

their English learning quality.

Subjects and methods: This study combines fuzzy evaluation method, classroom experiment and interview method to test the psychological changes of English learners under the psychological interactive teaching by establishing a new English interactive teaching method of educational psychology. The researchers used short interviews to test the psychological status and English learning level of English learners before and after the experiment. On this basis, the qualitative evaluation indicators were quantified and the quantitative impact analysis was carried out.

Results: The impact of new interactive learning on English learners' core literacy from the perspective of educational psychology is shown in Table 1.

Table 1. Analysis of interactive psychological teaching method

Interactive psychological teaching method	Learning enthusiasm	Learning strategy	Learning thinking
Psychological dialogue	3	3	4
Psychological role transfer	4	3	4
Application of thinking strategy	3	4	4
Self-reflection review	4	3	3

As can be seen from Table 1, under the method of psychological dialogue, English learners' learning thinking is significantly affected by grade 4. Under the method of psychological role transfer, English learners' learning enthusiasm and learning thinking are significantly affected by grade 4. Under the application of thinking strategies, English learners' learning strategies and learning thinking are significantly affected by grade 4. Under the method of self-reflection and review, English learners' learning enthusiasm is significantly affected by grade 4. Therefore, in the process of intervening English learners' learning behavior, learning thinking should be the main intervention dimension, and the effect of this kind of intervention behavior is the most significant. Learning strategy and learning enthusiasm are the secondary elements of teaching. Although the intervention effect of learning strategy and learning enthusiasm is not significant, it still has the effect of auxiliary intervention.

Conclusions: In the process of English learning, students' psychological factors will have a significant impact on their learning effect. This study combines three methods: fuzzy evaluation method, classroom experiment and interview method. Through the establishment of a new English interactive teaching experiment in educational psychology, this study explores the psychological changes of language learners under psychological interactive teaching, quantitatively converts the qualitative indicators, and then makes quantitative analysis. The results show that English learners' learning thinking is significantly affected by the methods of psychological dialogue, psychological role transfer and the application of thinking strategies. English learners' learning strategies are significantly affected by the use of thinking strategies, reaching level 4. Under the methods of psychological role transfer and self reflection review, the enthusiasm of English learners is significantly affected by grade 4. It can be seen that the new English interactive teaching experiment can have a positive impact on English learners' learning core literacy from three aspects: learning thinking, learning strategies and learning enthusiasm.

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ANALYSIS OF THE EFFECT OF PHYSICAL EDUCATION REFORM ON THE ANXIETY OF COLLEGE STUDENTS BASED ON EDUCATIONAL PSYCHOLOGY

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Background: Educational psychology is a marginal subject between pedagogy and psychology, and also serves as a bridge connecting the two. As a branch discipline, educational psychology studies the educators and educates and other related subjects in teaching activities, external and internal factors. Due to the particularity of educational psychology research, the development of this subject is closely related to the teaching practice activities in the field of education. Students' learning motivation, emotional changes, cognitive preferences and teachers' teaching psychology and teaching behavior in teaching activities are all

in educational psychology, scope of research. A large number of studies have explained the psychological process in teaching activities through these analyses, and given practical results, such as effectively improving students' willingness and efficiency of autonomous learning through curriculum design. At the applied level, educational psychology can be applied to design curricula, improve teaching methods, promote motivation, and help students face the difficulties and challenges they face as they grow, with a special focus on students with special educational needs. Among the many subjects in school, physical education is a relatively special subject, because its teaching methods and purposes are often different from other classroom teaching, and students' psychological experience in the course is also different. More attention should be paid to this particularity.

With the development of society and economy, the concept of sports power has been paid more attention, and the physical quality of college students has gradually entered the public's field of vision. In such a new era and new situation, the reform of physical education in colleges and universities is imperative. There are pedagogical studies that the more common representative problems in the current physical education in colleges and universities are as follows. First, the physical education teaching ideas of most colleges and universities have not kept up with the times. College students are different. In order to achieve excellent results in contemporary college students, college teaching, including physical education, needs to pay attention to these changes and keep pace with the times. Secondly, the main body status of students is rarely highlighted in college physical education teaching. Research shows that in teaching activities, the stronger the dominant position of middle school students, the stronger their willingness to learn and the better the learning effect. Therefore, physical education teaching in colleges and universities should highlight the dominant position of students. Finally, some colleges and universities invest less teaching resources in physical education teaching, and physical education is relatively subjects that rely on venues and equipment must ensure the quality of these resources to ensure the effect of physical education for students. Another problem that needs to be considered when discussing the reform of physical education is that contemporary college students show more general anxiety. When designing courses, they should focus on people-oriented thinking, highlight the subjectivity of students, and fully consider their psychological problems in teaching.

Objective: Under the guidance of educational psychology theory, it is studied whether the reform of physical education in colleges and universities can alleviate the anxiety of students.

