masses accounted for 46%. The question-naire is mainly divided into 25 items, including 24 multiple-choice questions and one open-ended question.

Result: The results of the research on Marxist theory learning practice among college students are as follows: Demographic variables are introduced and used as the main variable to distinguish college students. Through investigation and research, it is concluded that there are differences in the needs of boys and girls for Marxist theory learning. It can be concluded that the demand for practical learning of Marxist theory is not affected by gender. The reason for the above results is that the influence of the content of Marxist theory on the values of college students is universal, and the influence factors of gender and role are relatively small. During the research process, the surveyed college students were divided into low-age groups and high-age groups. It can be seen that lower-grade college students have a higher demand for Marxist theory study, while higher-grade college students have a lower demand for Marxist theory study. The reason for the above results is that the Marxist theory courses are held in the first and second grades of the university. With the passage of time, the needs of college students to learn Marxist theory are met. In addition, the amount of coursework for third- and fourth-year students is reduced, and college students are more Focus on self-development, and gradually reduce academic and learning requirements. At the same time, it can be seen from the survey results that the differences in