Optimization of College English Classroom Teaching Process from the Perspective of Educational Psychology Based on Multi-feature Blended Learning

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Abstract: In the traditional English teaching process, instructors tend to conduct teacher-centered classroom activities. This is convenient for teachers to play a leading role in the teaching process, and effectively organize and control the entire classroom instructional process. The initiative of students is neglected and the creativity and imagination of students is limited, which cannot focus on student individual differences in accordance with their aptitude. As a result, the use of the computer-assisted learning should be paid more attention. Compared with traditional classroom learning, online learning not only has no time and space constraints, but more importantly, students can choose their own learning content and learning according to their own conditions during the online learning process, in order to give full play to the initiative of students in learning. This study combines the practical teaching of the English grammar course of educational psychology, focuses on the correlation between English classroom teaching and learning level, major, and gender. Data will be collected, organized and analysed by mathematical statistics. The optimization process is designed by mixing multiple features and multiple methods. The results indicate that only 26% of freshmen believe that educational psychology has played a significant role in English teaching, while 72% of seniors believe that educational psychology is very important for learning English. It can be seen that teaching English to students from the perspective of educational psychology is very important for students. Meanwhile, it can be said that the blended learning mode is a new and optimized learning method under the background of e-learning, which can effectively improve the current English classroom teaching effect at tertiary level.

1. Introduction

1.1 Background

With the gradual popularization of computers and the rapid development of network technology, online learning has gradually gained surging popularity and is regarded as a new type of learning mode [1]. Based on the perspective of educational psychology, this study combines the theory of educational psychology with English instruction, and proposes corresponding strategies and methods to systematically optimize English instructional effect. At the same time, online teaching mainly refers to a new type of teaching method utilizing modern technologies such as Internet or other digital teaching to conduct teaching activities. It is an attempt to create a relaxed and flexible learning atmosphere through the comprehensive use of various modern multimedia information technologies [2]. This study discusses the rationality of the blended learning model and the classroom teaching management required by this model, focuses on the classroom teaching management reform based on this model and effectively promotes the blended learning model, and suggestions will also be proposed.

1.2 Literature Review

Nowadays, English has received the attention of many non-English-speaking countries. In order to improve the learning ability and English proficiency of English majors in Chinese colleges and universities, researches on this aspect have been common in recent years. Zhang uses a newly proposed L2-norm-based multi-feature sharing learning framework to study visual understanding. This framework can simultaneously learn a global label matrix and multiple sub-classifiers and labelled multi-feature data. Experiments on several benchmark visual datasets - the 17-category Oxford Flower dataset, the challenging 101-category Caltech dataset, the YouTube and consumer video datasets, and the large-scale NUS-WIDE dataset - have been used Multimedia understanding. The results show that the proposed multi-feature hybrid learning method has advantages compared with the most advanced algorithms [3]. Chelghoum believes that educational psychology is very important for students to learn to regulate themselves. In self-regulated learning, unlike self-directed learning, the teacher mainly participates in the practice of students' regulation. This poses a challenge to teachers, requiring them to support the self-regulation ability in the classroom within a limited time, especially with the rapid development of technology including online platforms. His main focus is on supporting students' self-regulation methods, discussing how to enhance students' self-regulation skills to improve their academic performance. He also tries to help lecturers to guide students on how to become effective self-regulation learners and improve their learning skills and habits through technology [4].

1.3 Research significance

This article is based on the investigation and analysis of college English courses and the theory of educational psychology, which is student-centered and tries to get close to students' thinking and psychological reality, so as to effectively improve the efficiency of college English teaching.

The study aims to combine relevant theories of educational psychology, explore effective strategies for college English classroom teaching, and the corelation between learning strategies and English level, learning ability and gender. It also strives to innovate at both the theoretical and practical levels in terms of research methods and research perspectives.

2. College English Classroom Teaching Process

2.1 Educational Psychology

Educational psychology is the product of the combination of psychology and education, with a history of more than 100 years. Researchers divided the research objects of educational psychology into following categories: The first category equates the research objects of pedagogy with those of educational psychology. The second category involves the research topics of general psychology as the research object of educational psychology. Educational psychology looks into the nature of human beings and takes variations as the research object. The third category equates the research theme of behavioral science with the research theme of educational psychology [5].

Educational psychology involves the psychological activities of teachers and students in the teaching process, including the laws of psychological activities in the state of classroom teaching and when teachers and students interact with each other. Education is a system of transferring experience for the cultivation and training of talents. The process follows the laws of human physical and mental development, studies the influence of genetics and environmental factors. Research in educational psychology aims to improve the effectiveness of education through scientific analysis and practice [6-7].

2.2 College English Classroom Teaching

English courses in university could be generally divided into broad and narrow senses. Usually, there are some classrooms for teaching activities, such as English competitions, lectures, seminars, and extracurricular activities [8]. With the integration of IT and English courses in universities, virtual classrooms and even virtual learning spaces in network environments have been integrated into classrooms [9].

