

Research on College English Teaching Strategies from the View of Positive Psychology

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Abstract: The focus of positive psychology is on the positive qualities that can lead to human success, satisfaction, and self-realization. The research on college English teaching strategies from the perspective of positive psychology refers to following the formation laws and physical and mental development laws of college students in English learning, establishing a positive attitude towards English learning, correctly setting learning goals for college English, scientifically selecting college English education content, appropriately and flexibly selecting educational methods and approaches, and maximizing the quality of college English teaching based on the three core aspects of positive psychology: subjective positive experiences; positive characteristics at the individual level; and positive environment at the collective level. They respectively refer to positive emotional experiences and feelings, stable personality-like characteristics, and the communicative environment constructed by two or more parties. This text will elaborate the teaching strategies from the "three cores" of positive psychology, and provide a basis for the effectiveness of various dimensions of college English teaching.

1. Introduction

How to continuously improve the quality of college English teaching and further study the effectiveness of college English teaching is the important topics to improve college English teaching. The problems in English teaching are mainly reflected in two aspects: the lack of student subjectivity and the misalignment of teachers' roles in teaching. Teachers ignore the actual needs and personal differences of students in the process of teaching, and students do not devote themselves to learning activities, and do not establish the initiative and enthusiasm for self-learning psychologically, which seriously affect the effectiveness and quality of English teaching.

This text analyzes the state of students' English learning from the perspective of psychology, and integrates the theory of positive psychology into college English teaching, which help students establish a positive attitude towards learning English, give full play to their initiative in learning, let them truly experience the fun and significance of learning English from their hearts, and improve the teaching effectiveness of college English classrooms.

2. Research on College English Teaching Strategies from the Perspective of Positive Psychology

Students who have just finished the college entrance examination and entered colleges and universities are still relatively weak in their independent learning ability, and they still expect teachers to become the driving force of their English learning in college English learning. However, students' English learning during college is mostly manifested in self-directed learning, which makes it difficult for students who have been lacking independent learning ability to adapt, and the feeling of difficulty in adapting slowly accumulates, which will make students become anxious and nervous in English learning. Students' helplessness in English learning will also migrate to other disciplines and even life, and over time, students will feel pressured and lack self-confidence when doing things, so their physical and mental health will be affected [9].

The concept of "positive psychology" was first proposed by humanistic psychologist Abraham Maslow [3]. Positive psychology focuses on the positive qualities that make human beings successful, satisfied, and self-fulfilling. Seligman & Csikszentmihalyi [4] inherited and developed this view, stating that the goal of positive psychology is to achieve a "positive turn" in research and practice in the field of psychology, and proposing "three cores" of positive psychology: positive experiences at the subjective level; positive individual traits at the individual level, and Positive institutions at the collective level. Specifically, positive subjective experiences include positive emotional experiences and feelings, such as pleasure, interest, flow, etc., which have strong dynamics; positive individual characteristics are relatively stable, with personality-like characteristics, such as courage, perseverance, wisdom, tolerance, emotional intelligence, ability to love, empathy, etc.; and positive collective environment has strong communicativeness, mainly referring to the communicative environment constructed by two or more parties, such as the classroom environment[5-6]. This text will elaborate the teaching strategies from the "three cores" of positive psychology, and provide a basis for the effectiveness of various dimensions of college English teaching.

2.1 Positive Experiences at the Subjective Level

Positive experiences include sensory pleasure and mental enjoyment. Sensual pleasure refers to the pleasure of the individual after the needs are satisfied. Mental enjoyment refers to the fact that the individual breaks the original state of the individual in cognition and other aspects, and obtains an unprecedented new experience. In the process of learning English, teachers need to take effective ways to give students a positive experience; students can feel confident, satisfied and proud, improving their subjective well-being and their initiative.

2.1.1 Teaching content

Teachers should strengthen the teaching of English vocabulary and grammar. Vocabulary and grammar are the cornerstones of learning English well, just like the bricks and frames of a house. Students can gradually and firmly grasp these knowledge through systematic teaching and a lot of exercises, which increases their confidence in learning English.

In addition to basic language knowledge and skills training, university English courses should also introduce cultural background of English-speaking countries. Students are very interested in the culture, history, religion, customs, etc. of different countries and regions, and want to understand the way of thinking and values in different cultural backgrounds. This not only cultivates students' cross-cultural communication ability, but also enhances their interest in English learning.

