

The Application of Psychological Induction in Public English Teaching of Physical Education in Universities

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Abstract

Objective: In order to study the application of psychological induction in public English teaching of physical education in universities, this study focuses students in sports schools. **Methods:** This is a related study on the problems and countermeasures in the current situation of English learning among students in sports colleges. The factors that affect the success or failure of learning are multifaceted, with students being the primary factor. Student factors include both intellectual and non-intellectual factors. The former is more complex because college English is a public compulsory course with a large number of students, and there is a significant intellectual gap in learning foreign languages. Despite this, we still need to teach students according to their aptitude as much as possible, divide them into different learning groups or levels through scientific intelligence tests and assessments, and organize targeted teaching, rather than adopting a unified teaching model. The survey on the current situation of public English learning among students in sports colleges mainly involves non-intellectual factors of students, including learning environment, conditions, foundation, motivation, needs, concepts, attitudes, habits, strategies, difficulties, and goals. From the principles of education, we should fully consider the factors of students themselves, who are the recipients of teaching behavior or activities. At the same time, we should also consider the factors of schools and teachers, such as the requirements for students, the standards set, and whether the courses and conditions provided to students meet the needs of market talents and students. To solve these problems that arise during the learning process, efforts from all aspects, especially the participation of English teachers, are needed. **Results:** There are many problems in the public English learning of sports college students, mainly reflected in their lack of interest in English learning and their intrinsic motivation as the main driving force; Through the analysis of the selection of learning content, application of learning methods, arrangement of extracurricular life, understanding of teaching plans, and establishment of learning plans, it is reflected that students in sports colleges have weak self-directed learning ability, low self-control ability, insufficient learning consciousness, poor learning content, relatively single learning strategies, insufficient diversity of learning paths, and relatively passive learning attitudes; The classroom atmosphere is relatively dull, with most students having poor initiative and persistence in learning English, and rarely reflecting on their own learning situation; The learning effect is not ideal, and the improvement in English practical application ability is not significant. There are also varying degrees of problems in English teaching materials, teaching methods, teaching methods, and teaching evaluation. Based on the current situation of teaching and learning public English courses in sports colleges, strategies and suggestions have been proposed to revise and improve the teaching syllabus, adjust English teaching content, improve English teaching methods, improve the English teaching system, and implement graded teaching to solve the problems. **Conclusion:** It aims to provide reference opinions for the majority of Physical Education vocational English teachers on how to improve students' interest in English learning.

Keywords: Psychological Induction, Physical Education in Universities, Public English Teaching, Application.

Introduction

The teaching target of public English is vocational and technical college students, who are mostly selected to study in vocational and technical colleges with lower scores due to poor high school English grades or lack of a good learning attitude. These students have a poor foundation and a serious lack of foundation. On the other hand, in high school, English is the main subject, and facing the pressure of the college entrance examination, students

must actively learn. However, when entering university, although English is a compulsory course, as a public course, students' energy is mainly focused on professional courses (Zhang, 2021). The pressure on English suddenly relaxes, and some even give up English, believing that as long as they review quickly before the exam and pass, it is enough, bringing considerable difficulties to public English teaching. In terms of teaching, public English teaching mainly relies on blackboards, chalk, textbooks, and the teacher's open mouth, often speaking in one fell

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swoop. In addition, teachers have certain misconceptions about teaching: emphasizing cognition while neglecting emotions. The author believes that students are as eager for knowledge as they were in their student days. In teaching, they often spend most of their time explaining basic English knowledge, and teachers will gain a sense of achievement from their clear and organized teaching. The teacher worked hard throughout the class, but the students were not interested at all, as if they were unrelated to each other. The classroom atmosphere was very dull, and the expected teaching effect was not achieved. Moreover, the public course of English is usually taught in large classes, and even in several classes and classes, this also creates obstacles for timely communication and communication between teachers and students. With the development of educational psychology, a typical view is that teaching should be student centered. Students exist as individuals with unique cognition and emotions. When teaching learners as individuals with their own characteristics and specific needs, teaching and learning outcomes are optimal. Subsequently, Krashen's famous affective filtering hypothesis proposed that in second language acquisition, psychological barriers hinder learners from fully utilizing comprehensible input. The psychological barrier here refers to the emotional barrier caused by emotional factors, namely negative emotions. In teaching, helping students overcome negative emotions and establish positive ones can ensure smooth teaching and double the effectiveness. In language teaching, emotion refers to the emotions, feelings, emotions, attitudes, etc. of learners during the learning process. The main emotional factors that affect learning are interest, attitude, motivation, self-confidence, and anxiety. Learning motivation refers to an internal process or psychological state that triggers students' learning activities, maintains them, and directs them towards a certain goal. Divided into internal motivations, including students' interest in learning and thirst for knowledge; External motivation can refer to the results brought about by learning, including rewards, avoiding punishment, pleasing the teacher, and so on. Without human emotions, there is never and cannot be a pursuit of truth. Students themselves do not have enthusiasm for English, but as teachers, they can improve their self-cultivation, cultivate personal charm, reform teaching methods, and other means to make students fall in love with teachers, and then love the house and Ukraine, stimulating interest in English classes. Furthermore, it is necessary to strengthen and maintain students' learning motivation, pay attention to the cultivation of students' self-confidence and the elimination of anxiety. During the teaching process, praise and encouragement are often used

