

own feelings, and the higher the score, the more consistent with their own feelings. Positive items are scored in reverse, with a score of 30-150. The higher the score, the higher the stage performance anxiety.

**Methods:** The relevant data were analyzed by Excel and SPSS20.0 software for calculation and statistics.

**Results:** Before the experiment, the number of high, medium and low anxiety groups were 75, 75 and 50 respectively. After learner training, the number of people with high anxiety level decreased to 37 and the number of people with low anxiety level increased to 91.

**Table 1.** Comparison of students' stage performance anxiety before and after the experiment

| Anxiety level     | Score  | Before teaching | After teaching |
|-------------------|--------|-----------------|----------------|
| High              | 91-150 | 75              | 37             |
| Secondary         | 76-90  | 75              | 22             |
| Low               | 30-75  | 50              | 91             |
| General situation |        | 150             | 150            |

**Conclusions:** Stage performers are usually affected by personal and external factors, which often show varying degrees of anxiety and may lead to the failure of the performance. The teaching and training of mental health classroom teaching practice based on the perspective of positive psychology is not a simple stage performance training, nor is it different from the simple intensive training of performance skills. It takes into account the three aspects of stage, dance and psychology, pays attention to students' emotions, strengthens self-concept, especially strengthens the cause analysis and coping strategy training of stage performance anxiety, and gives all-round guidance to the theoretical learning and practical practice of stage performance. The learner training of mental health classroom teaching based on the perspective of positive psychology can help students use stage performance strategies, reduce their stage performance anxiety level and improve their performance effect.

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## THE APPLICATION OF EDUCATIONAL PSYCHOLOGY IN COLLEGE ENGLISH TEACHING

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**Background:** Educational psychology is a subject that studies the law and essence of students' psychological activities. Its purpose is to cultivate students' sound personality and healthy psychology. With the gradual improvement of social requirements for students and the gradual improvement of parents' expectations, most students put forward higher requirements for their performance and stress resistance. However, limited by social experience and psychological tolerance, most students will cause a series of psychological problems because they can't bear the huge pressure. Although there are great differences in college students' life experience, growth environment and their own personality, most students feel more irritable and anxious. The main research content of educational psychology is the basic psychological laws of education and teaching in education and teaching situations. Based on psychology, the research involves teaching design, educational technology, special education and classroom management. Educational psychology can improve the level of teachers, improve the quality of education and teaching, and promote the reform of education and teaching. The problems that educational psychology needs to solve are to give full play to learners' subjective initiative, analyze the mechanism in the learning process, explore the impact of situational environment on learning results, diversified and flexible teaching models and so on. The practical significance of this discipline is to assist teachers to complete the problems in teaching work, provide scientific and reasonable theoretical guidance for teachers' teaching work, and assist teachers to analyze in practical teaching work.

Most of the factors in college English teaching, such as work interest, intelligence and so on, are usually ignored in the evaluation of work interest and interest. With the improvement of modern educational ideas, English teaching methods have changed from passive teaching such as disseminating cultural knowledge to new teaching methods that guide students to form initiative and spontaneity, so as to help students improve their body and mind in an all-round way. Data show that about 40% of college students have mental problems, and about 10% of students have major mental disorders, of which the incidence of mental disorders is 20.23%. Therefore, modern education also puts forward higher requirements for teachers'

comprehensive quality. In addition to allowing students to learn professional knowledge, we also need to pay close attention to the changes of students' psychological spirit. Integrating educational psychology into college English teaching can not only improve students' spontaneity of automatic learning, but also improve students' psychological problems to a certain extent. The new teaching model in English classroom not only has rich curriculum resources, but also can fully mobilize students' diversified consciousness. Ensure that the classroom atmosphere is open and active, so that students can have dual interaction. Pay attention to cultivating students' learning interest and stimulating students' learning potential. Use a wide range of knowledge to impress students. Extensive subject knowledge is not limited to English teaching itself, but also includes humanistic knowledge, cultural knowledge and natural science knowledge related to English education. It plays an important role in improving the humanistic atmosphere of English teaching and enhancing the effect of English teaching.

**Objective:** This paper analyzes the impact of college English teaching combined with educational psychology on students' mental health, in order to provide new ideas for the new teaching model in colleges and universities.

**Research objects and methods:** 200 students with different degrees of psychological problems in a university were randomly selected as the research object. According to the random grouping method, they were divided into the control group and experimental group. The control group used conventional English teaching methods, and the experimental group used new English teaching methods. The intervention lasted for 3 months. Mental health was assessed by Symptom Checklist-90 (SCL-90), and the evaluation grade was classified by a Clustering Algorithm Based on Random Search (CLARANS). The scale includes 90 items and 10 subscales, of which subscale 10 is not used for these statistics. The nine-factor subscales were somatization, obsessive-compulsive disorder, interpersonal sensitivity, depression, anxiety, hostility, phobia, paranoia and psychosis. The maximum score of each item in each subscale is 4 points. The higher the self-score of each item, the more serious the symptoms. The subjects' self-evaluation of each item is equal to or greater than 3 points, which is used as the standard to determine the degree of moderate and above.

**Methods:** Through the latest version of Epi Info data statistical analysis software, this paper analyzes the effect of new college English teaching methods on students' mental health.

