

analysis and induction. In the research process, the problems of moral education in universities are analysed by reviewing a large amount of literature and collecting survey data, and then the ways to solve the problems through positive psychology theory are proposed in a targeted manner and summarised in a systematic manner. Individual and group interviews with students involved in moral education can also be conducted in the research process to derive relevant information.

Results: With the application of positive psychology theory, the problems of moral education in the context of epidemic prevention and control and the unstable and uncertain factors faced by the university can be effectively solved, especially the key problems such as superficiality of the thinking and political work, single activity carrier, weak infectivity of moral education work and lack of effectiveness of moral education are proposed corresponding measures to ensure that the application of positive psychology theory can The application of positive psychology theory ensures that the effectiveness of the university in epidemic prevention and control and moral education can be enhanced. Furthermore, with the application of positive psychology, universities can guide the whole staff to participate in the cultivation of positive psychological qualities and positive emotional experiences, and insist on deepening the education of ideals and beliefs, patriotism, employment and entrepreneurship, mental health education, humanistic education and other aspects. In addition, with the application of positive psychology, it helps to create positive public opinion guidance within the university, cultivate students' ability to distinguish between right and wrong in an epidemic environment, and improve students' awareness of prevention and ability to cope, not only by allowing them to receive correct and positive public opinion guidance, but also by participating in the correct conduction of public opinion.

Conclusion: In conclusion, during the epidemic, universities should give full play to the important role of the high ground of ideological education and realise the purpose of moral education through the implementation of moral education. In this process, universities should also apply the theory of positive psychology to moral education, on the one hand, using the initiatives and advanced deeds of China's fight against the epidemic as materials for moral education, and on the other hand, using moral education to enhance students' confidence and ability to fight the epidemic. At the same time, schools should also increase the promotion of moral education for students, promote the sharing of quality resources, and better integrate quality resources into the moral education system of universities, so as to lay a solid foundation for practising the core socialist values and enhancing the effectiveness of ideological and political education work. It is worth noting that moral education work should also be fully in line with the characteristics of the times. Under the influence of positive psychology, students can be hopeful and join in the cultivation of positive emotions and adjustment of positive mindset during the special epidemic period, while achieving innovative development of positive education. Positive psychology will play a key role in promoting the holistic development of students and helping them to establish positive values. At the same time, the theory can further guide the implementation of moral education in universities to the individual, emphasising the good qualities and positive strengths of the individual. Particularly during the epidemic, students can be made more aware of the positive significance of their own existence, ensuring that the laws of moral education work, of teaching and education, and of student development can be truly followed, ensuring that universities can produce more physically and mentally healthy and excellent people.

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THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY ON HOW TO STIMULATE STUDENTS' INTEREST IN LEARNING IN MATHEMATICS TEACHING

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Background: The importance of the subject of mathematics will continue to grow with the advancement of education reform, and it is the incumbent responsibility of teachers to cultivate mathematical talents and to focus on the cultivation of students' core literacy in mathematics to improve their mathematical abilities. In recent years, the development of educational psychology has provided a scientific reference for the reform of mathematics teaching. Using educational psychology in the design of mathematics courses can effectively improve teaching methods, help students to face difficulties and challenges with a proper attitude, bring into play the guidance of psychological knowledge, cultivate

students' intrinsic motivation to learn mathematics, and follow the principle of teaching according to their abilities to shape a rationalised teaching classroom. With the continuous development of educational psychology, it has led to the need to consider not only the teaching of knowledge points but also the cognitive and psychological conditions of students in each subject, and to fully study students' psychological activities such as motivation, emotional factors and cognitive structures in teaching activities.

Objective: The purpose of this research paper is to enable teachers to penetrate advanced teaching ideas and methods for students in mathematics teaching activities, to highlight the advanced teacher-led and student-led teaching modes, to actively focus on students' current learning status, to guide students to develop the habit of independent learning, to cultivate their mathematical thinking, and to enable students to actively use mathematical thinking to solve practical problems in their lives, so as to achieve the goal of putting learning to use.

Subjects and methods: This paper takes educational psychology as the research object, analyses the practical application of educational psychology knowledge in mathematics teaching, based on extensive literature review, certified analysis, multi-angle and all-round consideration, based on the "human-centred" thinking, and proposes effective strategies for teaching reform in conjunction with the current situation of mathematics teaching. Using the literature research method and the case study method, we investigate the current situation of mathematics teaching, identify the problems and causes of the current mathematics teaching practice, synthesise the knowledge of educational psychology, use the constructivist view of teaching and learning cognitive knowledge and other theories, and propose mathematics teaching strategies from three aspects: teachers' teaching, students' learning and mathematical thinking and methods.

Result: Catering to the current state of development of educational psychology and providing a reference for mathematics teaching reform, teaching is considered in terms of teacher psychology, students' motivation to learn and emotional factors respectively. Teachers, as the leaders of teaching, should pay attention to students' growth and play an important role in educational psychology in teaching practice. Students can only learn and grow better if they are happy to accept and learn certain teaching ideas and methods. Teachers use the knowledge of educational psychology to focus on students' acceptance of knowledge points, encourage students to take the initiative to learn and improve their sense of personal achievement, thus helping students to solve mathematical problems and improving their ability to solve problems on their own.

