

Application of Educational Psychology in English Teaching

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Abstract: The paper analyses several problems in English teaching in educational psychology, aiming at deepening English teachers' understanding of the students and their teaching process, and improving teaching methods and effectiveness. At the same time, the application of educational psychology in English teaching is further explored.

Keywords: educational psychology; English teaching; influence; application

1 Introduction

Psychology is a science that studies people's psychological characteristics and activity process. As a branch of psychology, educational psychology studies the basic psychological laws of students 'learning and teachers' teaching in school education situation [1].

English teaching is a cooperative activity between teachers and students. Students are the main body, and teachers are the leading one. As the leading role, teachers study educational psychology to understand the rules of English learning, the process of language skills development, the psychological factors affecting learners, and the individual differences of learners' psychology, which will undoubtedly help teachers to play a leading role in teaching and improve the learning effect of learners.

This paper lists some outstanding problems in current English teaching, analyzes some basic points of educational psychology, and discusses the author's enlightenment to improving English teaching.

2. Problems and enlightenment existing in English teaching

2.1 " Is foreign language teaching leading in listening and speaking, or leading in reading and writing?"

How to teach foreign languages in China's special language and social environment? Is it leading in listening, speaking, or leading in reading and writing? The author more than once heard the old teacher expressed confusion, the new teacher

is at a loss. Therefore, the teachers who hold the former view think that learning English means listening more and reciting more, while those who hold the latter view think that learning English means learning words and grammar. The author believes that this is a fundamental problem related to whether the teaching method is targeted. If it is not clarified, it is impossible for teachers to establish specific main direction in different teaching stages, which will show quite randomness. As a result, although the teaching hours are completed, the expected results are not achieved.

To judge whether a teaching method is appropriate or not, we should not only consider the course characteristics and teaching objectives, but also adapt to the psychological characteristics of the specific teaching objects. According to the theory of educational psychology [2], because children's language acquisition machine (Language Acquisition Device) is active in the brain, they can perfectly master their mother tongue through imitation in a certain language environment. This is the process that people are usually called "language acquisition". However, adult language acquisition has solidified with the growth of age (fossilization), and lacks the necessary foreign language environment edification. For them, it is difficult to achieve the desired results simply by mechanical imitation, simply through more reading and more reciting, and even through practical application. However, adults have sound intelligence, mature thinking, a strong will, and a clear purpose of learning. Usually they can only master a foreign language under these conditions. This is the process of language learning (Language Learning). It can be seen that children learn foreign language by imitating "acquisition" in the language environment; and adults must learn foreign language through language knowledge learning and skill training to obtain the desired effect.

The teaching object of foreign language is mostly adults, and the general English foundation is not very good, so we should improve the pertinacity of teaching methods according to the psychological characteristics of adults. The general principle is to lead the development of skills with basic skills. In the early stage, the central task of foreign language teaching is to lay the foundation of pronunciation, words and grammar as the main content, and pay attention to the learning of language

rules. On this basis, the ability training of listening, speaking, reading, writing and translating is conducted step by step, especially the listening and speaking skills training, until they finally learn to use this foreign language. Experience has also proved that for adult foreign language learners, poor basic skills (unclear grammar concepts, poor vocabulary), no matter how hard they work in skill training, they are doomed to learn foreign languages. This also explains why some people learn English for eight years (six years and two years), still can not speak a few authentic English, write a few lines of correct sentences. Although there are some factors of the learners themselves, it has something to do with the foreign language teachers' failure to understand the characteristics of adult foreign language learning and the lack of targeted teaching methods. Therefore, for foreign language teachers, only by understanding the psychological characteristics of students of different ages and the process of their learning a foreign language can the teaching objectives of each stage be defined, specific requirements be implemented, flexibly and effectively teach each class, and achieve good expected results.

2.2 " Can you learn English well?"

