

students in computer learning, gives full play to the main role of students in learning, and makes students really love computer learning, and finally improves their computer scores. Through the way of sending out questionnaires, statistical analysis of positive psychology perspective of the role and significance of college computer teaching strategies.

Study design: Select 500 college students to investigate. Randomly selected 10 universities, each grade randomly selected 25 students, a total of 20 classes of students to conduct a questionnaire survey, a total of 500, 476 recovered, the number of effective 465. Among them, 11 questionnaires are considered invalid if not completed.

Methods of statistical analysis: The influence of computer teaching strategy research in colleges and universities from the perspective of excel statistical positive psychology.

Results: Positive psychology plays an important role in computer teaching in colleges and universities. Through the analysis of Positive psychology, it promotes students' interest in learning computer and promotes students' practical application ability, thus laying a foundation for cultivating high quality computer talents.

The survey results show that the influence of specific factors of four grades 0-3, 0 means nothing, 1 means that the role of light, 2 means that the role of obvious, 3 means that the role of significant, in order to reduce the evaluation of subjective errors caused by individuals. The results were rounded by 500 undergraduates, and the statistical table was shown in Table 1.

Table 1. The influence of computer teaching strategies in colleges and universities from the perspective of positive psychology

Factor	Volition	Exertion property	Exertion property
Freshman student	4	3	3
Sophomore student	4	3	4
A junior student	3	4	3
Senior year student	3	4	4

Conclusions: The research results of positive psychology bring many enlightenments to computer teaching in colleges and universities. Under the guidance of the theory, improving the problems in computer teaching in colleges and universities and deepening the implementation of quality education can effectively improve the computer teaching in colleges and universities, stimulate students' initiative in learning, enable students to experience the sense of happiness and achievement in the process of learning, and then form a virtuous circle, so as to improve students' computer performance.

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ONLINE TEACHING MODE OF COLLEGE PHYSICAL EDUCATION THEORY BASED ON COGNITIVE PSYCHOLOGY

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Background: Cognitive psychology, a trend of thought and research that arose in the West in the mid-1950s. In a broad sense, it refers to the study of human higher mental processes, such as attention, perception, representation, memory, creativity, problem-solving, speech and thinking. The narrow sense is the contemporary psychology of information processing. That is, using information processing perspective to study cognitive process. Its historical background can be traced back to the ancient Greek era two thousand years ago. Some outstanding philosophers and thinkers such as Plato, Aristotle and so on at that time have made the ponder to the memory and the thought this kind of cognition process. Besides the influence of philosophy, we can also examine it from the development of psychology itself and the influence of the interpenetration with some neighboring disciplines. The research of cognitive psychology is usually supported by many evidences, such as experiment, cognitive neuroscience, cognitive neuropsychology and computer simulation, and this kind of multi-dimensional research is more and more popular. By studying the brain, itself, cognitive psychologists want to reveal the nature of cognitive processes, rather than just speculate about them. The most commonly used is to study the cognitive impairment of patients with cognitive differences with normal people to prove the existence of cognitive processing and specific patterns.

Cognitive psychology studies the law of information receiving and processing, which is of great value to

the innovation of discourse mode of college sports theory course. The innovation of discourse mode in P.E. theoretical courses is beneficial to the achievement of teaching objectives, and the lack of cognitive psychology of students' discourse will lead to communication obstruction and limited effect. You can use cognitive psychology, reform and innovation teaching mode. Subdivides the language cognition link, constructs the teaching discourse way. Apply schema theory scientifically to construct discourse cognitive schema. Enhance the charm of teaching language, optimize the way of discourse communication, and promote the ideological and political theory course "to be strengthened in improvement and enhanced in innovation". Modern P. E. teaching is different from traditional P. E. teaching in that it pays more attention to the improvement of college students' comprehensive quality. This kind of diversified teaching goal makes the reform situation of college PE teaching methods also move towards diversification, and the improvement of PE teaching methods will make students develop healthily. According to the development of physical education in colleges and universities, the state has made a series of long-term plans, which can be concluded that the most scientific method of physical education reform in colleges and universities is to put people first, to put students first, to follow their own laws of development and to cultivate skilled and knowledge-based talents.

Objective: With the development of online teaching reform of P.E. theory in colleges and universities, online teaching method of P. E. theory is also being reformed. At present, there are a lot of researches in this field, but the researches based on cognitive psychology provide a strong support for the reform of online teaching method of physical education theory.

Subjects and methods: Based on cognitive psychology, the online teaching mode of college P.E. theory has been innovated, the teaching idea of educators has been changed under the existing objective environment, the teaching goal has been changed from correcting students' behavior deviation to guiding students' positive psychological quality, the object of attention has been changed from a few problem students to all students, the teaching method has been changed from full classroom teaching to experiential teaching, and from the main channel of classroom teaching to the combination and mutual supplement of three classes, namely, theory teaching in the first class, group tutoring in practical teaching and psychological activities carried out by association. Through the questionnaire, statistical analysis of cognitive psychology under the theory of college physical education online teaching model research significance.

Study design: Stratified cluster random sampling method was used to investigate 300 college physical education students. Randomly selected 10 universities, each grade randomly selected 20 students, a total of 15 classes of students to conduct a questionnaire survey, a total of 300, 279 recovered, the number of effective 265. Among them, 14 questionnaires that do not reach 50% of the questionnaire questions shall be deemed invalid.