Relying on the rich teaching resources on the network platform and scientific intelligent guides, autonomous classrooms provide students traditional courses, ability improvement, examination materials, etc., listening, speaking, reading, writing and translation of complete textbooks in an open, collaborative and disquisitive manner. The learning content of home English classrooms is usually the expansion of face-to-face classroom. Many universities in China offer elective courses aimed at improving language proficiency. With the support of information technology, some universities offer these courses in the form of online elective courses [10].

2.3 Influencing Factors of Students' Psychology and Learning Effects

In educational psychology, self-knowledge is also named self, which refers to the individual's physical and mental condition and the knowledge, feelings and consequent intentions of the relationship with the surrounding world. During the university, students will generate a strong sense of self based on "independence", which will greatly influence and regulate their thoughts and behaviors. When students' demand for independence, autonomy and sovereignty increases, their self-regulation ability will not increase accordingly [11]. Instead, if they pin their hopes on their parents or teachers, which leads to dependence. In this way, the self-knowledge of students will have the characteristic of a conflict between strong sense of independence and the psychological attachment that is difficult to get rid of, which leads to the psychological gap between achievement expectations and realistic frustration, and affects the formation of a healthy personality. Therefore, students should pay attention to this kind of psychological conflict in the process of learning

English, which is the psychological prerequisite for effective learning [12].

With regard to students' individual psychological inclination, their views, needs and knowledge of the world, society, family, life and self are relatively independent, and that is the psychology of personality. Personality psychology mainly includes two aspects: personality traits and personality tendencies. Psychological personality traits include relatively constant factors, such as ability, personality and temperament, and personality tendencies mainly include unstable factors. Among them, needs, motivation and interest can promote students' learning behavior, which developmental direction is influenced by beliefs, ideals and values [13-14].

2.4 Performance of Students Violating the Laws of Educational Psychology in the Learning Process

There are differences in psychological personality tendencies. In psychology research, students receiving English education are not only affected by the content methods and teachers, but also by the psychological activities of the students themselves. The degree to which English teaching content can be recognized by students, accepted and transformed into their own quality structure depends on psychological factors, including their needs, emotions and attitudes [15]. In terms of ideals, beliefs and values, many students demand positive progress, and the macro trend is positive. However, there are still phenomena such as practice tendency, individualism and low sense of responsibility. These phenomena continue to affect the formation of correct life values [16].

In the process of college English learning, the deviation of students' personality and psychological tendency and learning psychological obstacles are common, which seriously affects students' attitudes and performance of English courses and absorption of English knowledge. In college English teaching, students feel indifferent and are often ignored by teachers. These psychological learning disabilities existing for a long time could be harmful to their knowledge, attitudes and behaviors towards English teachers and English learners [17].

2.5 Utilizing Educational Psychology Theory to Optimize College English Classroom Teaching

(1) Give full play to the guiding role of teachers. College English teachers are different from other professional teachers. Through vocational courses, students will acquire certain professional skills, but this is only related to career survival. When it comes to humanity, the role of professional teachers is much smaller than that of English teachers. English teachers can eliminate students' ideals through teaching and actively pursue their own ideals in order to become physically and mentally healthy, considerate, active. English teachers need to learn from the theories and methods of teaching psychology, improve their own educational concepts, enrich educational content, and innovate teaching methods in order to truly play a leading role. In English classroom teaching, the goal of English classroom teaching is realized and the overall healthy development of students is promoted [18].

(2) Give full play to the subjective operation ability of students. Self-knowledge is a multi-dimensional and multi-level system of mental activities. It must have a recognized and affirmative attitude toward one's identity, have the courage to accept new things and new ideas, have the courage to reshape oneself, strive to develop oneself, and avoid self-restraint [19].

(3) Strengthen the role of constructing psychological environment. From the perspective of people's psychological state, unconscious education is an effective way of education. In English teaching, creating a psychological environment in the classroom is an unconscious education.

Create a suitable and pleasant atmosphere in the classroom. English classroom teachers need to establish correct awareness of classroom instruction. Plus, it is also important to recognize the individual independence of students, respect the dominant position of students in teaching, pay attention to the subjectivity of students, and enhance students' understanding and management awareness in the classroom. Teachers need to be good at using the psychology of their peers to discover and solve the psychological problems existing in the students in a timely manner. Because of their similarity on age, supporting and respecting classmates and friends are more likely to make students feel warm and respect, and meet their psychological needs. Teachers need to know how to use this huge potential to provide mutual psychological support[20].

2.6 Implications for English Teaching

This article enriches the research data in the field of English learning strategies, provides useful data and information for college English teaching, has an important guiding role and reference value for English teaching, and provides experience data reports and support for future teaching reforms. First of all, the combination of strategy teaching and English reading teaching can improve the level of reading teaching. At the same time, attention should be paid to cultivating students' awareness of reading strategies [21-22].

