

On the Application of Educational Psychology in College English Class

Mengjia Gu^{1*}

¹*Peking University, Beijing, 100000, China*

^{*}*Corresponding author. Email:2325905134@qq.com*

ABSTRACT

At present, the teaching ideas and methods in the process of English Teaching in Colleges and universities are relatively backward, so the effect of English teaching is not very ideal. In the process of teaching, teachers occupy the dominant position and take the analysis of teaching materials as the main way, ignoring the psychological development of students. English teaching is often carried out in large classes. However, in order to effectively improve the quality of English teaching, teachers need to understand the psychological characteristics of college students in time. Through the application of educational psychology in the teaching process to create a harmonious classroom atmosphere, guide students to manage emotions, promote the establishment of evaluation mechanism, so as to continuously improve the efficiency of College English teaching. This paper mainly discusses the current situation of College English teaching, analyzes the impact of educational psychology on College English teaching, and puts forward specific application measures.

Keywords: *educational psychology, College English, current situation, teaching measures*

1. INTRODUCTION

In the actual process of College English teaching, if teachers want to improve the teaching effect, they need to combine students' learning and psychological development, and make reasonable planning according to the actual teaching situation. However, for teachers, the combination of English and psychological teaching is not very familiar, need to be optimized in the process of long-term practice. This requires teachers in the daily teaching process can pay attention to the psychological characteristics of students, so as to understand the needs of students, carry out teaching from the perspective of students' psychology, let students fundamentally change their views on English learning, and cultivate students' initiative. Therefore, in the process of teaching, teachers should pay attention to practice and apply educational psychology to college English classroom more efficiently.

Teachers pay more attention to students' learning achievements, but pay little attention to the training of students' comprehensive ability. At the same time, teachers still focus on the practice of words, sentence patterns and grammar in English textbooks, and method of cramming plays a leading role.[1]The pursuit of the improvement of students' academic performance is not conducive to the growth of students, and it is easy to cause the emergence of "high scores but low abilities".

2. CURRENT SITUATION OF COLLEGE ENGLISH TEACHING

2.1. Single course objective

At present, College English teaching is still influenced by examination oriented education to a large extent.

2.2. Lack of effective classroom interaction

In the process of teaching, there should be a two-way interactive relationship between teachers and students, and students should occupy the dominant position in the classroom. However, the dominant position of students in the current college English classroom is not prominent. In the classroom, there is a lack of interaction between teachers and students. Many teachers only teach from knowledge points to carry out teaching. This kind of Instilling learning is not conducive to the teaching of such language courses as English. Students are in a passive position in the process of learning, and it is difficult to understand English knowledge in a real sense.

2.3. Students have poor awareness of autonomous learning

Under the background of constantly promoting the new curriculum reform, English comprehensive ability is regarded as a more important content in teaching, but students are limited by the traditional education system, and they have no consciousness and ability of autonomous learning in the actual learning process [2]. Students always pay attention to the improvement of their own achievements and have low requirements for their comprehensive ability, which is not conducive to their future study and life.

2.4. The evaluation method is not accurate

In the current process of College English teaching, there are problems of inaccurate evaluation methods and contents. In the process of evaluation, teachers attach too much importance to the subject knowledge of students, and lack of evaluation on their psychological quality and practical ability. In order to catch up with the progress of the course, some teachers instill a lot of knowledge for the students, which makes the teaching very confusing and complicated. And the evaluation method is still in the stage of traditional assessment, the mid-term and final examination results as the evaluation focus, which deviates from the current era of education, and cannot carry out a comprehensive evaluation.

3. THE INFLUENCE OF EDUCATIONAL PSYCHOLOGY ON COLLEGE ENGLISH TEACHING

3.1. The influence of behaviorism on English Teaching

Behaviorism school, as an important part of educational psychology, defines learning as a collection of stimulation and reflection, and can also be regarded as the reinforcement of a habit. In the process of learning English, a habit is formed through repeated stimulation and reaction, and teaching is a process of restricting this behavior. English teachers influence students' learning direction through their own control and change towards the direction teachers expect. They pay more attention to model teaching and ignore the cultivation of students' autonomous learning ability. In the process of College English teaching, audio-visual course is the focus of teaching, and teachers' teaching materials are mainly presented in the form of audio-visual. In this regard, many teachers have changed the traditional teaching methods. The change of teaching method is also the result of psychological education. At present, this

kind of influence is still in a good stage. In the process of English reading teaching, students' overall English ability can be improved according to many reading contents in the survey. Teachers no longer focus on the learning process of words and grammar, but pay more attention to the learning of sentence patterns and the overall structure of the article. This kind of teaching method has great advantages for students and can help them use English flexibly. Under the influence of educational psychology, teachers can combine audio-visual teaching with students' learning interest and fully introduce them into the classroom. Teachers should also strengthen the guidance of knowledge points, so that students can feel the fun in the process of learning. Students can also timely feedback the difficulties in learning to the teacher, and get the teacher's patient guidance.

3.2. The influence of cognitive factions on English Teaching

The cognitive school has gradually internalized its research on education, putting more energy into the study of internal cognitive process, paying more attention to exploring grammar rules to master a language and cultivating good language literacy. At the same time, human learning language is not a simple memory process, but a subjective consciousness processing in the process of memory, creating on the original basis, and using language structure more creatively and flexibly. Based on this, teachers should highlight the dominant position of students, create a good learning atmosphere for students, cultivate students' good autonomous learning ability, master more language knowledge and improve language ability. From this point of view. English teaching should pay attention to the communication between teachers and students, cooperative learning, jointly solve the problems in learning, really play the guiding role of teachers, improve learning effectiveness. The cognitive school in educational psychology mainly emphasizes the cultivation and improvement of students' learning enthusiasm and initiative, and helps students learn to study independently. Students can have the ability of autonomous learning, in order to continuously improve the efficiency of English learning. Therefore, in the actual teaching process, teachers should not only focus on students' performance, but also help students cultivate their creativity and autonomous learning ability. However, the cultivation of autonomous learning ability also requires teachers to create a good learning atmosphere for them. This method is similar to the creation of teaching situation, which can provide students with an English language communication environment, truly return the main body of the classroom to students, and cultivate their good learning interest [4]. In the situation, the communication between teachers and students,

students will become more and more frequent, which will form a relationship to explore knowledge, so as to help students solve practical problems in the learning process.