Subjects and methods: Find 200 students with similar basic information from a certain university as research objects, and divide them into two equal groups. One group is the experimental group to receive physical education combined with educational psychology, and the other group is the control group to receive ordinary physical education. Teaching lasted for 4 months, and students' psychological state and anxiety levels were measured before, during and after the teaching. The anxiety level measurement tools used in the study were Generalized Anxiety Disorder-7 (GAD-7) and Self-rating Anxiety Scale (SAS).

Results: Table 1 shows the SAS scores of the experimental group and control group of students at each stage of the experiment. It can be seen that the SAS scores of the experimental group decreased rapidly after receiving the teaching, and remained at a stable low state after the teaching, while the control group fluctuated around the initial score.

Table 1. Comparison of SAS scores between the two groups

Item \ time	Before the education	2 months	After the education
Experimental group	67.3	46.3	45.7
Control group	64.8	59.4	61.2
<i>P</i>	>0.05	<0.05	<0.05

Conclusions: At present, college students are faced with anxiety problems that show group characteristics. As an important part of college students' campus life, college physical education teaching also needs to pay attention to the psychological state of students. In view of this, the research aimed at the psychological anxiety of college students, combined with the theory of educational psychology to explore the reform path of physical education. The experimental results show that physical education combined with educational psychology can effectively reduce the anxiety level of students. The teaching control group showed significant ($P < 0.05$).

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RESEARCH ON THE DEVELOPMENT MECHANISM OF CHINESE BADMINTON BASED ON THE BACKGROUND OF EDUCATIONAL PSYCHOLOGY

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Background: Educational psychology is a fringe science produced by the combination of pedagogy and psychology, and it is also a bridge connecting the two. As a branch of psychology, the subjects of educational psychology are teachers, students and other related subjects in the learning process, and the research questions are the psychological phenomena, problems and related behaviors of these subjects in the learning process. As well as the learning process and psychological phenomena, the relationship between behavior and the law. The study of educational psychology on students' learning motivation, emotional factors, cognitive structure and teachers' teaching psychology is of great significance to the reform and progress of teaching activities. So far, educational psychology has made a lot of contributions in the field of education. A large number of studies have shown that the combination of educational psychology theory in school curriculum design can effectively improve students' ability and initiative in autonomous learning, and can also alleviate students' learning to a certain extent. Psychological problems such as anxiety and test anxiety. In fact, the teaching process and the identities of students and teachers exist not only in traditional teaching activities, but also in all aspects of human society and in all walks of life. For example, in sports, the daily life and physical and mental characteristics of athletes are actually similar to those of students, and their training process is also in line with the concept of teaching.

Badminton is one of the advantageous sports in my country's sports industry. In terms of competition, badminton players have strong ability and relatively complete training. From the perspective of the masses, badminton is also a mass sport, and the development analysis of Chinese badminton is also based on this. start in two ways. At the competitive level, most badminton teams in my country adopt the talent training system of three-level training network, and the reserve talent development mechanism and vocational training mechanism based on provincial competitions are also relatively mature. However, from the perspective of educational psychology, the current professional badminton players have a comprehensive. The quality needs to be improved, the guiding force is weak, the cultural education of the athletes is not paid enough attention, and the coaching team needs to improve the overall quality. The development of competitive badminton has to face these problems. From the perspective of mass sports, due to its simplicity, low difficulty and low confrontation, badminton has a large mass base, a large number of participants, and a considerable market demand. However, to pursue the mass development of this sport, we need to face cultural construction.

Objective: According to the theory of educational psychology, this paper studies the development mechanism of Chinese badminton and designs improvement strategies, and explores whether the improved development mechanism can have a positive impact on badminton players.

Subjects and methods: 60 badminton players in training were found in a sports team, their basic information, mental health status and professional performance were recorded at that time, and they were trained for 3 months based on the improved development mechanism combined with educational psychology theory. changes in their various aspects. The perspectives of evaluating the changes of athletes mainly include badminton professional performance, cultural class performance and mental health.

Results: Table 1 describes the changes in the scores of the subjects' cultural courses and occupational performance during and after the experiment compared to before the experiment began. The improvement of performance was slower, but both showed a steady upward trend, and the two indicators of the athletes after the experiment showed significant differences compared with those before the experiment ($P < 0.05$). This shows that the new development mechanism is helpful to the overall quality of badminton players.

Table 1. Changes in the scores of athletes' cultural classes and professional performance

Item \ time	During experiment	After experiment
Professional performance	+3.8	+6.7*
Cultural lessons	+11.6*	+17.3*

Note: * indicates that the score of this item is statistically different from that before the experiment.

Conclusions: In order to further promote the development of Chinese badminton in professional competition and mass sports, the research and improvement of badminton development mechanism is needed. At present, Chinese badminton has some advantages in international competition, and there is also a mature system for the training of badminton professional players. However, for the healthy development