An Analysis of the Role of Learning Theory in Educational Psychology in Teaching English

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Abstract. With the continuous development of the times, the form of education, teaching and research is also constantly innovating, and the learning theory in educational psychology is increasingly valued by English teaching and research personnel and English teachers. The purpose of this article is to study and analyze the teaching theory of educational psychology to English teaching and its effect. This article is from the perspective of English teaching guidance at the University, based on relevant research backgrounds and theories to promote the analysis of the role of learning theory in educational psychology to English education guidance. This article selects 100 English major students from the University, which are divided into experimental teaching classes (N=50) and comparative teaching classes (N=50) for practical teaching. The same English teacher is used for a week of practical teaching. Use questionnaires to get results and study its guiding role and methods. Experimental research results show that, in order to give full play to one's talents and potentials in teaching and learning, one must follow the laws of human psychology and educational development. Therefore, the influence of psychology and pedagogy on English teaching cannot be ignored.

Keywords: Educational Psychology, Psychological Theory, English Teaching, English Instruction

1. Introduction

At present, college English is a compulsory course for non-English majors in all Chinese universities, and it accounts for a considerable amount of class time. However, in actual teaching activities, there are many bottlenecks in teacher teaching and student learning[1-2]. In the teaching process, with students as the main body and teachers as the main body, there are many psychological factors[3]. In English teaching, how to effectively use the classic learning theory of educational psychology to guide teaching practice is an in-depth research topic. As a practical basic discipline, psychology has an
important influence on the research of many disciplines. This is the so-called educational psychology, which incorporates psychological research into the field of pedagogy and affects the subject and object of education[4].

"English teaching" refers to the teaching of English special education in Chinese schools. As a language course for students to learn and live, English teaching is more or less influenced by the relevant theories: teaching includes both teacher and student activities, as well as teacher teaching and student learning[5-6]. As a human factor in teaching, teachers and students must follow the laws of human psychological development and education in order to give full play to their abilities and teaching potential[7]. The influence of psychology and teaching methods on English teaching cannot be ignored. Psychology is one of the important theoretical foundations of English teaching, especially learning psychology as a teaching guide. English teachers use psychological theory to study the law of students' psychological activities in practical teaching. In order to find suitable teaching methods to improve students' academic performance[8].

According to modern educational psychology, the school situation includes teaching. All educational activities in schools can be classified as teaching, and the influence of students can be classified as learning[9]. At present, there are many difficulties in teaching and learning English courses. How to improve English teaching effect has always been a topic of concern. From the perspective of educational psychology, it is a valuable way to examine the psychological characteristics of teachers and students in the teaching process, and to find psychologically original teaching improvement measures[10].

2. Method

2.1. The impact of constructivist learning theory

Constructivist psychology believes that learning is the process of constructing meaning through social interaction between people in a specific social and cultural background. They emphasize that knowledge is not a one-way transfer from teachers to students. Learners are no longer passive receivers of information, but actively construct the meaning of information. Among them, "situation, cooperation, communication and meaning are the four elements of constructivist learning theory". English learning is not only a process of forming language habits, but also a process of using language structures creatively.

2.2. Mining and using students' emotional resources

Emotions are a kind of psychological experience that people produce by compounding and using their needs for objective things. It appears with cognition. And consistent with the cognitive process. Emotion and cognition are complementary. Without positive emotions, the learner's cognitive ability will be greatly reduced. In the learning process, everyone will be accompanied by positive or negative emotional attitudes. Positive emotional attitudes often play the role of "amplifying" internal motivation, actively go all out, work hard, overcome many difficulties, achieve predetermined goals, and actively complete various learning tasks. Foreign language teaching involves many psychological processes. Psychological research shows that students' emotional attitudes directly affect their learning
behavior and learning effect. A few minutes before the class, the emotional interaction between teachers and students will have a significant impact on students' learning emotions.

2.3. Improve students' interest in learning English

The main problem of students' English learning is the lack of interest, mainly because the psychological construction has not achieved the desired effect. From the perspective of students, it lacks the internal driving force for learning English. The real lasting motivation for learning is the interest in learning itself and the desire for knowledge. First of all, in the teaching process, teachers should use the connectionist learning theory in educational psychology to achieve the teaching effect in English listening and speaking. According to this theory, learning is a mechanical operation based on the principle of stimulus-response. It is an input-output process, input the corpus provided by the learner, and then output it with the mastered corpus. In the process of English teaching, the role of audiovisual as a form of interaction between image and recording is very obvious in teaching.