Students in higher vocational colleges have generally learned English for 6-8 years before entering the school, but most of them's English foundation is still very poor, and a considerable part of them have not even started. After entering the school, the polarization is obvious, a small number of students with higher understanding have achieved outstanding results, but a considerable number of people still difficult English learning, although efforts but not much improvement. There are many reasons, but the author thinks that this has a lot to do with their failure to master the correct learning strategy. For example, in response to why they make so many mistakes in writing, students often say, "I don't know, I write by language sense". So far, many people (both students and teachers) still simply blame their poor English level as "poor language sense". In their opinion, cultivating language sense is the primary task of English learning, as long as more time, language sense will eventually come to them. Regardless of how language sense is acquired.

A craftsman who wishes to do good work must first sharpen his tools. A good learning method, can play a twice the result with half the effort. Improper methods, a waste of a lot of energy and financial resources, but still not to the point. In fact, there is nothing wrong with the "cultivating the language sense" mentioned above, the problem is how to cultivate the "language sense". This question puzzles a lot of students, even their teachers. It can be seen that the discussion of foreign language learning methods is also an important aspect to improve the teaching effect. Educational psychology has made the following insightful and profound elaboration of the process of foreign language learning [3]. First of all, foreign language learning includes both knowledge and skills. The former is the foundation, while the latter is the application. Secondly, there are two kinds of knowledge learning: understanding learning and mechanical learning. The former depends on cognition, while the latter depends on perception. Moreover, the mechanical memory through "rote learning" is not lasting, and the memory effect will be much better on the basis of full understanding. Psychologists have also found that memory can be divided into visual memory, auditory memory and kinesthetic memory, based on the different dominant analytical organs or sensory organs. Although people have their own tendency to remember, most people are mixed memories, which means it is easy to remember through the synergy of vision, hearing and kinesthetics. Experimental data show that the effective rate of memory by hearing is 60%, but the effective rate of memory by vision is 70%, while the effective rate of hearing and vision is 86.3%.

Inspired by the above theories, according to the characteristics of knowledge and ability development in the process of foreign language learning, as well as the physiological and psychological characteristics of adult learners, we should highlight the following two learning strategies. First, in the language knowledge learning, we should adhere to the principle of understanding first, then memory. We should not simply ask students to memorize by rote, but on the basis of understanding. That is to say, students should first understand the concept of the knowledge they have learned, distinguish the connection and differences between the knowledge point and the content they have learned in the past, remember them on the basis of their complete

understanding, and finally achieve the mastery of the language knowledge system. Some students because of the beginning of the unclear concept, the more learning more confused, although spent a lot of time finally had to give up halfway. This has been repeatedly verified in our teaching practice. Second, in skill training, we should pay attention to the common effect of multiple organs, namely: "full commitment" (Total Immersion). For example, in the listening training, students should be required to do not only "ear to" (through hearing), but also do "eye to" (through vision), mouth to and even hand to (through kinesthetics). The author's practice has proved that students using the above two learning methods can maximize the memory effect, not only consolidate the knowledge, but also promote the cultivation of skills. The root of "only based on language sense, not knowing right or wrong" is the result of the neglect of the nature of "knowledge and skills" in foreign languages, the lack of scientific learning methods, and blindly emphasizing "rote memorization". The result can only be "more work and less gain", or even "nothing to gain". This also explains why some people can not learn foreign languages for life. If we adopt scientific training methods: follow the path of "understanding ——, use —— consolidation", pay attention to the comprehensive effect of "visual, auditory and kinesthetic", then "language sense" will have a solid foundation, and the foreign language effect of higher vocational students will be greatly improved.

3. The application of pedagogy theory in English teaching

Among the many schools of pedagogy and teaching method, the heuristic teaching method, pleasant teaching method and feedback teaching method are more suitable for the subject characteristics of college English teaching.

