

# Research on the Influence Mechanism of Positive Psychological Intervention to Improve the Effectiveness of English Teaching in Colleges and Universities

Yaru

Inner Mongolia Honder College of Arts and Sciences, Hohhot City, Inner Mongolia Autonomous Region 010000, China

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**Abstract:** Along with the ongoing higher education teaching reform, a variety of new teaching theories have been applied to the practice of English teaching in colleges and universities. At the same time, it has been shown that the use of positive psychology can help to improve the subhealthy learning state of students in English teaching in colleges and universities, and can further cultivate students' interest in learning and enhance their motivation to improve the effect of classroom teaching while fully mobilizing students' positive affective attitudes. Based on this, the feasibility and necessity of positive psychological intervention and its in teaching are analyzed, then the main role of positive psychology in college English education is systematically discussed, and finally, combined with the actual situation of English teaching in China's colleges and universities, the optimization of the influence mechanism of the positive psychological intervention to effectively improve the effect of college English teaching is proposed.

**Keywords:** Positive psychology; English teaching; Influence mechanism

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## Introduction:

Along with China's deep integration with the outside world, the learning of English has become more and more critical. In view of this situation, English teachers in colleges and universities should pay close attention to the students' language mastery level and the actual requirements of their future work, adjust the curriculum to better meet the external conditions, and at the same time give full play to their own emotional elements to create an environmental atmosphere conducive to learning, so as to achieve a higher educational and teaching effect. The purpose of this study is to explain the concept of The purpose of this study is to explain the principles of "positive psychology" to promote the innovation of English courses in colleges and universities, so as to stimulate the English potential of students.

## 1. Meaning of Positive Psychology Intervention

Positive psychology focuses on people's inherent positive qualities and potential strengths, advocating a more optimistic understanding of people's psychological states and phenomena, and is committed to assisting people with psychological problems, healthy students, and people with special talents to make full use of their own strengths and qualities in order to maximize their ability to live a happy and fulfilling life. Positive Psychological Intervention (PPI) is a behavioral approach aimed at using the principles of positive psychology to influence the psychological processes and personality traits of a particular student in order to promote positive changes in the desired direction. Applied to students' academic psychology, it means adopting a positive perspective on students' academic psychology and behavior, fostering students' positive academic attitudes through positive psychological interventions, solving the problems they encounter in the learning process, helping them explore their personal potential, and ultimately shaping a positive and progressive learning spirit. This concept of positive psychological intervention will bring new thinking to the learning psychology of college students<sup>[1]</sup>.

## **2. The Main Role of Positive Psychological Intervention in English Education in Colleges and Universities**

### **2.1 Enhancing Students' Sense of Achievement in English Learning**

For most students who do not take English as their main subject, their experience in learning English is often full of struggle and torture. Confusion in the classroom and laziness after class make such negative emotions gradually accumulate and form a vicious feedback mechanism, leading to the continuous decline of their English ability. A large number of students show disappointment and helplessness in their English performance. However, by applying the concepts of positive psychology, students can be made to adjust their attitudes and set a series of small goals when learning English, which are easy to achieve and will bring a certain sense of fulfillment and self-confidence enhancement once each goal is reached<sup>[2]</sup>.

### **2.2 Clarify Students' English Learning Purposes**

When college students are free from the all-around supervision of teachers and parents, they may immediately relax their enthusiasm for learning; others may not be able to adjust to their academic environment quickly enough, causing them to develop an aversion to English. Although the initial lessons are not too difficult or complex, many students find this part of the program uninteresting and boring. Teachers can use the principles of psychology to stimulate their own inner curiosity, enhance their self-knowledge and self-confidence while identifying their own strengths and weaknesses, find a suitable direction for their own personal development, and rationally arrange their time and methods, efficiently use all available materials to maximize their self-learning ability, so as to achieve the goal of continuously improving their English skills.

### **2.3 Stimulate teachers' sense of achievement and honor in teaching**

For teachers, their sense of fulfillment and dignity come from their energetic atmosphere on the podium, excellent teaching results and the love they receive from their students. These feelings have a critical impact on teachers in the process of teaching English; they not only enhance their enthusiasm for English education and push them to devote themselves to this field, but also deepen the relationship between teachers and students. English language education involves the transmission of English-related knowledge, but it should also nurture students to enjoy the process of learning English. This means that educators first need to instill more positive energy within them, responding to and influencing students with an optimistic attitude, so that students can become more enthusiastic about learning English. Teachers' spirits are lifted and they experience a deep sense of satisfaction when students make progress, and they should do their best to praise them and inspire them to achieve greater breakthroughs. After receiving positive feedback, students will no longer feel unfamiliar or afraid of their teachers, but will become more trusting and fond of them, which in turn will lead to a natural emergence of professional pride in teachers.