3. Experiment

3.1. Respondents

In order to more deeply analyze the role of educational psychology learning theory in guiding English teaching, this article selects 100 students majoring in English at the University for teaching experiments, which are divided into experimental teaching classes (N=50) and comparative teaching classes (N=50). The experimental teaching class adopts the English teaching method of teaching psychology, while the traditional teaching method is chosen for the comparative teaching class. Finally, a comparative analysis of their teaching results. Finally, they conducted a test of the knowledge they learned and a questionnaire survey of educational psychology to further understand the guiding role of English teaching.

3.2. Experimental design

This study is aimed at 100 students majoring in English at the University, teaching in two classes. Satisfaction surveys are conducted in teaching methods that use different psychology learning theories. And this all comes from the "Questionnaire of Educational Psychology on English Plus Teaching Method" released to students. This survey is aimed at the results of practical teaching courses. It conducted a questionnaire survey on the practical teaching of educational psychology at the University and used the collected questionnaires for data analysis and word processing. In addition to the questionnaire survey, this article also uses the literature research method to refer to the literature of scholars and educators at home and abroad.

4. Results

4.1. Summary of survey results

| Table 1. Statistics of factors influencing psychological learning theory on English teaching |
|----------------------------------|----------------|----------------|----------------|
| Influencing factors | Student factors | Teacher factors | Environmental factors |

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The statistical results of the data are shown in Table 1. Among the impression results of the survey results of the two classes, the student factor accounted for the largest proportion, with an average value of 3.45, indicating that the student factor is the main factor affecting the student's appropriate use of reading strategies, the teacher factor and other factors. Of it. We analyze the influencing factors of English reading strategies of undergraduates.

(1)Student factors

Among the influencing factors of students, the effect of the level on English teaching guidance is investigated. The average value is 3.65, ranking first. This shows that reading level has the greatest impact on the selection of reading strategies. This result shows that most students cannot choose the right one correctly. The learning method is mainly because of their low level of English.

(2)Teacher factors

In terms of teachers' influencing factors, teachers' professional qualities and the use of psychology have a greater impact on English learning efficiency of learners, while teachers' evaluation methods have a smaller impact. This shows that teachers need to change the old teaching style in the teaching process, strengthen the sense of responsibility and patience, and improve the theory and teaching methods of psychology. The influencing factors of teachers include teachers' teaching style, professional attitude, personality charm, professional quality and evaluation methods.

(3)Environmental factors

In terms of environmental factors, most students believe that the unreasonable setting of English curriculum in school education psychology will cause them to fail to choose the appropriate method for learning correctly, and English learning cannot be improved. The learning materials and teaching facilities have little impact on it. This shows that schools can focus on training students' reading training in the future, arrange English courses reasonably, strengthen the education psychology training of English teachers in schools, and improve the efficiency of their learning theory in English teaching.

4.2 Psychological English learning strategies

As shown in Figure 1, the educational psychology learning strategies used by students mainly include metacognitive strategies, cognitive strategies, compensation strategies and emotional strategies. According to the statistical results, cognitive strategies are used most frequently, with an average of
3.31; next, compensation strategies are used, with an average of 3.15; meta-cognitive strategies are ranked third with an average of 2.89; the least commonly used are emotional strategies, with an average of 2.76. Among all 23 strategies, 7 strategies used by high frequency accounted for 32% of the entire reading strategy; 12 strategies used at medium frequency accounted for 57% of the entire reading strategy; strategies used by low frequency There are only 4 items, which are the establishment of reading plan, memory, grammatical analysis and self-encouragement, accounting for 19% of the entire reading strategy. The proportion of its use is shown in Figure 1.

![Figure 1. Statistics of educational psychology strategy](image)

**Figure 1.** Statistics of educational psychology strategy

4.3. The role of educational psychology learning theory in oral English

Therefore, in teaching, teachers should first understand the needs of individual growth and respect students. When preparing for classroom teaching, not only prepare textbooks and teaching methods, but also prepare students, pay attention to the needs and feelings of most students, fully mobilize their enthusiasm, create a harmonious classroom atmosphere conducive to teaching, and form between teachers and students Harmonious classroom interaction. Only in this way can the teaching effect be further improved. Encouraging, caring for students and establishing a harmonious relationship between teachers and students can produce good teaching results.