Secondly, college English teachers should fully consider individual differences in students' education, English ability, gender, cognitive characteristics and learning styles, curriculum should be designed on students' abilities. And instruct students to read strategies in English teaching, expand the range of strategies to choose and improve students to decide when, how to use and which strategies to use to improve teaching effects and creativity, and lay a good emotional foundation for improving students' English level.

Finally, teachers should pay attention to cultivate and improve students learning autonomy. Most students do not set clear reading goals, which are highly random, lack planning, monitoring, and adapt to reading and learning, and have poor autonomous learning ability [23]. Therefore, teachers should strengthen their encouragement and guidance to students, encourage them to study and read according to their interests in a planned way, and consciously monitor and adapt to the use of learning strategies, so as to gradually improve their self-learning ability.

2.7 Application of Data Mining Technology

The application of data mining technology in the analysis of teaching data in colleges and universities, through in-depth analysis and processing of grade data, can not only help teachers understand the learning status of students, but also teach students according to their ability. This can organize teaching more flexibly, improve teaching efficiency, and also help students' own development, and improve students' academic performance in a targeted manner [24]. The essence of decision tree algorithm is the acquisition of classification rules based on learning. Use graphical or textual rules to describe or predict data. The basic decision-making algorithms are: ID3 algorithm and C4.5 algorithm.

(1) ID3 algorithm

$$I(S_1, S_2, \cdots, S_n,) = -\sum_{i=1}^{m} p_i \log_2(P_i) \tag{1}$$

The information entropy divided into subsets by A is given by:

$$E(A) = \sum_{j=1}^{v} \frac{|D_j|}{|D|} * Info(D_j) \tag{2}$$

$$D_j = S_{1j} + S_{1j} + \cdots + S_{nj} \tag{3}$$

$$D = S \tag{4}$$

For a given subset S_j, the amount of information is:

$$I(S_{1j} + S_{1j} + \cdots + S_{nj}) = \sum_{j=1}^{n} P_{ij} \log_2(P_{ij}) \tag{5}$$

The information gain obtained by branching to attribute A can be obtained by the following formula:

$$Gain(A) = I(S_1 + S_2 + \cdots + S_n) - E(A) \tag{6}$$

(2) C4.5 algorithm. The ID3 algorithm will pay more attention to multi-valued functions during segmentation. This division looks very good, but in fact it does not make any sense [25]. But the improved ID3 C3.5 algorithm makes up for this shortcoming, because algorithm C4.5 introduces the concept of profit percentage to separate features. Algorithm C4.5 uses a formula to calculate the split information, which is:

$$SplitInfo_A(D) = -\sum_{j=1}^{v} \frac{|D_j|}{|D|} * \log_2\left(\frac{|D_j|}{|D|}\right) \tag{7}$$

Next, use the formula to calculate the profit rate of attribute A, and then select the attribute with the highest profit rate for division. The calculation method is similar to ID3. The formula is:

$$GainRatio(A) = \frac{Gain(A)}{SplitInfo(A)} \tag{8}$$

2.8 Multi-Feature Hybrid Learning Mode

Multi-feature blended learning mainly mixed the real classroom teaching environment with the virtual online learning environment, so as to maximize the advantages of both. In a real classroom teaching environment, teachers and students can communicate face to face. Measures need to be taken to understand their ideas and give timely help to improve the efficiency of classroom teaching management. At the same time, in the virtual network teaching environment, students can learn independently with the help of network resources, give full play to their learning initiative, and stimulate learning enthusiasm. The blending of the learning environment allows the organic combination of traditional classroom teaching and online learning, giving full play to the advantages of the blended learning model. There are many ways to learn. In traditional classroom teaching, students can cooperate and learn through peer-to-peer communication with their classmates. In the online learning environment, students can learn independently through the network teaching platform according to their own specific conditions.

Because there are various learning methods and learning environments in blended learning, there

are also numerous evaluation methods. Firstly, students can conduct self-evaluation based on their own homework, participation in activities and knowledge. Secondly, teachers can use the online teaching platform to check the completion of students' homework and their participation during learning activities, and offer students a relatively fair process evaluation. Third, the school can organize a unified mid-term and final exam to make a summative evaluation of students' learning performance. According to the learning characteristics of learners and the teaching characteristics of middle school English, combined with the above-mentioned domestic and foreign experts and scholars' various insights on the blended learning model from different levels, this article defines the blended learning as follows: the blended learning mainly refers to a new learning method that combines traditional face-to-face classroom teaching and online learning. As for the research on the blended learning model, it is mainly aimed at the problems of specific teaching activities and put forward corresponding solutions and strategies.

3. Research Design

3.1 Subject

In this study, random sampling was mainly used to collect data from 10 universities. The object of this research is 600 questionnaires issued by undergraduates from three universities of 985 project, three universities of 211 project, 3 regional universities and 1 private university (English majors and non-English majors), of which 50% are English majors and non-English majors. English majors account for 50%. A total of 586 valid questionnaires were collected, and invalid questionnaires were excluded. The percentage of valid questionnaires reached 97.67%.

