

Research on Foreign Language Teaching Strategies from the Perspective of Positive Psychology

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Abstract—With the continuous development of globalization, China's demand for improving the level of foreign language teaching are increasingly urgent. The disadvantages of traditional foreign language teaching are increasingly prominent. Traditional foreign language teaching generally has the disadvantages of overvaluing examination yet paying insufficient attention to application, so that foreign language cannot truly become a skill that students can apply to. In recent years, the attention and application of positive psychology in the teaching process has provided a good opportunity for foreign language teaching to go beyond the traditional dilemma and achieve new development. This paper starts with the connotation and extension of positive psychology, and interprets the intervention mode and application strategy of positive psychology in foreign language teaching, which can be used as reference for the specific application of positive psychology in foreign language teaching.

Keywords—positive psychology; foreign language teaching; intervention mode; application strategy

I. INTRODUCTION

Against the background of globalization, foreign language ability has more and more important significance for national development and individual growth. As a result, Chinese requirements for improving the level of foreign language teaching are becoming more and more urgent, and the drawbacks of traditional foreign language teaching are increasingly prominent. In recent years, the attention and application of positive psychology in the teaching process has provided a good opportunity for foreign language teaching to go beyond the traditional dilemma and achieve new development. Foreign language teaching is a relatively complicated process. The traditional Chinese foreign language teaching generally has the disadvantages of heavy examination and light application, so that foreign language cannot truly become a skill that students can apply. Positive psychology is a branch of psychology based on humanism. Under its theoretical perspective, individuals have natural intrinsic potential. Fully mobilizing and developing this potential can achieve more with less effort in the learning process. The intrinsic potential of an individual is not only related to the individual itself, but also influenced by the external environment. Projecting this theoretical basis into foreign language teaching, it can be easily found that the students' knowledge base, learning ability and personal interest are of course having a great impact on foreign

language teaching. But about the external teacher factors, parental factors, classroom factors, and social factors will also have a significant positive or negative effect on their learning outcomes. Introducing positive psychology theories and methods in foreign language teaching can mobilize students' enthusiasm for learning to a greater extent, gradually eliminate students' negative emotions and negative psychology in relatively complicated foreign language learning, and even cultivate their more positive will and characterization. It can be seen that the research topic of foreign language teaching in the field of positive psychology has a strong practical significance. [1] This paper starts with the connotation and extension of positive psychology, and interprets the intervention mode and application strategy of positive psychology in foreign language teaching, which can be used as reference for the specific application of positive psychology in foreign language teaching.

II. THE INTERVENTION MODE OF POSITIVE PSYCHOLOGY IN FOREIGN LANGUAGE TEACHING

At the end of the 20th century, the positive psychology that emerged in the United States quickly became a new psychological force affecting the world. Since the birth of psychology as an independent discipline, the vast majority of psychology schools and their researchers have paid attention to the collective or the individual's psychology from a negative perspective. In short, the psychological research before the end of the 20th century mainly focused on how to treat mental illness, how to solve psychological problems and other "negative psychology", restricting the teaching of psychology application to a certain extent. At the beginning of the 21st century, the publication of "Introduction to Positive Psychology" opened the "positive" orientation of psychology. Compared with traditional psychological research, positive psychology advocates the positive research orientation of psychology, pays more attention to the individual's advantages and value, and has more humanistic care value in the process of individual pursuit of a better life. [2] From a collective point of view, positive psychology pays attention to the collective virtue, responsibility, moral sense, etc. From an individual perspective, positive psychology focuses on individual creativity, sensibility, love, aesthetic power, self-development skills, etc. In general, positive psychology is to fully develop human potential and stimulate human vitality, thus creating greater social creativity and development space. As a new branch of

psychology, positive psychology has been introduced into the field of education to apply. For relatively complex foreign language teaching, the use of positive psychology knowledge for teaching can pass a more positive signal in class and beyond. Through the construction of positive psychological intervention mode, it can reduce the negative emotions of students learning foreign languages, cultivate a positive attitude of learning, stimulate learning enthusiasm, and thus enhancing the effectiveness of foreign language teaching.

In the practice of foreign language teaching, the intervention of positive cognitive mode and positive emotional state is particularly important. In short, cognitive mode is the sum of students' knowledge acquisition and information processing methods. The positive cognitive mode of positive psychology is based on the full attention to students' learning objectives, learning process and learning outcomes to master the learning style of students in autonomous state, focus on cultivating their conscious learning consciousness for passive acceptance students, and gradually realize the construction of their positive cognitive models. For students with a strong sense of conscious learning, it can further stimulate their intrinsic potential and promote their better learning outcomes through the exertion of subjective initiative in the learning process. In the specific teaching process, the cultivation of positive cognitive models runs through. First, teachers must build a systematic and quantifiable learning target system, and encourage students to use their existing knowledge or acquired skills to actively complete new knowledge learning tasks in a variety of ways. At the same time, the results and efficiency of the study are evaluated in a timely manner, and the learning results are encouraged and the learning methods are given guidance. The positive cognitive models are gradually constructed through the combination of goal construction, independent learning, process guidance and result evaluation. Reasonable and effective positive emotional state intervention is also very important for foreign language teaching. In the broad category of teaching, students' emotions in the learning process can be divided into three categories, namely, positive emotional state, negative emotional state and neutral state that is neither positive nor negative. The complexity and difficulty of foreign language learning cause negative emotions such as anxiety, depression, and pain in the learning process of most students. These negative emotions directly affect students' interest in learning foreign languages, especially in acquiring foreign language skills. [3] The key to positive emotional state intervention in foreign language teaching lies in the benign interaction between teachers and students. The communication based on the understanding of the overall situation of individual learning is not only to realize the transfer of knowledge and the transmission of methods, but also to help students build sustainable existence of self-esteem and self-confidence, so that students can maintain positive and good learning motivation.