The teaching content should also add some audio, video and other illustrative materials to attract

students' attention. The teaching content and illustrative materials should be modern and practical, keep up with the pace of the times, and let students learn more about the latest news and the latest developments in English. For example, when explaining the development of the network, the selected audio and video materials cannot be about 3G or 4G, because the society has entered the 5G era. Teachers should choose some knowledge that students don't know or want to know, or that is beneficial to their development, which will make students happy to learn, or even eager to learn. Students' happiness and sense of achievement in English classes will be greatly increased [7-8].

2.1.2 Teaching Methods

Effective teaching methods will make English teaching more effective. Effective teaching methods adopt appropriate teaching strategies according to students' cognitive characteristics and subject's characteristics. Students can more easily understand and grasp knowledge. The use of vivid and interesting teaching methods can attract students' attention, stimulate students' interest and enthusiasm in learning, and make students more willing to participate in classroom learning.

In the classroom teaching design, teachers can use a variety of teaching methods to increase student interest. Interactive teaching methods are used to create a good interactive and communicative atmosphere for students to express themselves freely and highlight students' subjectivity. They don't feel stressed and anxious. Students realize that they are treated as equals, and actively participate in classroom learning. In addition, the design of classroom activities takes the improvement of students' personal happiness as an important criterion. They can obtain a sense of group identity, and opportunities of mutual trust and cooperation in the activities, which lets them feel that they are a member of the group, and improve their enthusiasm. Thirdly, according to the different levels, learning styles and needs of students, appropriate teaching strategies and means are adopted. The classroom activities are designed to suit their knowledge level and learning style. They can express their opinions freely, thereby increasing their engagement, satisfaction and sense of accomplishment in English learning. Finally, the information age has brought convenience and diversity to English teaching. Teachers should use modern technology and teaching equipment to improve classroom teaching, stimulate students' interest, improve the classroom effect, and make the classroom full of vitality.

Teachers can continue to explore and practice effective teaching methods in teaching practice, and improve students' interest and sense of achievement in learning English. Students can feel that learning English is an interesting thing, and will become more and more positive in English learning.

2.2 Positive Traits at the Individual Level

Positive personality traits include two aspects: on the one hand, as an independent individual, they can accept themselves, feel the meaning of life, and are willing to work hard for the goal and finally achieve self-realization; on the other hand, they are in relationships with others, can build and maintain healthy relationships with others, and are satisfied with the relationships they have achieved with others. To realize the two aspects of positive personality traits of college students, in the English classes it is necessary for the students with a good foundation to fully develop their talents, and the students with a poor foundation to successfully complete the tasks, so that all of them can feel the meaning of learning. Establishing a good teacher-student relationship and student-student relationship is also necessary, teachers give students full affirmation when evaluating students' learning effects, which can improve students' self-efficacy and achieve good learning results on the premise that students are willing to accept and recognize.

2.2.1 Teaching plan

Negative emotions such as anxiety are prevalent in the process of learning a foreign language, and anxiety can be experienced even by high-level language learners [1-2]. The difficulty of classroom objectives is a key consideration in developing an effective lesson plan. The right level of difficulty ensures students not to feel too relaxed or too strenuous in class, maximizing their learning and development.

If the classroom goals are set too simple, students will find the content boring or unchallengeable, unable to stimulate their interest and motivation in learning. Students will not be fully engaged in the class, and may even have a mindset of despising learning, resulting in poor learning results. Conversely, if classroom goals are set too difficult beyond the student's existing abilities and understanding, students may feel disappointed or frustrated. Because they are unable to understand the content or complete the task, they feel anxious or helpless and be resistant to learning, which affect their interest in learning.

The difficulty of the classroom objectives should be comprehensively determined according to the actual level of students, subject's characteristics and teaching progress and other factors. Teachers fully understand the students' knowledge level and learning ability. The learning objectives are not only challenging, but also in line with the actual situation of students. The difficulty of the goal is so reasonable that students with a good foundation in English can fully exert themselves, while students with a poor foundation can successfully complete the task. By setting the difficulty of classroom goals reasonably, students' learning potential can be stimulated, their learning enthusiasm and self-confidence can be improved, and better teaching results can be achieved. In the teaching process, teachers can provide some opportunities for students to have the experience of success or failure, make some suggestions and provide some help while students are conducting attribution analysis, and through timely feedback and reinforcement, let students get rid of the anxiety of learning English, and improve students' happiness and sense of achievement.

2.2.2 Teaching attitude

Teachers' teaching attitude plays a vital role in the teaching process, which directly affects students' learning interest, learning effect and learning experience.