3.2 Research Procedures

Starting from the research question, predict the questionnaire with the scale of the questionnaire required for the research. After the relevant collection and analysis of the forecast data, the variables are modified so that the quantity expresses itself with ideal reliability and validity, and finally formally applied. The empirical research results draw the final conclusion. Based on the theory of educational psychology, this article aims to explore the application and optimization of English classroom teaching strategies in China. The following research questions will be mainly answered:
 (1)   What reading strategies are employed by English students in the reading process?
 (2)   What factors may affect English classroom teaching effect?
 (3)   What is the relationship between college English classroom teaching and students' English reading level?
 (4)   What is the relationship between college English teaching and majors?
 (5)   Are there any significant differences between college English teaching and students of different genders?
 The structured interview is mainly based on the research purpose and the five questions in the research, using question-and-answer format to explore the topic selection of English reading strategy, the factors that affect reading strategy, and the correlation between reading strategy and reading strategy. The purpose of the interview on the relevance of English proficiency and reading strategies to students' gender and occupation is to investigate the reasons for the questionnaire results and make the research conclusions more detailed.

3.3 Results

English classroom instructional optimization strategies mainly include the following four aspects: metacognitive strategies, cognitive strategies, compensatory strategies and affective strategies. The results of the study show that the frequency of reading strategies of college students is 2.99, which is higher than the average, indicating that they have a high degree of understanding of reading strategies and often use reading strategies for reading. Cognitive strategies are used more frequently, followed by coping strategies and metacognitive strategies, and emotional strategies are used less frequently. The most common strategy used by students is to read, ignore, omit and guess the meaning of words. The least commonly used reading strategies for students are design, memory, self-motivation, grammatical analysis and monitoring. Based on the research on the factors that affect reading strategies, the factors that affect Chinese college English teaching optimization strategies are divided into three aspects: factors that affect students, factors that affect teachers, and other factors. From the frequency of selecting factors among the research objects, it can be seen that English reading strategies are more influenced by students, followed by teachers, and not affected by other factors.

4. College English Classroom Teaching Process

4.1 Investigation and Analysis of Students' Learning Beliefs

This article explores students' beliefs in language learning from the perspective of the nature of language learning and self-efficacy (numbers 1-5 indicate complete agreement, basic agreement, not clear, basic disagreement, and total disagreement). Research shows that most students think that practicing grammar rules is very important in the process of English learning. 66.95% of the students believe that students should use different methods to learn English, which is beneficial to cultivate their autonomy and personality. 69.28% of the students think that learning English is a time-consuming and arduous task, which shows that most students cannot learn effectively . 70.23% of the students admit that it is normal to make mistakes in the process of learning , which shows that students can accept the mistakes . 71.12% of the students think that their English learning ability is at a medium level, only 27.52% of the students think they have good English learning capacity, and 36% of the students think they are good at English writing. The research results show that students' language learning concepts are still relatively conservative. Although they have some understanding of autonomous learning, they have not yet been able to master more effective learning methods and have a poor sense of self-efficacy as shown in Figure 1 and Table 1.

Table 1: Survey of students' language learning beliefs

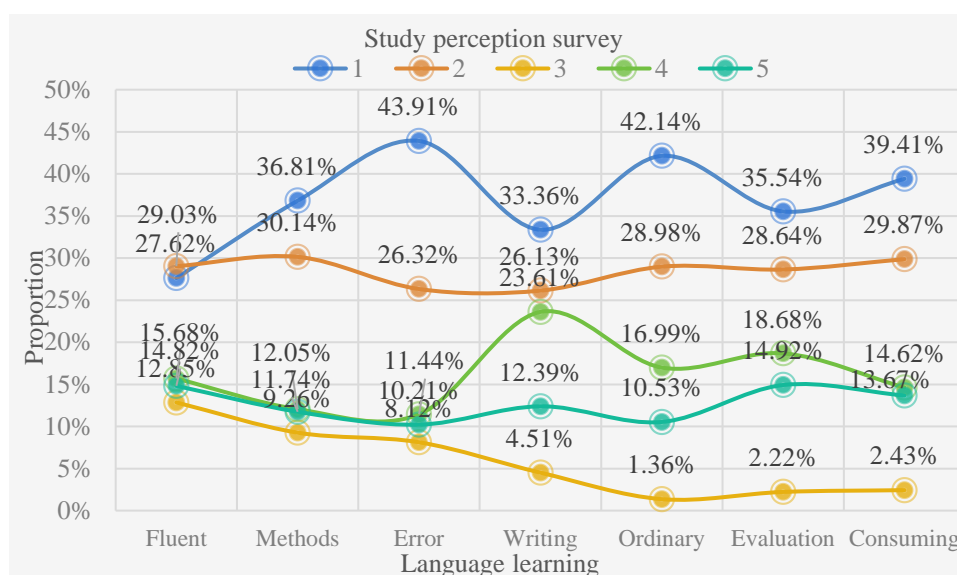| Language learning	1	2	3	4	5
Fluent and accurate	27.62%	29.03%	12.85	15.68%	14.82%
Multiple methods	36.81%	30.14%	9.26	12.05%	11.74%
Face the error	43.91%	26.32%	8.12%	11.44%	10.21%
Good at writing	33.36%	26.13%	4.51%	23.61%	12.39%
Average ability	42.14%	28.98%	1.36%	16.99%	10.53%
Care about evaluation	35.54%	28.64%	2.22%	18.68%	14.92%
Time-consuming	39.41%	29.87%	2.43%	14.62%	13.67%