**Results:** Table 1 refers to the experimental group in the improvement of mental health in the whole experimental cycle. The psychological problems of the patients in the experimental group were significantly improved, and the degree of improvement was gradually obvious with the increase of the implementation time of the new English teaching method. Therefore, the introduction of English teaching methods combined with educational psychology in the experimental group has an obvious effect on the intervention of patients' psychological problems.

**Table 1.** The proportion of mental health improvement in the experimental group in the whole experimental cycle (%)

| Mental health indicators  | After 1 month | After 2 months | After 3 months |
|---------------------------|---------------|----------------|----------------|
| Somatization              | 72.21         | 81.36          | 86.29          |
| Obsession                 | 72.36         | 82.13          | 87.56          |
| Interpersonal sensitivity | 71.28         | 82.36          | 84.16          |
| Depressed                 | 74.28         | 82.48          | 89.23          |
| Anxious                   | 73.68         | 82.39          | 86.34          |
| Hostile                   | 75.21         | 82.94          | 86.29          |
| Terror                    | 74.14         | 82.36          | 87.56          |
| Paranoid                  | 73.21         | 83.28          | 84.16          |
| Psychotic                 | 74.16         | 83.78          | 83.25          |

**Conclusions:** The new model of English teaching combined with educational psychology can alleviate students' psychological problems, which are embodied in obsessive-compulsive disorder, interpersonal sensitivity, depression, anxiety and so on. In the future, this new teaching model can be applied to other schools for promotion.

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## THE PENETRATION OF PERSONALITY PSYCHOLOGY IN IDEOLOGICAL AND POLITICAL EDUCATION IN COLLEGES AND UNIVERSITIES

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**Background:** College students are facing academic pressure and employment pressure at the same time, with great psychological pressure. However, college students' mind is not yet fully mature, and they cannot well control and face negative emotions under pressure, which will produce anxiety symptoms. At the psychological level, anxiety belongs to a kind of negative emotion. It is a dangerous state in which individuals are unable to achieve their goals or overcome obstacles, which leads to the frustration of individual self-confidence and self-esteem, increases the sense of frustration and frustration, and then forms a state of tension, anxiety and fear. Usually, anxiety will lead to physiological reactions such as rapid heartbeat, elevated blood pressure, trembling, sweating, dizziness and so on. Therefore, long-term excessive anxiety will not only affect students' mental health, but also damage students' physical health, affect students' daily life and learning, and have a negative impact on students' academic and long-term development.

Personality psychology is a branch of psychology, which mainly studies the unique behavior patterns of individuals, including beliefs, self-concept, personality and so on. Personality psychology holds that each individual has unique characteristics, that is, the specificity of behavior characteristics and personality composition characteristics. This uniqueness leads individuals to choose different coping styles when facing the same problem. Ideological and political education is the main way to improve students' psychological quality and alleviate students' anxiety. However, the traditional ideological and political education in colleges and universities ignores the uniqueness and differences of students. Students have little interest in ideological and political education courses, so it is difficult to play its role in improving students' psychological quality. The research integrates personality psychology into ideological and political education, analyzes the relationship between students' behavior patterns, psychological changes and personality characteristics in ideological and political education, so as to innovate and improve the teaching mode of ideological and political education, so as to better alleviate students' anxiety and improve students' psychological quality.

**Objective:** College students are faced with academic pressure and employment pressure at the same time, which is easy to produce anxiety symptoms. Based on personality psychology, the research improves and innovates the traditional teaching mode of ideological and political education in colleges and universities, so as to alleviate students' anxiety and improve students' psychological quality.

**Research objects and methods:** Two classes were randomly selected in a university as the research objects, and the anxiety degree of the research objects was evaluated by the Self-rating Anxiety Scale (SAS) and Symptom Checklist-90 (SCL-90).

**Research design:** One class was selected as the research group (68 people), and the improved teaching mode of Ideological and political education in colleges and universities based on personality psychology was adopted for teaching. The other class is the control group (71 people), which adopts the traditional teaching mode of ideological and political education in colleges and universities. After teaching for a period of time, compare the SAS score and SCL-90 score of students in the two classes.

**Methods:** The relevant data were processed and analyzed by software SPSS18.0 and Excel.

**Results:** Before teaching, there was no significant difference in SAS score and SCL-90 score between the two groups ( $P > 0.05$ ). After a period of teaching, the SAS score and SCL-90 score of the students in the research group were significantly lower than those in the control group ( $P > 0.05$ ). Among them, the changes of SAS scores of the two groups of students before and after teaching are shown in Table 1.

**Table 1.** Changes of SAS scores of two groups of students before and after teaching

| Timing          | Score          |               | <i>t</i> | <i>P</i> |
|-----------------|----------------|---------------|----------|----------|
|                 | Research group | Control group |          |          |
| Before teaching | 68.7±3.8       | 68.6±2.9      | 0.246    | 0.752    |
| After teaching  | 42.1±1.3       | 57.4±3.8      | 6.537    | 0.013    |
| <i>t</i>        | 8.462          | 4.453         | -        | -        |
| <i>P</i>        | 0.000          | 0.012         | -        | -        |

**Conclusions:** College students are facing academic pressure and employment pressure at the same time, and their psychological pressure is large. However, college students' mind is not yet fully mature, and they