

# Research on the Integration of Psycholinguistics and Reading Teaching in Colleges

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**Abstract:** In the context of the vigorous development of cognitive science, taking the scientific perspective as an example, this paper discusses the current situation, prospects and possible evolutionary paths of the integration of linguistics and psychology with college reading courses. The current research, whether it is introspective linguistic analysis or research results from fields such as neuroscience, psychology, genetics, molecular biology, etc., has proven that there is a certain neurophysiological basis for language mechanisms. However, the problem of language mapping, that is, to what extent and in what way external language behavior remains an open question. We need to get out of the language view of Logocentrism, absorb the innovative achievements of contemporary cognitive science, and reunderstand the psychological reality of language with the help of the transcendence framework provided by the excellent traditional Chinese culture and wisdom. It can be foreseen that the integration of ideas, methods, hypotheses, and concepts from different orientations and disciplines provides an unprecedented opportunity to explore the essence of human university psychological language and the integration of university reading course teaching

**Keywords:** Language mechanisms; Hypotheses; Psychological language; Reading course teaching

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## 1. Introduction

The application of psycholinguistics refers to a process of comprehensively applying psychological theories and linguistic theories to practice, so as to study the interaction between college reading learning, language and psychology, and the potential relationship between them, and then use their mutual relationship to achieve certain goals. The goal of English teaching in colleges and universities is not only theoretical teaching, but more importantly, to give full play to the characteristics of reading, a language discipline, and put English knowledge into practice. Therefore, listening, speaking, reading and writing will be emphasized in English teaching, so as to improve the learning ability, application ability and language ability of learning. This is the same as cultivating students' practical ability and application ability in psycholinguistics theory. Therefore, it is practical and reasonable to use the relevant psycholinguistics principles in college reading teaching, so the following will mainly analyze the application of some theories in psycholinguistics in college reading teaching.

## 2. The Current Situation and Characteristics of Reading Course Teaching in Universities

With the reform of the education system, universities have been in a state of expanding enrollment in recent years. As a result, the various qualities of students have decreased, and the overall quality level of students is uneven, leading to increased difficulty in teaching. In terms of English subjects, students with relatively good basic knowledge can normally complete teaching tasks, but some students with poor foundation have little interest in English and unilaterally believe that English is not of much use. During the learning process, these students may adopt an indifferent attitude, only studying to the extent that they need to, without delving into the subject matter. Alternatively, the incorrect learning methods used by these students may result in unsatisfactory academic performance, leading to a sense of fear towards English learning. Some students may even give up learning English directly;

Furthermore, due to the expansion of enrollment, the number of students has sharply increased. In order to reduce the cost of education and ensure the interests of the school, the introduction of teachers is clearly unable to meet the current trend of rapid student growth. There has been a situation where one teacher leads multiple classes, and the task of teachers is extremely heavy. Teachers are also unable to allocate effective time to focus on education for students with poor foundations, and they do not have enough time to strengthen their own learning. As a result, the quality and efficiency of teaching cannot be effectively improved, and the limited classroom time for

English education makes it difficult for teachers to fully take care of every student. In addition, universities have not invested enough in the cultivation of English teaching talent teams, and the comprehensive quality of teachers cannot be effectively improved. Additionally, due to the influence of traditional exam-oriented education, many universities currently adopt indoctrination teaching methods, with a single teaching method. All in all, the teaching atmosphere is dull, emphasizing theory over practice, with low interest in learning, poor practical ability, and a serious phenomenon of mute English.

## **2. Current Problems in Reading Class Teaching**

In order to create a favorable atmosphere for students to read and learn, many universities have established special reading courses based on their own characteristics and conditions. We have achieved certain results in guiding students to read extensively, cultivating their habit of reading scientific papers, and improving their research abilities. However, there are also many problems and shortcomings. Firstly, due to the limited number of teachers, the reading classes are conducted in the form of large classes, which poses a huge challenge to providing precise and targeted guidance and improving reading effectiveness. Secondly, due to the large number of students, there are significant differences in their knowledge background and majors, but the causes and effects are extremely rich. The interaction theory is a typical theoretical content, which mainly emphasizes the importance of the environment for learning, acknowledges the biological foundation of language, and believes that language disciplines are not a simple imitation process or a simple stimulation process.