A very important point in educational psychology is to teach students according to their abilities, because there is a difference between their comprehension and acceptance. Therefore, in the teaching practice, all students cannot be trained according to the model, but different teaching methods should be adopted for students with different levels of learning according to the actual learning situation of the students. In actual teaching, teachers should set up exercises of different difficulty to allow students with better grades to carry out exercises of a certain degree of difficulty in order to improve their abilities on the basis of mastering knowledge; let students with middle grades do some exercises regularly to protect Their enthusiasm for learning; let students with lower scores do some simple basic
exercises to enhance their confidence in learning. In teaching, teachers should give priority to praise and encouragement, avoid condemning students in front of the whole class, and fully protect students' self-esteem.

4.4. The influence of psychological theory on teacher-student interaction

When learning English, please try to improve their English learning ability and level. Teachers should stand in the position of students, observe a series of problems in the learning process, take care of students, and determine their own abilities according to their own abilities. In the teaching process, students should be affirmed in time to learn English progress, and seize the opportunity to encourage and praise students. Second, point out that teachers' positive emotions can enhance students' positive emotions. Teachers can promote students' positive emotions through language, emotions and activities, which can improve teaching effects and teaching goals.

The relationship between educational psychology and English teaching goes far beyond the scope of language psychology and cognitive linguistics. The function and application of educational psychology in English teaching can be extended to the study of learners' motivation, methods, relationship between learning experience and achievements, and the study of all external factors that affect learning achievements. In addition to the above genres, there are many basic theories and concepts, such as research on self-awareness and learning motivation; attribution theory of personality development, teacher-student relationship, success and failure; basic theory of classroom behavior and management; More and more influence our educational philosophy, curriculum structure, teaching mode, education evaluation, examination mode, etc. In this regard, there are many related topics that need to be discussed and studied. For example, in the face of the 21st century, in English teaching theory and applied research, we must pay attention to the study of students' cognitive process laws, including metacognition, learning strategies, learning methods, and learners' motivations, emotions, and morals. the study.

4.5. English teaching methods and results of educational psychology

The ties between the learning effect and the teaching method are based on the principles of educational psychology. In terms of English education, the teaching methods of various schools in history have established their own theoretical systems based on corresponding psychological perspectives. The activity theory of psychology develops the pedagogy of conscious practice teaching; the teaching method of cognitive symbols is based on the theory of cognitive psychology; the method of silence, the method of consultation and the method of communication with the emergence of humanistic psychology development of.

In the teaching process, students' psychological cultivation should be placed in an important position. Many students' self-confidence comes from many aspects, few of which are only used for English learning. In the student's learning process, people-based learning theories should be used reasonably to improve the student's learning purpose (learning motivation) and learning attitude. In the process of English learning, teachers are the main body of teaching, and students are the main body of learning. Under the joint action of internal and external factors, the learning effect can be achieved. The real effective motivation for learning comes from stimulating students' interest. Throughout the learning process, the teacher as the subject of the professor should fully realize this, and actively create
a positive, relaxed, and free environment for the students, so that the students dare to express themselves without worrying about being criticized for mistakes and really doing To provide students with an easy and safe environment to learn English. In this process, students' self-confidence has also been strengthened.

First of all, the new English teaching concept and the new curriculum standards require that the concept of English education teaching under educational psychology needs to be transformed, that is, to cultivate students' autonomous learning ability as their main goal. Teachers have changed from knowledge indoctrinets in traditional teaching to monitors in the learning process. Students should establish a strong sense of subject under the guidance of teachers, based on the needs of learners, with learners as the main body. Secondly, in the process of English language learning, students require sufficient emotional security, so that they can confidently meet new challenges. Beginners in English language know very little and are full of curiosity. They enter the language classroom and look forward to acquiring new knowledge and new skills. However, with the fierce competition, the age of the students will show that it is difficult to tell their own ignorance. At this time, English teachers should comfort students and encourage them, even experts who are native English speakers cannot know everything. Teachers often have questions that cannot be answered. Teachers should objectively acknowledge their unknown areas. Teachers and students become ideal partners in the teaching process.

5. Conclusion

Educational psychology is one of the important theories of modern English teaching methods. Combining the learning theory of educational psychology with college English teaching, teachers should follow the teaching rules, understand the individual psychological characteristics of students, and conduct psychological analysis and use of language. Through learning language, mastering the process and characteristics of language, rationally arranging teaching content, adopting appropriate teaching methods, and effectively solving the problems encountered in teaching practice, a series of psychological problems have achieved the actual effect of teaching. Love English learning and achieve good teaching results. Teachers and students are equal partners in the education and teaching process and can learn and communicate with each other. Teachers must respect students, believe in their abilities, give them independent learning opportunities, and strive to develop their potential and improve their creativity.

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