## **3. The Influence Mechanism of Positive Psychological Intervention to Effectively Improve College English Teaching Effectiveness**

### **3.1 Mechanism of Teaching and Learning Synergy**

The process of education should be regarded as an interactive influence in two directions: the optimal effect can only be realized when the collaborative power between the teacher's educational approach and the students of his/her audience is matched. The student as the subject should occupy the central position and play an important function. However, the activities carried out under this premise do not rely solely on a unilateral teaching or guiding relationship between the teacher and the students, but need to be carried out in a way that mobilizes their desire to learn and motivates them to voluntarily follow the teacher's guidance. This approach helps to emphasize the importance of the central aspect of learning. In this exchange, both teachers and students fulfill their roles and support each other's work in order to advance the curriculum and achieve the desired outcomes. This dynamic equilibrium is the driving force behind the entire educational program and provides a strong impetus for successfully accomplishing the goals of the English classroom.

### **3.2 Trust mechanism of teacher-student relationship**

Stimulating students' desire to explore and enthusiasm for learning does not come from the classroom content itself, but more from the teacher's personal qualities. Establishing a relationship of mutual trust is the basic condition for the steady development of all human interaction patterns, and it is also a key element in realizing the effectiveness of psychological counseling. The relationship of trust between teachers and students in the educational process is considered to be the lubricant of education, which consists of both a high degree of recognition of the teacher's ability to deliver the lesson and an increase in personal self-confidence, as well as

the teacher's confidence in the student's ability to self-manage and his or her own teaching strategies. This dual sense of trust is an invisible but powerful force, they influence each other and push each other forward, forming a positive feedback mechanism, which becomes the core connection point to achieve the educational goals, and provides a strong support for the smooth implementation of education and teaching tasks.

### **3.3 Active-passive balance mechanism**

Both teachers and students are not always in a dominant or subordinate position, on the contrary, their roles will be constantly switched to lead or followers in the educational process. While we all believe in the centrality of the student, we cannot ignore the guiding force of the teacher. Therefore, educational leadership and learning autonomy are not two separate beings; they are intertwined and co-developed. Strengthening the psychological and action interactions between teachers and students so that they can comfortably shift their leading and following positions in the process of teaching and learning, thus establishing an ideal leading-following model to achieve the goal of enhancing the effectiveness of the curriculum and optimizing the quality of teaching<sup>[3]</sup>.

### **3.4 Teaching resource optimization mechanism**

Education is an ever-changing process. If teachers can effectively combine the creative educational resources in the curriculum with external educational resources such as written materials, media tools, teaching experiences, the Internet, students' basic knowledge, and so on, then they can transform the idea of improving educational resources into real educational and teaching strength. Teachers need to screen and identify the elements such as objectives, themes, methods and references, and combine and improve the educational resources centered on the objectives of the teaching and the real situation of the students, so that the use of educational resources can be more rational and efficient, which will promote the progress of teaching and learning outcomes.

### **3.5 Equal communication mechanism between teachers and students**

In the education process, the interaction between teachers and students is a unique way of socializing, and they must discuss teaching issues based on the principle of reciprocal conversation. Teachers need to implement a two-way oriented approach based on students' personality traits and comprehension skills, i.e., a learning environment where students and teachers participate and respect each other in order to achieve the goals of teaching and learning and make progress in the process. Using this fair interaction model, students can be motivated to actively absorb knowledge and express their personal views and ideas without constraints, so that they can realize their own responsibility as learners in the process of equal exchange, enjoy the joy of independent exploration and learning, and thus achieve the desired educational outcomes.

## **4. Conclusion**

In conclusion, the implementation of positive psychology intervention strategies in the English education environment of universities can significantly enhance students' self-confidence, build a collaborative and progressive learning culture, and further improve the efficiency and quality of English education. Teachers need to integrate the concepts of positive psychology into every teaching step in order to enhance the effectiveness of English language instruction and promote the overall development and improvement of students' English skills.

## **References:**

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