Methods of statistical analysis: The influence of online teaching model of college physical education theory based on excel statistical cognitive psychology.

Results: The application of cognitive psychology plays an important role in the online teaching of P.E. theory in colleges and universities. Through the analysis of the application of cognitive psychology, the cultivation of students' ability is strengthened, and the goal of training skilled and knowledgeable talents is achieved. It provides a strong support for the reform of online teaching methods of P.E. theory in colleges and universities.

The results of this survey use 1 to 4 grades to quantify the influence values of specific factors, 1 to indicate irrelevant, 2 to indicate slight influence, 3 to indicate obvious influence, and 4 to indicate full influence. In order to reduce the great error caused by individual subjectivity in the evaluation, the evaluation values of 300 college students are adopted and the average values are taken to determine the results by rounding off the results. The specific statistical tables are shown in Table 1.

Table 1. Impact of Educational Psychology on Development of Southwest Region and ASEAN Higher Education Exchange and Cooperation

Factor	Volition	Exertion property	Persistence
Sports students (female)	4	3	3
Sports students (male)	3	4	4

Conclusions: PE teaching innovation with lifelong PE as its goal is a systematic project, which needs not only the joint efforts of the state, society and universities, but also the improvement of teachers' and students' PE consciousness and the change of PE idea. At the same time, it is necessary to work out a physical exercise program suitable for students' own development, so that they can actively participate in school sports and social sports, truly understand sports culture, be interested in sports and engage in physical exercises for life.

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AFFECTIVE STRATEGIES IN COLLEGE ENGLISH TEACHING FROM THE PERSPECTIVE OF HUMANISTIC PSYCHOLOGY

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Background: Humanistic psychology is a kind of psychology based on data statistics, which pays more attention to human subjectivity than objectivity. Humanistic psychology has a strong subjectivity. The relationship between analyst and analyst, that is, the transfer problem in psychoanalysis, is also the leading problem between the two subjects. Affective teaching theory has been studied for a long time in the field of second language acquisition both at home and abroad. The theory holds that affective teaching and knowledge teaching are inextricably linked, and the integration of affective teaching is closely related to the promotion of language learning and the cultivation of healthy personality. However, in the current college English teaching, especially for the single enrollment group, most teachers always pay attention to the input of language knowledge and the teaching of cognitive factors and language knowledge in the limited teaching time, but ignore the attention to the emotional education of students. On the one hand, although teachers have some concept of emotional factors in the implementation of specific teaching, but lack of a comprehensive and systematic emotional factors as a specific teaching method into the classroom, students (especially students only enrolled) learning English classroom atmosphere is duller, learning motivation is passive. On the other hand, due to the poor English scores, poor English learning autonomy, bad learning habits, low self-confidence and English learning anxiety, the single recruiting students need teachers' emotional attention. There are many affective problems in college English learning, such as low interest, low confidence, high self-esteem and high anxiety. However, English teachers are mainly concerned about students' English knowledge. It emphasizes the knowledge goal and skill goal, but ignores the auxiliary function of affective education in English learning and ignores the application of affective teaching strategies. Based on humanistic psychology, college English teachers should actively use affective teaching strategies to improve English teaching effect and the idea of humanistic psychology to promote students' interest in English learning, cultivate their correct learning motivation, build up their self-confidence in English learning, correct their learning attitude, exercise their will to overcome difficulties and cultivate harmonious and healthy character. Therefore, it is of great theoretical and practical significance to study the problems and countermeasures of affective education in college English teaching from the perspective of humanistic psychology.

Objective: With the continuous promotion of quality education, "people-oriented" education philosophy has gradually penetrated into every corner of education and teaching. Among them, the implementation of emotional education in the teaching process is not only an important part of quality education, but also an important guarantee to improve teaching quality and promote students' personality development. In the process of English teaching in colleges and universities, emotional education should be carried out in order to create a good emotional atmosphere for students so that they can have a good emotional experience in English teaching, which is conducive to stimulating students' motivation and interest in learning English, promoting the balanced and harmonious development of students' cognition and emotion and forming their good personality.

Subjects and methods: From the perspective of humanistic psychology, we can improve the teaching quality, promote the development of students' personality and innovate the teaching mode, so as to cultivate the students' interest in learning English. This study explores the application of affective teaching strategies by college English teachers in the teaching process from the perspective of humanistic psychology. Using the method of questionnaire and interview, this paper investigates and analyzes the application of affective strategies in college English teaching, and analyzes the significance of the study.

Study design: A survey was conducted among 500 English majors. Randomly selected 10 universities, each study randomly selected 50 students, a total of 500 students conducted a questionnaire survey, a total of 500 questionnaires, 486 questionnaires received back, the number of effective 481. Among them, 5 questions that do not reach 50% of the questionnaire are considered invalid.

Methods of statistical analysis: The purpose of this study is to investigate the affective strategies in college English teaching from the perspective of humanistic psychology.

Results: Through the analysis of the application of humanistic psychology, the English scores of college students and the teaching efficiency of college English teachers have been improved obviously.

The results of the survey used 1 to 4 ratings to quantify the impact of specific factors, 1 indicating