This paper summarises common teaching methods in mathematics teaching activities, investigates the current state of mathematics teaching, looks for problems in them and analyses the reasons for them by integrating knowledge of educational psychology. Based on constructivist teaching theory, the psychological characteristics of students are integrated, the language of teaching is analysed, and strategies are derived for teachers to actively penetrate mathematical thinking and methods in their teaching practices, while the emotional factors of students in the subject of mathematics are grasped and teaching strategies are proposed according to students' learning interests. As a result of the research and analysis, the following results were obtained: the application of educational psychology helps teachers to determine mathematical objectives accurately. The current mathematics teaching classroom model is no longer "teachers speak and students listen", but emphasises that students, as masters of the classroom, should actively participate in teaching activities. In order for students to actively receive knowledge, it is necessary to use certain knowledge of educational psychology to determine the teaching objectives according to the characteristics of the lesson and the cognitive characteristics of the students, and to follow the principle of teaching according to their abilities to improve teaching.

Conclusion: After a series of studies and analyses, based on educational psychology to develop classroom teaching model innovation, actively carry out inquiry-based mathematics classroom, improve students' "ability to develop problems", "ability to ask questions", "The classroom can be made more efficient by rationalising teaching and learning based on humanistic and cognitive theories. Educational psychology is a good guide for students and can be used to encourage efficient revision. Compared with other subjects, revision of mathematical knowledge points places more emphasis on organisation and logic. Teachers should actively lead students to master the key points of resource management, co-ordinate time management and improve their metacognitive learning skills. Through the guidance of educational psychology, students' intrinsic motivation to learn is stimulated, and their interest in learning is fully mobilised to help them improve their learning efficiency. Attention is paid to students' feedback on their learning so that they gradually overcome their fear of mathematics. Teachers make reasonable adjustments to their mathematics teaching methods to help students consolidate their basic knowledge reserves, tailor their teaching to their needs, encourage individual learning, respect individual differences among students, and create a positive learning atmosphere for students in accordance with the relevant points of educational psychology.

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BY MEANS OF POSITIVE PSYCHOLOGY IN ENGLISH TEACHING TO STIMULATE STUDENTS' INTEREST

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Background: In the context of information technology and economic globalisation, English plays an important role as a basic carrier of information, and the learning of English plays a fundamental role in students' lifelong development and growth. In addition, in the context of the new teaching reform in China, it is further proposed that English learning should focus on students' emotional development, fully stimulate students' interest in English, promote students' self-confidence and sense of achievement in English learning activities, help students further develop their comprehensive language application skills, enhance their humanistic and practical skills, and cultivate a good spirit of innovation. It is more important that English language learning helps students to develop a positive attitude and emotion, to develop a cross-cultural perspective, to understand the customs of other countries and to develop a relatively perfect personality. In combination with the current situation of English teaching, most English courses generally focus on the teaching of vocabulary and grammar knowledge, and students' interest in learning English is low. For this reason we need to take active and effective measures to change the current situation of English teaching in junior high schools.

The birth and development of positive psychology has led to a re-examination of emotions such as positivity and negativity, as well as a further emphasis on analysing and looking at problems through a positive lens, rather than focusing solely on the negative, and not simply focusing on aspects such as problem formulation and shortcoming correction, but needing to actively identify various strengths elements and make the most of all favourable conditions to facilitate students' all-round development. The integration of positive psychology into the fields of education, economics and politics has been used to good effect, so the integration of positive psychology into English language teaching can provide an effective solution to the problems of the year.

Objective: As English education is a fundamental subject, teachers need to further develop students' basic skills, attitudes, emotions and knowledge. Promoting the infiltration of positive psychology into English education in this study will help students to further improve the quality of English teaching and learning, as well as promote a sense of sustained well-being for both students and teachers. In addition, by expanding the application of positive psychology in English language education, the theory of English language education will be improved and innovative development of English language education will be supported. This study integrates English language education and positive psychology in a comprehensive manner, proposing new concepts in English language education and enhancing and expanding theories related to English language teaching. This research focuses on the professional theories and practices of positive psychology as the main object of study, providing an in-depth analysis of the significance and application of positive psychology in English teaching, supporting the continued dissemination and development of positive psychology-related theories, and assisting English teachers to actively innovate traditional modes of thinking and construct positive educational concepts. By studying the application of positive psychology in English, it can also fully mobilise students' interest in learning English, support their own learning of English, fully mobilise their own interest in English, encourage them to learn English on their own, and help them to develop the ability to learn English independently and sustainably. This is why this research activity has a positive effect on students' learning of English. To this end, there is a need to support the construction of a good English learning environment, to create a warm and harmonious English teaching environment, to improve the original teacher-student relationship, to create some kind of positive emotion between teachers and students, and to support the sustainable construction of English education. The main purpose of studying the effective infiltration of positive psychology in English teaching is to integrate the positive ideas embedded in positive psychology into English teaching activities to further improve the quality of English teaching, and can contribute to the continued enrichment and expansion of English teaching theory. The reasonable integration of positive psychology in English teaching can further mobilise students' interest and improve their motivation to learn English. Interest, as the best teacher in teaching activities, requires in-depth study of the effective guidance of positive psychology ideas for English teaching activities, changing the passive learning mode in English teaching, fully stimulating students' inner learning aspirations and desire to learn, and forming a good learning atmosphere, English teachers The teaching work of English teachers is very complex, and some teachers even take on the dual responsibility of classroom teacher and teaching practice, which increases the burden and pressure on teachers, but combining positive psychology can penetrate positive educational thinking and educational philosophy, so that teachers can fully engage in teaching practice. It creates a positive learning environment, fosters interest in learning among students and teachers, helps students develop a positive personality and supports their healthy development.