4. THE APPLICATION OF EDUCATIONAL PSYCHOLOGY IN COLLEGE ENGLISH CLASS

4.1. Creating a well-designed classroom atmosphere

In the process of College English teaching, teachers should understand the importance of psychological guidance for students' learning. In the ordinary teaching process, we should pay attention to respect and care for students, so that each student can find their own value. In particular, teachers need to give more care and care to those students who are not active in learning. When expressing respect, they need to implement it in action, not just in oral expression. In addition, teachers should also pay attention to their own expression and language management in the daily teaching process to encourage students to learn English. Teachers should also learn to empathize, treat problems from the perspective of students, actively communicate with students, treat students like friends, and fully cultivate students' interest in English learning [5]. In the process of teaching activities, we should take students as the center and create a good teaching situation. After creating the situation, teachers should also group students to promote their continuous development of thinking, create opportunities for students to express themselves, enrich emotional experience, help students form good learning habits and give full play to their advantages.

4.2. Improving teaching evaluation mechanism

In order to fully improve the application of teaching psychology in College English classroom, we need to improve the teaching evaluation mechanism and pay attention to the diversification of evaluation in the process of College English teaching evaluation. The evaluation methods used by teachers can create an open evaluation atmosphere, better encourage students to participate in it, and improve the rationality of evaluation, so as to promote the overall development of students [6]. Diversified evaluation includes self-evaluation and mutual evaluation. Self-evaluation can help students to recognize themselves better. In the process of evaluation, teachers can use forms and questionnaires. In the process of evaluation, we should constantly cultivate students' self-evaluation

awareness and develop good evaluation habits. Students' mutual evaluation is mainly a way of mutual evaluation between students to show their advantages and disadvantages, so as to help students better understand themselves, develop their strengths and avoid their weaknesses. In addition, teachers can use the letter D (delete) or "×" to indicate deletion, and can also use G (good) or smiling face to represent encouraging students [7]. In the process of education, teachers should not only pay attention to students' academic performance, but also make comprehensive use of various evaluation methods to improve its rationality and scientificity. Teachers can also make friends with students and integrate into the student group to fully stimulate students' learning enthusiasm. Teachers in the hearts of students to improve the affinity, but also abler to let students accept the evaluation results.

4.3. Teachers regulate their own words and deeds in class

In the process of English Teaching in Colleges and universities, teachers' words and deeds are more important, which can directly affect students' psychology when learning. In this regard, teachers should establish a good image and be strict with themselves in practical work, so as to set an example for students and influence students' character and words and deeds imperceptibly, so as to implement the role of educational psychology in English teaching and help students shape their personality charm. Therefore, in the process of preparing for lessons, teachers should anticipate the possible problems in class according to the contents of the teaching materials and take measures to solve them.[8]In addition, teachers should also pay attention to the use of humorous language in the actual teaching process to build a good classroom atmosphere.[9]For teachers, their influence on students is in the details of words and deeds. Therefore, teachers need to pay attention to proper behavior and appearance, implement noble morality into the teaching process, and show teachers' personality charm. [10]

5. CONCLUSION

In conclusion, the integration of educational psychology into College English teaching can adapt to the current new curriculum reform and provide more diversified teaching methods for English teaching. In the actual teaching process, teachers need to pay attention to the impact of educational psychology on English teaching, and constantly cultivate students' learning enthusiasm and initiative, so as to lay a foundation for the cultivation of Compound English talents. [11]

REFERENCES

- [1] Yang Na. The influence and application of educational psychology in English Teaching [J]. Science and technology perspective, 2019, (36): 184-185
- [2] Li Rongfei. On the importance of educational psychology theory to English teaching and teacher-student interaction -- a case study of humanistic psychology school [J]. Journal of Jiamusi vocational college, 2018, (4): 250-251
- [3] Zong Jia. Research on psychological quality education in Higher Vocational English classroom from the perspective of psychological theory [J]. Think tank era, 2017, (011)
- [4] Wu Xu. On the cultivation of critical thinking ability in Classroom Teaching -- Taking College English teaching as an example [J]. Journal of Changchun Institute of Technology (SOCIAL SCIENCE EDITION), 2019,20 (2): 112-115123
- [5] Li Ying. How to infiltrate mental health education into English Teaching [J]. Modern English, 2020, (2): 35-37
- [6] Liu Cui. On the application of language education psychology in English language teaching in Open Education [J]. Modern English, 2020, (2): 101-103
- [7] Duan Xiaona. On the art of integration of mental health education and English Teaching [J]. Qiuzhi guide, 2019, (22): 111-112
- [8] Zhang Ya. The integration of College English teaching and mental health education [J]. English teacher, 2019,19 (11): 129-131
- [9] Li Runtao, Wu linhui. Analysis of English Teaching Reform Based on students' interest [J]. Fujian tea, 2019,41 (7): 164
- [10] Standan. Innovation of College English teaching methods [J]. Overseas English (1), 2018, (7): 93-95
- [11] Li longfu. Research on the application of incentive education in College English Teaching [J]. Journal of Jilin radio and Television University, 2017, (11): 47-48