

## Penetration Analysis of Cognitive Psychology in College English Teaching

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**Abstract:** With the coming of the tide of education reform, more and more teachers begin to pay attention to students' autonomy. From the perspective of cognitive psychology, the attention to students' autonomy needs to deeply understand their psychological state and learning state, so that teachers can better play their "guidance" and "assistance" role, make students move towards Autonomous English learning, form good habits of reading and writing, and consciously improve and strengthen their English ability. In view of this, based on the perspective of cognitive psychology, the author defines the concept of cognitive psychology, and discusses the strategies of cognitive psychology in College English teaching.

**Key words:** College English; Cognitive psychology; Penetration strategy

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### 1 Introduction

In the new socio-economic and cultural environment, new changes have taken place in the means and forms of English language learning, and College English is also undergoing continuous reform and practice. At present, many teachers have brought advanced means and rich curriculum resources into classroom activities, injecting life and vitality into language teaching. In order to further open up students' thinking and strengthen their self-study awareness, teachers should integrate cognitive psychology into all aspects of teaching activities on the basis of analysis and research, stimulate students' inner

learning enthusiasm for English language, change the phenomenon of rote learning in the past, form a "happy learning" atmosphere in English classroom, and improve students' learning effect.

### 2 The definition of cognitive psychology

In J. Anderson's view, knowledge is the information and content acquired by individuals in a specific environment. Different from other educational theories, cognitive psychology focuses on the behaviors of teachers and students in teaching and learning. Teachers should have a precise control over students' learning psychology, and the teaching activities based on it are easier to teach students in accordance with their aptitude. For students who lack interest in English learning, teachers should be good at paying attention to and analyzing the reasons in classroom activities, so as to better optimize and adjust teaching methods. Ausubel puts forward the theory of "cognitive assimilation" around cognitive psychology, which judges the process of learning as meaningful, and the prerequisite to truly embody its significance is to establish the connection between new knowledge and mastered knowledge. The ability of students to receive new information is mainly affected by their existing cognitive structure. Under the interaction of new and old knowledge, the two can be assimilated, which can activate the learning significance of new knowledge. Based on the above research content, the author thinks that on the basis of paying attention to the students' learning situation and cognitive situation, we should try to let the students carry out autonomous cognition in English learning, so that they can apply English to practice in the process of constructing the connection with

new knowledge, so as to master the English learning method of systematic chemistry. In order to achieve this, teachers should communicate with students in multi-dimensional classroom interaction according to the theory of cognitive psychology, and become the guide and assistant of students' cognitive knowledge and knowledge structure construction.

### **3 The penetration of cognitive psychology in College English Teaching**

#### **3.1 Changing students' learning concept and cultivate positive quality**

From the perspective of cognitive psychology, human consciousness is purposeful and externalized into subjective initiative with the change of age. Therefore, when explaining new knowledge content, teachers should set up driving tasks to let students from passive participation to active learning. English teachers need to focus on knowledge and learners, pay more attention to the stimulation of students' internal drive, make them keep positive emotions in learning activities, and improve their participation in English classroom teaching. In this way, students' time of focusing on learning will be extended, so as to enhance their problem-solving ability. Therefore, teachers should grasp the cognitive characteristics of students, strengthen their autonomous learning concept by adopting strategies, and make them actively give feedback in the classroom, so as to form an interactive and generative English ecological classroom. In English teaching practice, it often involves relatively scattered knowledge content, which requires teachers to guide students to carry out autonomous cognition, information processing and internalize into their own knowledge structure system. In order to better help students form this ability, teachers should flexibly set up English homework, so that students can find problems and try to solve them at the same time, stimulate them to consciously complete the discovery and application of knowledge, so as to cultivate their positive learning quality and critical thinking. In addition, the textbook content is often authentic English learning content, its learning difficulty and depth is larger, it will bring some challenges to students. At this time, teachers should encourage students to maintain their enthusiasm for independent cognition and good learning state, avoid participating in learning activities because of

temporary interest, and urge them to adhere to the realization of learning objectives.