Figure 1: Survey of students' language learning beliefs

4.2 The Role of Educational Psychology

From the perspective of learning concepts, the role of educational psychology in college English teaching should be studied. The results of the research show that most students believe that educational psychology plays an active role in college English teaching. 96.4% of the students of the School of Foreign Languages, 87.6% of the School of Nursing, 91.3% of the School of Mechanical Engineering, and 80.9% of the School of Finance and Economics believe that teaching English psychology in an educational context can stimulate students' interest in learning English. And nearly half of the students in the six departments believe that English teaching at the university can improve students' academic performance. 92.7% of the School of Foreign Languages, 90.9% of the School of Nursing, 82.6% of the School of Mechanical Engineering and 81.5% of the School of Economics and Economics believe that teaching English Educational Psychology in the college can meet the needs of students through different learning methods. From the above statistics, it can be seen that in the minds of students, educational psychology has been playing an active role in promoting college English teaching as shown in Table 2, Figure 1.

Table 2: Aspects that play a role in college English teaching

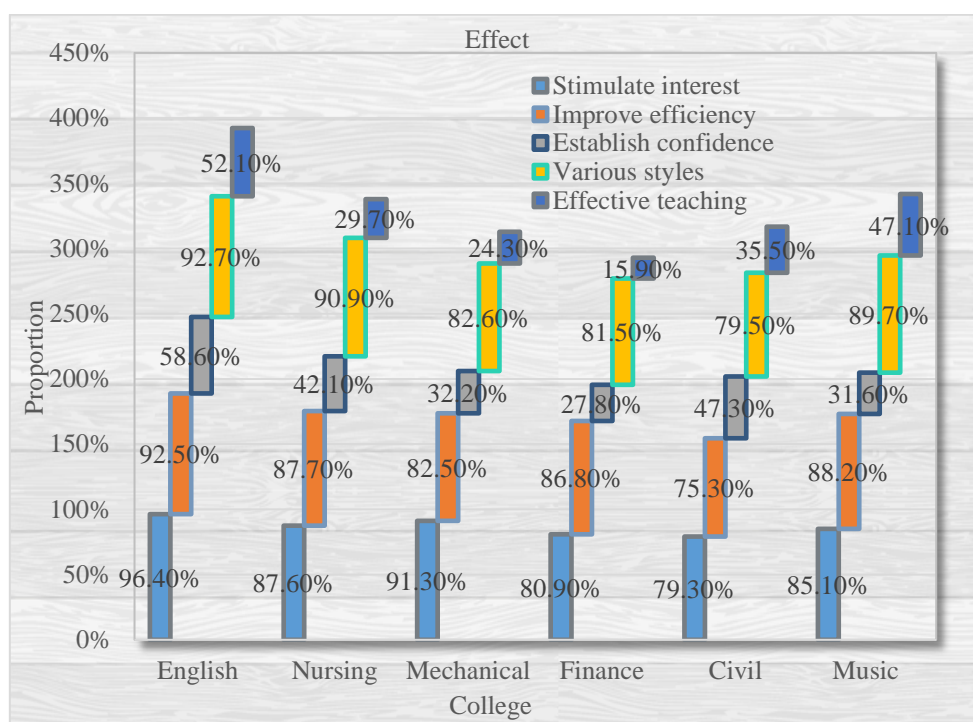| College	Stimulate interest	Improve efficiency	Establish confidence	Various styles	Effective teaching
English Academy	96.4%	92.5 %	58.6%	92.7%	52.1%
Nursing	87.6%	87.7%	42.1%	90.9%	29.7%
Mechanical Engineering	91.3%	82.5%	32.2%	82.6%	24.3%
Finance and Economics	80.9%	86.8%	27.8%	81.5%	15.9%
Civil Engineering	79.3%	75.3%	47.3%	79.5%	35.5%
Music Academy	85.1%	88.2%	31.6%	89.7%	47.1%

Figure 2: Aspects that play a role in college English teaching

4.3 English Learning Motivation

According to the definition of the variables in this article, students' autonomous learning motivation, attitude, metacognitive strategies and teacher external management in autonomous learning are important factors that affect the effectiveness of students' autonomous learning in classroom teaching. The questionnaire shows that 73% of the students in the 5 universities choose to learn English for the purpose of finding a good job in the future, while 52% of the students aim to learning English so as to pass CET-4 and CET-6 and graduate. In the exam, 53% of the students choose to study English because English is a compulsory subject, while only 17% of the students think that learning English is because they are very interested in learning English, and 14% of the students are doing the next study abroad ready. It can be seen that the current motivation of students to learn English is still mainly based on tools. In other words, the internal motivation of students has not yet prevailed and is greatly affected by the external environment. As shown in Table 3 and Figure 3.