In this theory, a vivid example is given: "Human beings have been in school since birth, and after a period of learning, they have mastered not only the application of a simple sentence, but also the application of the entire language system, such as grammar and sentence transformation." At the same time, this theory also believes that human language learning is an innate potential ability that requires interaction with the environment to produce good results. Through this theory, it is not difficult to find that language teaching needs to create a good learning environment, use appropriate methods to play the role of students' internal causes, so as to mobilize students' enthusiasm for learning, and then improve students' reading ability. According to the interaction theory of psycholinguistics, in order to create a good learning atmosphere and mobilize students' internal causes, teachers need to create a good learning environment. Teachers can create a scene in the classroom where each student is not unfamiliar, allowing them to play different roles for on-site demonstrations and dialogues. By creating a real environment, students' enthusiasm and subjective initiative can be enhanced, making the classroom atmosphere more active. Through scene dialogues, students can deepen their impression and subtly grasp the content of the article.

## **3. Enlightenment and Application of Cognitive Ability Theory in Psycholinguistics to College Reading Teaching**

In psycholinguistics, it is particularly important to cultivate students' cognitive ability, which is also an important way to improve teaching quality and level. Cognitive ability is a person's ability to self-evaluate, self-adjust, and self-awareness in dealing with their existing cognitive processes. Its manifestation in reading is that students can understand what reading is, why it is necessary to read, what the function of reading is, and how to read. These are all explained by the teacher and understood by the students themselves, and only by applying what they have learned to practical problems, That's the real learning. According to previous research, cognition can make it easier for people to acquire knowledge, which is not only targeted at students. Now, their cognitive abilities mainly include the following: having a clear goal to strive for, they will continuously encourage themselves to strive towards their goals, and be able to summarize their progress in a timely manner. They can also find the best way to learn, and can effectively identify their shortcomings or mistakes. They can also summarize their experiences and lessons from failures, They are also able to adjust their state well and correct their shortcomings. Due to the limited teaching time in university reading teaching, it is impossible to provide precise explanations for every section of the textbook. Therefore, it is important to cultivate students' cognitive abilities in the classroom and encourage them to engage in independent learning after class. For example, in the classroom, university teachers need to cultivate students' vocabulary spelling ability, improve their skills, and expand their basic skills knowledge, forming a curriculum system with ability development as the core and emphasizing knowledge, ability, and quality. Guided by work tasks, offering professional courses that combine with job skills in enterprises, and constructing a high-quality backbone course system; Develop professional practical teaching materials based on workflow and relying on schools and enterprises. It is to continuously improve and improve the education quality assurance mechanism in practice.

## **4. Practice Drives Expected Results**

Through the implementation of this project, graduates of relevant majors can master solid professional knowledge, be willing to

endure hardships, learn humbly, and have strong practical skills and adaptability to work positions. Employers will be more satisfied with the professional abilities, job adaptability, and professional ethics of fresh graduates. Based on "project", an "information technology" course has been constructed based on "project process", which enhances the integration of the course, the comprehensiveness and practicality of knowledge, and promotes the development of "school enterprise cooperation" and "order based" training.

On this basis, further improvements have been made to the "practical training base", "teaching team", "curriculum system", and "quality assurance" projects of the "combination of engineering and learning", which will play a certain demonstration role for other professional groups in our school. On this basis, it has further improved its social service capabilities, cultivated a group of high-quality technical and skilled talents for the country, provided strong guarantees for the development of local enterprises, and thus promoted the development of China's region.

## 5. Conclusion

From the cognitive perspective, psycholinguistics is a frontier science that has developed very fast in recent years. Although its development is still very short, from its development, their research results are very rich, and many theories have been applied to different fields. In view of this, the article focuses on analyzing the principles of combining psychology with language in reading. On this basis, relevant theories of psychology were applied to study the teaching of reading courses. Transplanting its central concept into the teaching of reading courses in universities, making it a new educational method, is both practical in theory and practical. Adapt to the current teaching situation. This model can play a positive role in improving the quality and efficiency of education.

## References

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