Teachers should be enthusiastic in every class, treat every student equally, and ensure every student to receive the attention and guidance they deserve. Teachers should answer questions patiently, guide carefully, and help students gradually overcome difficulties and make progress. This can change students' attitudes towards learning, enhance students' confidence, and stimulate their courage and willingness in learning English.

Secondly, teachers should respect the individual differences of students, create a relaxed and harmonious classroom atmosphere, encourage students to express their own opinions and ideas, and allow and accept students' different views from their own. When evaluating students, we will appropriately give positive and affirmative evaluations. Try not to get angry or criticize students for not actively participating, teachers consciously regulate their emotions and create a positive emotional atmosphere to drive or influence students' positive emotions. The teacher's encouragement and smile in the classroom can be a ray of light to help students overcome their difficulties in learning English, and the teacher's rebuke and indifference can also become a heavy weight on the students' shoulders. Therefore, teachers should always keep in mind that teaching is not only about imparting cold knowledge to students, but more importantly, about helping students become individuals with warmth and ideas through teaching [10].

Thirdly, a positive and passionate teaching attitude is very important for students to learn English. Teachers stimulate their inner motivation and devote themselves to their teaching work, constantly

learn new knowledge and skills, update educational concepts and methods, and adapt to the changing educational environment and students' needs, which will keep students fresh and broaden their knowledge and vision.

2.2.3 Teaching methods

In college English education, to avoid students' boredom, teachers should use different teaching methods to divert the attention of students who are less engaged in classroom learning to interesting classroom tasks [11].

Besides traditional pedagogical methods such as speaking, explaining, reading and speaking, teachers can use other methods to impart knowledge to students. Teachers can guide students to learn by themselves in different ways. For example, students can form skills and master techniques by repeatedly carrying out certain actions or activities; students can use guidance books and reference books to grasp the content; students can express their opinions around the central issue of the textbook with the whole class or small group as a unit. Under the guidance of teachers, students obtain knowledge or consolidate knowledge. Secondly, teachers can also use projectors, electronic whiteboards and other equipment to integrate multimedia content such as text, pictures, or videos related to the lecture content into teaching, which makes the classroom content more vivid and interesting. Students can understand abstract concepts better more intuitively. In addition, students can use network resources or other learning materials teachers provide to find answers and solve problems independently, which improves their independent learning ability and comprehensive quality, expands their knowledge, and gives them a sense of achievement. Rich and colorful teaching activities combined with diverse forms enhances students' sense of identity, achievement and fulfillment.

2.3 Positive Environment at the Collective Level

The most representative of a good atmosphere in English classroom is that learners have the willingness to actively use the target language to communicate; each student expresses their own opinion using the target language; and the classroom atmosphere can give students a sense of security and allow them to participate in class activities "without fear".

2.3.1 Teacher-student relationship

In the classroom, teachers' role in charge of everything is changed, and students become the protagonists. Teachers have changed from knowledge imparters to guides, guiding students to think, analyze and solve problems through questions and discussions. Students take the initiative to explore knowledge, which stimulate students' curiosity and desire for knowledge. Second, teachers are transformed from classroom managers to participants, actively participating in the learning process of students, working and communicating with students. Third, teachers should pay attention to students' learning progress and difficulties, care about students' individual differences, and teach students according to their aptitude. Student can fully develop and grow in the classroom. Teachers are on good terms with students, not only promoting students' intellectual developments, but also promoting students' mental health.

2.3.2 Classroom layout

The traditional classroom is arranged according to the "rice field" style. It looks very inflexible and serious so that some students are quiet and even nervous as soon as they enter the classroom. It is not good for students to participate and interact with each other. The traditional seating

arrangement can be changed to a round, horseshoe or group layout, which is conducive to group discussions, cooperative learning and role-playing. It will give students a sense of intimacy. Students do not feel inhibited, actively participate in classroom activities and improve learning results.

3. Summary

From the perspective of positive psychology, this text studies the effectiveness of English teaching, changes the role and teaching form of teachers in traditional classrooms, creates a harmonious classroom teaching atmosphere, and stimulates and taps students' potential, initiative and enthusiasm. English teaching is combined with positive psychology theory, continuously improving students' happiness and sense of achievement in English learning, and creating a positive teaching atmosphere to improve students' self-efficacy in teaching practice. In college English education, teachers should treat every student with care, respect and understanding, and strive to create a positive, open and inclusive learning atmosphere. At the same time, teachers should pay attention to students' emotional changes, give timely encouragement and support, and help students overcome difficulties and setbacks in learning, build self-confidence, and achieve self-realization.

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