Table 3: Purpose of English learning

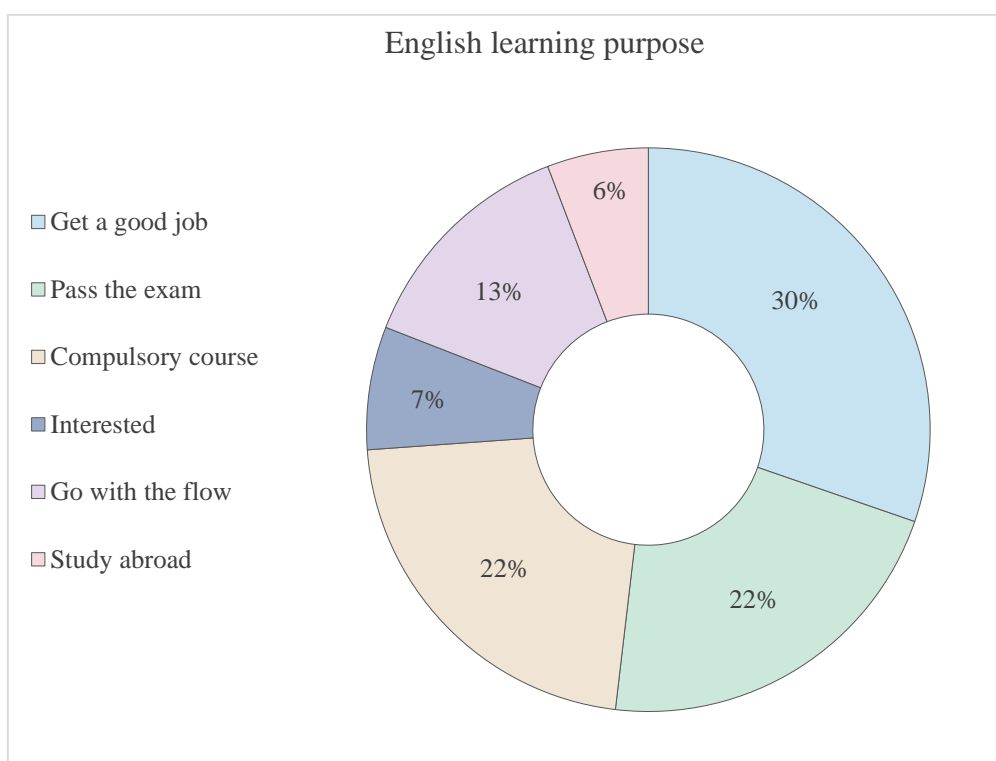| Learning purpose	Proportion
Get a good job	73%
Pass the exam successfully	52%
Compulsory course	53%
Interested in	17%
Go with the flow	32%
Study abroad	14%

Figure 3: Purpose of English learning

4.4 Concept of Teacher Role

This paper discusses and analyses the planned and integrated data as well as research materials, exploring various teaching obstacles in the English classroom in the teaching environment of the teacher-student level and the network environment. It also briefly summarizes the optimization guidelines based on the research variables. The following table shows the learner's concept of the role of the teacher. 87.5% of the students in the School of English Language and Literature, 92.8% in the School of Mechanical Engineering, and 87.7% in the School of Economics and Economics believe that teachers should be motivators. 95.1% of the students majored in English, 86.8% of the engineering students and 80.2% of the finance and economics students believe that teachers should indicate direction. More than half of the students believe that teachers should be facilitators of learning. The concept of the role of teachers preferred by students is the motivation motivator, the direction guide and the facilitator, which shows that the students need guidance, stimulation and promotion from the teacher in the process of autonomous learning as shown in Table 4 and Figure 4.

Table 4: Views on the role of teachers

Role positioning	English Academy	Mechanical Engineering	Finance and Economics
Needs analyst	45.3%	29.4%	50.3%
Planner	40.1%	22.3%	15.5%
Motivator	87.5%	92.8%	87.7%
Knowledge imparter	13.5%	31.1%	42.2%
Student collaborator	32.4%	37.4%	39.9%
Direction guide	95.1%	86.8%	80.2%