On the basis of positive cognitive mode and positive emotional state intervention, the rational use of positive psychology in foreign language teaching can further realize the effective intervention of students' will quality. In the

process of foreign language teaching, gradually constructing positive personality including students' joy, happiness, self-sufficiency and self-affirmation can make students face greater challenges, make them be more willing to think independently, solve problems independently and realize the team collaboration in the process of learning, and even influence in building students' positive personality building in the long run.

III. THE APPLICATION STRATEGY OF POSITIVE PSYCHOLOGY IN FOREIGN LANGUAGE TEACHING

The application of positive psychology in foreign language teaching involves many aspects. From teacher training to goal setting in specific teaching, curriculum design, classroom atmosphere construction, teaching model innovation, and evaluation of teaching quality, it is necessary to pay full attention to student psychology and the promotion of a "positive" turn in teaching interaction. In the foreign language teaching, scientific and rational use of positive psychology methods, first of all, teachers should be trained in positive psychology related knowledge. On the one hand, when teachers master basic positive psychology theories and methods, they can apply them to the actual. On the other hand, in terms of the status quo of teachers' career development; many teachers also have negative emotions such as anxiety, fear and confusion in the teaching process. These negative emotions will affect the performance of teaching. It can be said that the role of teachers in the training of positive psychology is reflected in the two levels of teaching and teachers themselves.

After the positive psychology training for teachers, the application of positive psychology in foreign language teaching involves an important part of the teaching process, namely classroom teaching. In China, the main carriers of foreign language teaching at different levels are mostly classrooms. How to make full use of the classroom to achieve the improvement of the quality of foreign language teaching is undoubtedly the meaning of the study of foreign language teaching strategies in the perspective of positive psychology. First of all, it is necessary to set scientific teaching objectives and evaluation criteria before classroom teaching. Traditional foreign language teaching focuses on knowledge learning, relatively neglecting ability training. How to use the learned foreign language knowledge to answer papers becomes the most important goal of classroom teaching. In fact, today's foreign language learning needs to cultivate students' practical application ability. This requires changing the state of "only scores are what matter" in the process of classroom teaching goal design, and combining traditional written test with oral communication and social practice. From the target design level, it reflects the importance of foreign language teaching in foreign language application ability and the emphasis on positive cognitive ability and problem solving ability.

In the process of classroom teaching, it must be first created a safe, positive, harmonious and free classroom environment, providing a good external environment for students to build positive cognitive patterns and maintain positive emotional state in the process of learning foreign

languages. Positive psychology researcher Rogers pointed out that creating a good classroom environment should affirm the students' personal value. It must stop evaluating the students from the teacher's evaluation point of view and strengthen the classroom interaction through transpositional consideration to improve the communication quality. In the perspective of psychology, the classroom is not only a process of knowledge learning and ability development, but also a complex psychological experience process. The benign interaction between teachers and students can build a positive learning motivation and remain active learning state. By focusing on the interaction and collaboration between teachers and students, it can stimulate students' creativity and initiative in relatively complex foreign language learning, and create a learning atmosphere in which teachers and students think and participate actively. [4] In a positive and harmonious classroom atmosphere, the classroom teaching model needs to be reformed. The "ARCS model" proposed by John Keller around the reinforcement of learning motivation can provide useful guidance for foreign language teaching practice. This model involves these major aspects including inspiring interest, introducing positive situations, developing potential and building confidence, and achieving satisfactory results. Four aspects of design and organic integration according to different teaching contents can strengthen students' learning motivation, mobilize students' initiative in positive cognition, and maintain a positive emotional state in the classroom.

In addition to classroom teaching, the application of positive psychology in foreign language teaching should also focus on the innovation of evaluation models. From the perspective of evaluation content, the evaluation of teaching results should involve the active level of students' classroom learning and the completion situation of students' homework notes, staged assessment, and final exam scores, etc. From the evaluation subject, it should include the teacher's evaluation of the student and the student's evaluation of himself and the student's other students. From the evaluation source level, it should include daily performance, test scores and practice. The multi-content, multi-subject and multi-source evaluation model can greatly realize the transition from the result evaluation to the process evaluation. The multi-dynamic evaluation mode can promote the teachers and students to reflect and solve the problems in the teaching process in time to reduce the psychological barriers and negative emotions of students in a timely manner, so as to continuously stimulate the initiative and enthusiasm of students in foreign language learning.

IV. CONCLUSION

The traditional foreign language teaching mode has problems such as single teaching mode, rigid evaluation system, insufficient student learning attitude and poor teaching initiative. The long-term existence of these problems makes foreign language teaching unable to achieve relevant teaching objectives, and emphasizes the ability of foreign language application. Against the social background, the reform of my foreign language teaching is imperative. The introduction of positive psychology theory and method

provides a new way for the reform and development of foreign language teaching. On the basis of people-oriented theory, foreign language teaching based on positive science theory and method focuses on the training of teachers, the construction classroom atmosphere, the innovation of the curriculum design and the improvement of the evaluation system to cultivate students' positive cognitive models, strengthen the effective interaction between teachers and students, and maintain the positive emotional state in the teaching process, thus realizing the upgrade of the students' ability to use foreign languages and even the learning ability. It can be said that the research and practice of foreign language teaching strategies in the perspective of positive psychology will be of great benefit to solving the problems existing in traditional foreign language teaching and promoting the reform of foreign language teaching.

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