#### **3.2 Building a harmonious relationship between teachers and students, pay attention to learning needs**

Starting from the nature of English curriculum, both teachers and students are easy to fall into the traditional classroom teaching form. Therefore, teachers should take the initiative to create a democratic, free and equal classroom atmosphere, and form a teaching concept of equal cooperation with students by approaching students more and paying attention to students' cognitive psychology. At the same time, teachers should pay attention to students' experience in the classroom, so that they can feel the happiness and achievement brought by cognition and internalized knowledge in the harmonious classroom learning. Moreover, teachers should pay proper attention to correct students' mistakes in the way of reminding or prompting, rather than directly criticizing, so as to provide a harmonious environment for students' cognitive knowledge. In cognitive psychology, knowledge learning emphasizes the subjective understanding of knowledge. Therefore, when explaining the basic content of English, teachers should give students enough exploration time to guide them to construct knowledge according to their own cognitive needs. In this process, according to the needs of students, teachers can introduce modern technical means, such as rain class, MOOC, etc., so that English class is no longer limited to the traditional classroom form, so that more students can extend English learning to extracurricular, such as online and offline English teaching activities through Wechat or other platforms, so that students' cognition of English knowledge can break through time and space Limit, more freedom to complete learning tasks.

#### **3.3 Introducing rich teaching resources and carry out diversified activities**

For students, part of English teaching content often contains profound philosophy, it is difficult to practice their own experience with English learning content. At this time, the teacher should select the content close to the students' reality, and let the students think and discuss with examples. In the selection of examples, teachers can create new social hot spots or contents, enrich English teaching resources,

and also use hot spots as translation, reading or listening materials to help students get familiar with the knowledge in class. At the same time, teachers should carry out diversified English practice activities according to the actual development needs of students, so that students can participate and display in the form of completing tasks. For example, for teaching materials or related curriculum resources, teachers can set up performance scenarios related to the article to guide students to show freely and enhance their language application ability. According to the current needs of students, we can also import classic English movie clips, organize everyone to participate in English Series games, so that students can get more vocabulary and analyze more English sentence structure, so as to improve their English learning level. Based on the introduction of rich resources in class and the development of activities, teachers can record and produce micro class resources in combination with the teaching content in class, and integrate the key points and difficulties into them for students to consolidate after class, so that English teaching can cover students with different English proficiency and understanding ability. After class, teachers can provide students with personalized guidance, in-depth understanding of their English level, think of recommending English books, such as the economist. In addition, teachers can push English listening materials and reading information to students with the help of network communication platform, so that students can take English learning into their life, stimulate their enthusiasm for active learning, and make them master new English learning styles and methods.

### **3.4 Paying attention to students' individual differences and giving objective evaluation**

The influencing factors of students' English learning effect include teaching strategies, individual differences and cognitive styles. If teachers ignore students' physical and mental differences and only focus on students' intelligence level, it is difficult to help students improve their comprehensive quality. In view of this, teachers should adhere to the principle of differentiated teaching, pay attention to the differences between different students in cognition and understanding, and ensure that the course teaching activities meet the cognitive needs of students. In the specific teaching practice,

teachers should guide students to practice dialogue and translation independently, perceive English learning content through practical expression and application, make them analyze, summarize and plan in perception, make them understand the law of language learning in dialogue and practice, enhance their understanding of language content structure, and promote them to form strong language application ability. At the same time, scientific and objective evaluation is an important link to maintain students' learning motivation. Under the traditional evaluation mechanism, the evaluation of students' performance is limited to classroom attendance, final examination and other aspects. Although it can involve process assessment, it is difficult to pay attention to the improvement of students' cognitive ability, which makes the evaluation limited to final results. In this way, it is easy to make students only pay attention to the test content in class, pay little attention to the practical use of English language ability, and master the English knowledge instantaneous memory, which is difficult to meet the needs of long-term memory of English learning. In view of this, teachers can include students' performance in class and consolidation after class into the scope of cognitive evaluation, and reasonably arrange course assignments, regular quizzes, chapter assignments and final exam scores. In this way, students can timely pay attention to their own learning situation in the long-term English learning, so that they can focus on the participation of usual learning activities under the scientific evaluation system, and form good learning habits.

## **4 Conclusion**

In conclusion, the penetration of cognitive psychology in English teaching activities plays an important role, which can not only ensure the formation of good emotional communication and dialogue between teachers and students, but also make students pay attention to the cognitive needs of students with different English levels. From the perspective of cognitive psychology, teachers should do a good job in psychological coordination with students, mainly focusing on emotional coordination with students in teaching practice. In English teaching activities, teachers should not limit their teaching to the transfer of knowledge, but pay more attention to the psychological communication with students, so

that they can consciously and autonomously learn. At the same time, teachers should create opportunities for students' cognitive knowledge by changing students' ideas, building a harmonious relationship between teachers and students, introducing English curriculum resources, objectively evaluating students' performance, etc., and inspire students' cognitive thinking with multiple activities, so as to improve their language learning ability and form good English learning habits in the "happy learning" English environment.

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