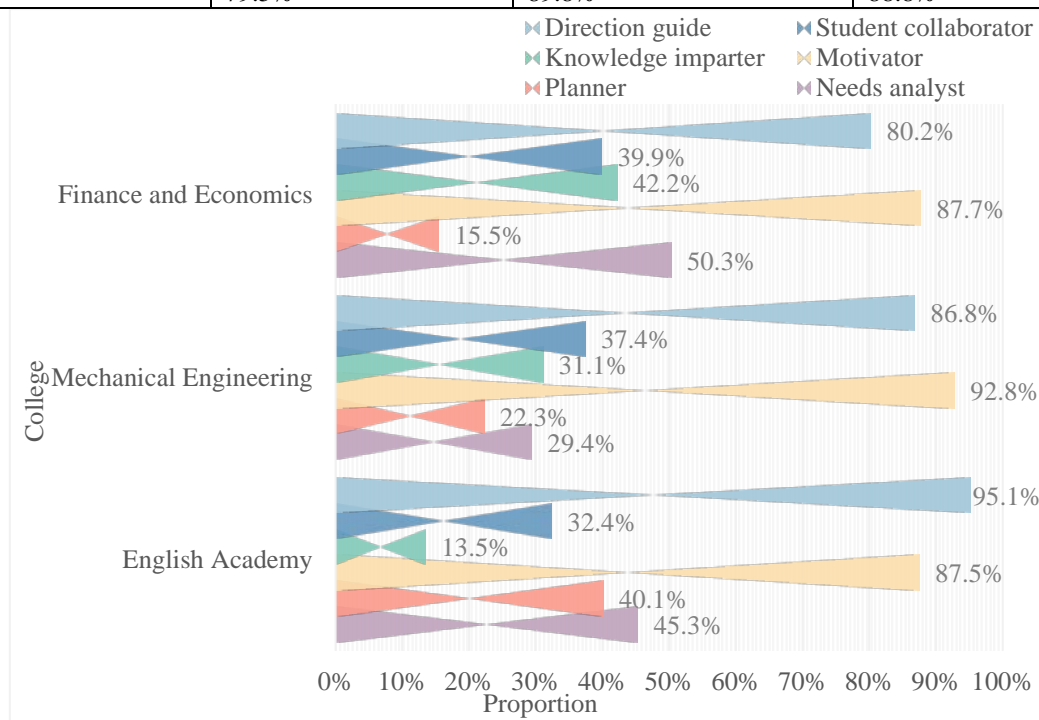|			
Knowledge trainer	38.6%	52.2%	38.1%
Academic evaluator	32.5%	42.3%	52.5%
Promoters	79.5%	89.8%	88.8%

Figure 4: Views on the role of teachers

4.5 Main Teaching Behaviours in High-Quality English Classes

This study first introduces the main teaching behaviours in high-quality classrooms, and then analyzes the common characteristics of these behaviours. The research results show that, the main teaching behaviours of educational psychology classes are basically the same as those of ordinary English classes, such as introducing information, interactive guidance and providing guidance. The table below shows the 45 minutes of classroom teaching time and the proportion of each class. Obviously, interaction is the main teaching behaviour. The average interaction time of the whole class is 19.8 minutes, accounting for 44.03% of the total time. In a high-quality classroom, the most basic lectures and blackboard annotating are also important teaching behaviours. The average time ratio represents 24.97% and 22.53%, respectively. In contrast, the teaching time per class is only 1.5 minutes (5.3%), while other educational activities (such as operating educational devices or asking questions) account for 5%. As shown in Table 5 and Figure 5.

Table 5: Time allocation for teaching activities

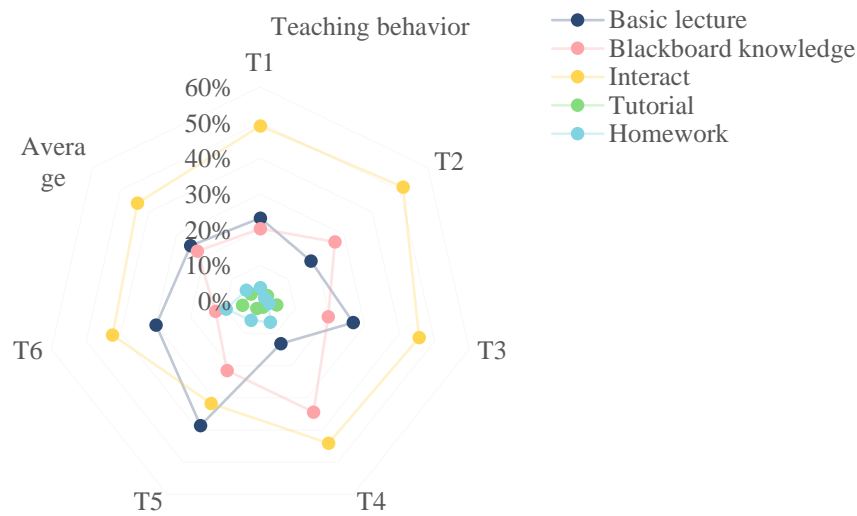| Teaching methods	T1	T2	T3	T4	T5	T6	Average
Basic lecture	23.3%	18.1%	26.7%	13.2%	38.6%	29.9%	24.97%
Blackboard knowledge	20.3%	26.7%	19.5%	34.4%	21.5%	12.8%	22.53%
Interact	49.1%	51.2%	45.6%	44.1%	31.8%	42.4%	44.03%
Tutorial	3.5%	2.5%	4.7%	1.8%	2.2%	5.1%	3.3%
Homework	3.8%	1.5%	2.5%	6.5%	5.9%	9.8%	5%

