

teachers to evaluate students based on daily observations using a 5-level score. 1-5 means “never”, “rarely”, “sometimes”, “always” and “always” respectively.

**Results:** In the study, 24 parents of students did not fill out the questionnaire. On the basis of obtaining the consent of the parents and teachers, the researcher obtains the age information of the students from the teachers. After testing, the remaining students and the 24 students in the English teaching mode are (33) = -1.75,  $P > 0.05$ , Cohen’s  $d = 0.32$ ), and the educational psychology is (241) = -0.001,  $P > 0.05$ , Cohen’s  $d = 0.001$ ], language [(267) = -0.13,  $P > 0.05$ , Cohen’s  $d = 0.02$ ] and reading (267) = -1.22,  $P > 0.05$ , Cohen’s  $d = 0.27$ ] have no significant difference in ability. Therefore, excluding this part of students, the data of 245 students were finally included in the analysis. Among them, the educational psychology data of 10 students were missing. In the analysis, maximum likelihood estimation was used to impute the missing values. Table 1 presents the descriptive statistics of all variables.

**Table 1.** Statistical variable information.

Variables	Percentage	Standard	Range	Total
Age	57.91	10.08	41-76	-
The mother	13.69	2.66	6-21	-
English teaching	31.34	8.83	0-40	40
Education	47.25	7.42	28-63	65
Language master	34.37	4.50	21-42	42
Language use	14.92	5.93	2-25	25

Further analysis showed that the educational psychology of female students was significantly better than that of male students [ $r(233) = 2.33$ ,  $P < 0.05$ , Cohen’s  $d = 0.30$ ], but in the English teaching model [ $r(243) = 0.43$ ,  $P > 0.05$ , Cohen’s  $d = 0.06$ ], language [ $r(243) = 1.52$ ,  $P > 0.05$ , Cohen’s  $d = 0.19$ ] and language use [ $r(239) = 0.83$ ,  $P > 0.05$ , Cohen’s  $d = 0.11$ ], there is no difference. In addition, students are in English Teaching mode [ $F(2,242) = 51.42$ ,  $P < 0.001$ , criticism=0.30], educational psychology [ $F(2,232) = 7.37$ ,  $P < 0.01$ ,  $n_2 = 0.06$ ] and language [ $F(2,242) = 74.15$ ,  $P < 0.001$ ] and reading [ $F(2,242) = 173.89$ ,  $P < 0.001$ , listening = 0.59]. The age difference in ability is both significant. In terms of educational psychology, there is no difference between first grade and second grade students, but they are both significantly lower. Third grade students. There is a significant difference between the two age groups in English teaching mode, oral and reading scores, the third-grade students perform best, and the first-grade students score the lowest. Therefore, the follow-up analysis uses age as a control variable.

**Conclusions:** In general, this research has responded to international discussions on the relationship between educational psychology and the development of English teaching models, and discovered the mediating role of educational psychology in the relationship between English teaching models and language use. There are research results. However, which aspects of specific educational psychology play an important role in which aspects of the development of English teaching models. Which elements of educational psychology have an intermediary effect on the relationship between the development of English teaching models. Is the relationship between educational psychology and the development of English teaching models different over time? The response to these questions urgently needs to be discussed in follow-up research. In addition, individual intelligence, family nurturing, parent-child interaction, etc. may affect the development of educational psychology and English teaching mode, but this study did not pay attention to it, which may have an impact on the research results to a certain extent, and needs to be addressed in future research.

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## COLLEGE ENGLISH TEACHING STRATEGIES FROM THE PERSPECTIVE OF POSITIVE PSYCHOLOGY

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**Background:** Driven by the upsurge of positive emotion research abroad, domestic psychology researchers have also conducted localized research. The impact of positive emotions on human development has been studied by domestic researchers on positive emotions, social support, and subjective well-being. There are not many studies on the relationship between positive emotions, mental health, and academic performance, and there are limitations. The specific manifestations are as follows:

First, there are very few studies on the relationship between positive emotions and English teaching strategies. Using “positive emotion” and “academic performance” as keywords, we searched China CNKI for journal articles from 1979 to 2021, and found that there were only 10 papers, and these studies have inconsistent results on whether positive emotions are related to academic performance. The research on the relationship between positive emotions and English performance has not been seen.

Second, it is limited to the study of the correlation between the two, and rarely combines the three to explore the role of emotional intelligence and the relationship between the three. When existing studies explore the relationship between positive emotions and academic performance, researchers mostly use students’ average grade points as academic performance. This may be due to the low standardization of some academic examinations and inconsistent scoring standards, which leads to whether positive emotions and academic performance are inconsistent. The related results are inconsistent.

Because English teaching strategies account for a large proportion of college students’ academic performance, this study replaced academic results with standardized CET-4 scores, and conducted in-depth discussions on the relationship between emotional intelligence, mental health, and English teaching strategies, in order to improve college students. The mental health level, English teaching strategies and intervention measures to further improve academic performance provide a theoretical basis.

**Subjects and methods:** The subject adopt a stratified sampling method to conduct a questionnaire survey of students in a certain college. A total of 358 valid questionnaires were collected, including 126 boys and 232 girls, ranging in age from 18 to 21 years old. The positive emotion questionnaire adopts the “College Student Positive Emotion Questionnaire” compiled by the previous research. The questionnaire was compiled in accordance with standard norms, with a total of 61 items, including 5 subscales, including 19 introspective subscales, 11 interpersonal relationship subscales, 9 stress management subscales, and 11 adaptive subscales. General 9 questions on the emotional subscale.