3.1 Heuristic teaching method

Heuristic teaching method means that teachers fully mobilize students' initiative and enthusiasm in teaching, and guide them to think actively and master knowledge thoroughly. Heuristic foreign language teaching method was created by Bulgarian psychologist George Lozanov, so it is also known as Lozanov method, which is a comfortable and fun foreign language teaching method. A. Teacher explains the new text. B. The teacher read the text and read it three times with different tones. C. Play

the music, the teacher will read the text three times according to the rhythm of the music; the students can only listen to the music without taking notice. D divides the students into groups of two to three to play different roles and use the new language dialogue. E. Students should read the text again. F. Students should reread the text. G. All the students will sing, play games or act in their newly learned foreign languages. This method is generally used not for a class, but for a teaching phase. This teaching method is based on the working principle of the two hemispheres of the human brain: the logical thinking of the left hemisphere tube and the image thinking of the right hemisphere tube. When listening to the teacher read aloud, the left hemisphere of the brain absorbs the teacher's language signals, and the right hemisphere subconsciously absorbs the signals unrelated to it. When listening to the music, the right hemisphere of the brain completely go to listen to the music, the left hemisphere is not active, the words unknowingly come in. In playing and acting, the two hemispheres of the brain work at the same time. Due to the much teaching content, less class hours, and limited equipment, it is impossible to completely adopt the Lozanov method in college English teaching.[4] However, based on the working principle of the left and right hemispheres, with the essence of the heuristic foreign language teaching method as the fundamental happy teaching method has attracted the attention and favor of college English teachers.

3.2 Happy teaching method

Happy teaching method refers to the relaxed and pleasant way for teaching and learning, mainly based on the relaxed and harmonious classroom atmosphere, requires teachers constantly design classroom communication situation, improve the classroom atmosphere, through music, imagination, inspiration, performance, games, make the students' spirit to relax, in order in the limited time to master more knowledge. Using pleasant teaching method can mobilize the two hemispheres of human brain to achieve the best teaching effect. The key to implement pleasant teaching is to cultivate students' interest in learning, and a relaxed and pleasant teaching atmosphere can make students interested in college English learning. Therefore, teachers should pay attention to students' personality and psychological characteristics in teaching,

care for their students with enthusiasm, and infect students with humorous language and rich knowledge. Such emotion can produce a strong psychological effect, make students happy and comfortable. At the same time, students' respect and trust for teachers can also stimulate teachers' confidence in education work, so that they feel the joy and happiness of teaching. Only when teachers and students achieve the degree of mutual understanding, mutual respect and mutual trust, can they produce an emotional world of mutual understanding and tacit cooperation, and form a pleasant and best teaching atmosphere. Adjusting the classroom teaching atmosphere is the basis of the implementation of happy teaching, and the happy teaching law is the channel of turning "hard learning" into "happy learning".

3.3 Feedback teaching method

Feedback English teaching method refers to the use of information feedback from both teachers and students to improve teaching. The main body of the information feedback system is the teachers and students: In teaching, the teachers are familiar with the syllabus, teaching materials and reference books, and carefully prepare the knowledge and information to the students through classroom teaching. The students accept the information through analysis, understanding, memory, and feedback the information to the teachers through discussion, homework, examination, etc. In turn, the content and methods are constantly adjusted by the teaching, thus enable the information feedback mechanism to achieve the best operation state. Feedback teaching includes two parts: the information transmission part and the information output part. The input part includes the teachers imparting knowledge and the students accept knowledge through listening and reading; the output part refers to the students' language expression ability. Therefore, in the feedback teaching, on the one hand, we should pay attention to the teaching of knowledge and the cultivation of language ability, on the other hand, we should pay attention to students' emotional reaction in learning, because the object of teaching is people, and people and do things are governed by emotion. The acquisition of language knowledge and language ability mainly rely on the students themselves to study hard, give full play to their own intelligence and wisdom, a lot of language practice, "hard irrigation" or practice is not

conducive to students to learn English well. In teaching, teachers should not only pay attention to cultivate students' ability to find out, think and solve problems, but also pay attention to the emotional communication with students, make students voluntarily accept the teaching content of teachers, actively cooperate with and participate in various teaching activities organized by teachers, so as to achieve the teaching realm of teachers' love for teaching and learning.

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