Figure 5: Time allocation for teaching activities

4.6 Questionnaire Survey

In order to enable students to have a comprehensive understanding of English learning, this article also designed a questionnaire to 100 students from freshmen to seniors of University A. There are 400 questionnaires and 400 valid questionnaires are collected. The table contains detailed information about the content. In order to check the reliability of the questionnaire, the questionnaire is conducted by individuals, and the questionnaire conducted among students is in Chinese. The following table selects three main themes for research and analysis. The purpose of this questionnaire is to get some ideas about English learning for freshmen and seniors. Regarding the first question, only 26% of beginners think that educational psychology plays a very important role in English teaching, while 72% of senior students think it is very important for learning English. It can be seen that seniors are in the fourth. . As shown in Table 6, Figure 6.

Table 6: Questionnaire survey analysis for freshmen to seniors

| Problem	Choice	Freshman	Sophomore	Junior year	Senior year
Is educational psychology important?	Very much	26	38	51	72
	General	43	35	30	19
	No	18	15	10	5
	Don't understand	13	12	9	4
Do you like English?	Very much	19	23	30	43
	Like	28	31	30	26
	General	40	35	31	26
	Hate	13	11	9	5
Is the class active?	Very active	14	21	36	31
	General	25	35	36	40
	Relatively passive	32	19	12	14
	Not at all	29	25	16	15
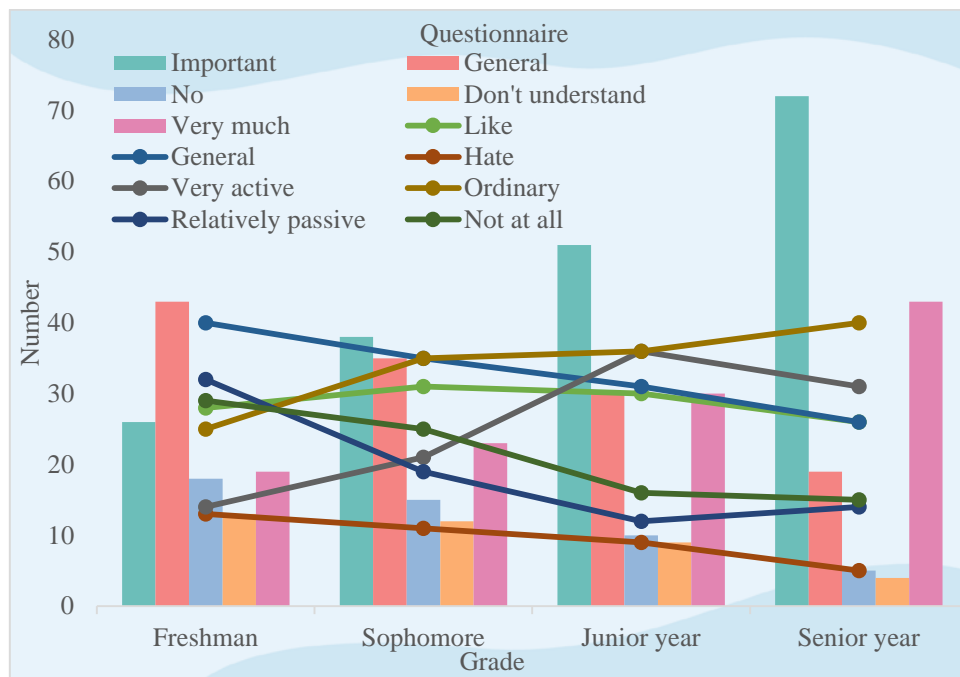
Figure 6: Questionnaire survey analysis for freshmen to seniors

5. Conclusion

In the early stage of this study, through the selection of research objects and a series of preparatory activities for research work, problems existing in the classroom management of English instrcution under the blended learning mode were analyzed and summarized, and then some countermeasures and suggestions were put forward in a targeted manner. Through this research, more inspiriting references will be provided with teachers who will implement classroom teaching management under the mixed learning mode in the future. Similarly, college English teaching does not stop there. Teachers must know how to play a leading role, pay attention to the psychological impacts of teaching strategies, improve teaching concepts, use advanced educational psychology theories, and further enrich the content of college English instruction. Innovation of educational technology could also contribute support to teaching effect.

This study observed the problem of poor adaptability of college English classroom instrcution, and dedicated to establish an optimized English classroom teaching framework based on experience and data. The background and conditions for the possibility of methodological cross-reference between the two universities lie in a new epistemology, that is, the complexity of natural sciences and humanities and cultural studies. Some educators recognize the complexity of educational research topics and the diversification of educational research methods has become a trend. Looking forward to their dialogue and cooperation in the context of Chinese education.

Applying educational psychology to optimize the process of college English teaching can improve students' understanding of the subject, and effectively solve problems that arise. In the process of teaching, methods were adopted based on educational psychology to explore the underlying problems exists in college English classroom teaching, so as to raise the awareness of teachers, and put more emphasis on innovative English classroom teaching mode in the process of teaching.

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