**Study design:** The questionnaire is scored from 1 to 7, which are completely non-conforming, relatively non-conforming, somewhat non-conforming, uncertain, somewhat conforming, relatively conforming, and completely conforming. The higher the score, the higher the level of positive emotions. The questionnaire has good reliability and validity, and the internal consistency coefficient of the five subscales is between 0.695 and 0.806. The dimension conception and entry writing of the questionnaire are based on Bar-on’s positive emotion theory. Before and after the initial test of the questionnaire, the psychology doctoral supervisor was asked to review Table 1 and revise it many times. The questionnaire has good content validity. The questionnaire also uses the principal component method to perform factor analysis on the five subscales, and the cumulative contribution rate is 52.721% to 54.085%, which has good structural validity.

**Methods of statistical analysis:** The researchers numbered the returned questionnaires, eliminated blank and incomplete questionnaires as invalid questionnaires, and used SPSS 20.0 for data management and statistical analysis.

**Results:** Analysis of the overall situation of college students’ positive emotions. Statistical analysis shows that the subscale scores of colleges students’ positive emotions in descending order are: interpersonal relationship ( $4.72\pm 0.59$ ), adaptability ( $5.04\pm 0.64$ ), stress management ( $5.29\pm 0.99$ ), introspection ( $5.41\pm 0.77$ ), General mood ( $5.50\pm 0.98$ ).

The difference between different groups of college students’ positive emotions. This study used independent sample t-test and analysis of variance. The results found that there were no significant differences in gender, family location, and independent sample t-tests of whether or not they were only children, but there were significant differences between students of different grades.

The multiple comparison results of post-mortem analysis showed that in the introspection subscale, the scores of grades 3 and 4 were significantly higher than that of grade 1, and the introspection scores of grade 4 were the highest; in the interpersonal relationship subscale, the scores of grade 4 were significantly higher than those of grades 1 to 3, 2. Grades have the lowest scores; in stress management, general emotion subscales, and total positive emotions, grades 3 and 4 scores are significantly higher than those of grade 1, and are not significantly different from grade 2, and both show the lowest scores of grade 1. Adaptation In the sex subscale, grade 4 has the highest score and is significantly higher than grade 1, which is not significantly different from other grades.

Comparison of positive emotions and mental health among college students with different English teaching strategies. Rank the students’ English teaching strategies, the top 30% are in the high group, and the last 30% are in the low group. The positive emotion subscales, total scores, and mental health scores of college students in the high and low groups are respectively subjected to independent sample t-test. There

are significant differences in the introspection, interpersonal relationship, adaptability subscale, and the total scores of positive emotions between the high and low groups of English teaching strategies, but the mental health scores are not significant. In the positive emotion subscales, the total positive emotion score and the mental health score, the scores of the high group of English teaching strategy are higher than the low group of the English teaching strategy. The statistical results are shown in Table 1.

**Table 1.** Statistics of positive emotions and mental health and English teaching strategies.

Project	Introspection	Interpersonal	Stress	Adaptability	General mood	Positive mood level	Mental health
Mental health	-0.26**	-0.02	-0.31**	-0.25**	-0.38**	-0.33**	1
English teaching	0.19*	0.18	0.23*	0.16	0.14	0.23*	-0.02

According to the above figure, comparing the positive emotions and mental health of college students with different English teaching strategies, it is found that students with high English teaching strategies have higher positive emotion subscales and higher total positive emotion scores, especially in introspection, interpersonal relationships, and adaptation. There are significant differences in the scores of the sex subscale, which shows that improving the introspection, interpersonal relationship and adaptability of college students will play a very important role in obtaining good English teaching strategies. The mental health scores of students in the high English teaching strategy group are higher than those in the low group. This shows that the mental health of students with good English teaching strategies is worse than that of the low group. Pay attention to the mental health of students.

**Conclusions:** This article explores the relationship between positive emotions, mental health, and English teaching strategies. In this study, 358 college students were investigated using the College Students' Positive Emotion Questionnaire, the Symptom Self-Rating Scale (SCL-90) and the National College English Test Band 4 questions. It is concluded that the scores of the positive emotion subscales of college students from small to large are: interpersonal relationship, adaptability, stress management, introspection, and general emotion; the positive emotions of students in different grades have significant differences ( $F = 6.298, P < 0.01$ ); the positive emotion scores of students in the high and low groups of English teaching strategies are significantly different ( $t = 2.509, P < 0.05$ ); Emotional intelligence is significantly correlated with mental health and English teaching strategies ( $F = 0.380-0.227$ ),  $P < 0.01$  or  $P < 0.05$ ). Different grades will affect college students' positive emotions, and positive emotions will have an impact on college students' mental health and English teaching strategies.

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## AN ANALYSIS OF THE COGNITIVE BIAS OF ACCOUNTING INFORMATION USERS FROM THE PERSPECTIVE OF COGNITIVE PSYCHOLOGY

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**Background:** The purpose of this study is to explore the impact of information perception bias on accounting information users. It is believed that there will be differences in CIP when decision-makers make decisions under different conditions of information perception bias. Information cognitive biases play an important role in the cognitive users of behavioral decision-making. Time perception at different distances will affect the information representation, result valence, feature evaluation, self-representation and information search cognitive activities in the decision-making process. However, this research examines another mechanism of decision-making cognitive activities from the perspective of information cognition bias, that is, the accounting information user effect.

Accounting information users mainly have two behavioral functions: accounting information search and accounting information evaluation. The former refers to the decision-maker's priority selection and selection of information that supports original attitudes, decisions and beliefs from the decision-making context, while deliberately ignoring other unsupported information. The tendency of sexual information; the latter refers to the tendency of decision-makers to evaluate the quality of consistent information higher