to promptly acknowledge students' performance, help them establish a sense of achievement, and eliminate anxiety. The so-called emotional teaching refers to the teaching process in which teachers fully consider cognitive factors while fully exerting the positive role of emotional factors to improve teaching objectives and enhance teaching effectiveness. [Figure 1](#) shows the teaching mode of public English communication in vocational colleges ([Hao & CUI, 2022](#)).

Inducing college students to actively learn, stimulating their learning motivation, improving their learning attitude, and enhancing learning effectiveness has always been one of the important tasks in talent cultivation and promoting student development. In teaching, psychological guidance is usually used to represent suggestive, motivational, communicative, purposeful, autonomous, and interesting aspects. The purpose is to guide students to develop towards predetermined teaching goals, improve their self-learning ability, enhance students' interest in exploring natural laws, and enhance the effectiveness of teaching and learning through psychological guidance. In education and teaching, similar induced behaviors have been consciously or unconsciously used by most teachers. Such behaviors as school evaluation of "three good students", setting learning standards, and promoting exemplary and leading roles are all inducing behaviors. Psychological induction refers to the behavior of the inducer to effectively utilize the incentives of motivation, establish a target direction based on the intrinsic needs of motivation, and awaken the motivation of the induced person. Among them, motivation refers to the directional thinking path or idea that drives a specific behavior caused by the interaction between internal demand conditions and external incentive conditions. Maslow believes that motivation is composed of needs and incentives. The most basic needs of a person are physiology, security, belonging, love, respect, cognition, aesthetics, and self-actualization, gradually increasing from lower to higher levels. The lower the level of intrinsic needs of motivation, the stronger the intrinsic driving force of representation, the easier it is to stimulate or awaken, and once its intrinsic needs are met, it will enter a dormant state and not be easily awakened. The motivation of students' learning refers to the thinking activities that trigger and maintain their learning behavior and can drive students to point towards academic goals. Composed of the internal needs of learning and the external incentives that motivate students to learn. The role of learning motivation stems from students' demand for knowledge. By acquiring relevant knowledge and balancing internal knowledge structure deficiencies, students can acquire

necessary survival and development abilities. Among them, the activation of motivation is the basic characteristic of motivation. As early as 1979, Ovemeyer and Laurie confirmed the role of triggers in activating arousal through stimulation (S), mediation (M), and response (R) experiments. In short, triggers are information carriers related to motivation, which can stimulate changes in emotions, predictability, and continuity of thinking in the induced person, serving as an energy enhancer and generator.

The 21st century is an era full of competition and challenges, and the focus of competition is the competition for talents, especially high-quality and first-class talents. The competition for talent is actually a competition for human qualities, and human qualities depend on education. No matter how the functions and structure of universities change, no matter how knowledge dissemination methods, classroom forms, and the concepts, roles, and positions of teachers and students change, cultivating high-quality sports talents is a characteristic task of sports colleges. The completion of this characteristic task is influenced and constrained by various factors, but no matter how complex and diverse the factors are, they ultimately affect students' learning behavior and determine the completion status of this characteristic task in sports colleges. English courses, as a public compulsory course in current sports colleges, are also an important component of their characteristic tasks. Therefore, discovering, analyzing, and solving the problems faced by students in sports colleges in learning public English in universities is not only related to personal growth, but also to the future and destiny of China's sports industry; Not only does it contribute to the comprehensive and healthy growth of students, but it is also related to the formation of a good academic, teaching, and school atmosphere in sports colleges. On the basis of interdisciplinary research in education, psychology, English teaching methods, and other fields, the author grasps the current situation of English learning among students in sports colleges and universities based on the main links of students' learning behavior, abstracts the main characteristics and problems, and analyzes their reasons, then, based on its main characteristics and problems, propose the main methods for controlling and cultivating students to learn English well in the current stage, and conduct theoretical and empirical analysis of the proposed methods, in order to provide a basis for sports colleges to formulate educational policies, management measures, and reforms, in order to improve teaching and student work in sports colleges, improve its scientific and holistic nature, and enable sports students to better adapt

to the trend of social development, gain an advantage in future talent competition.

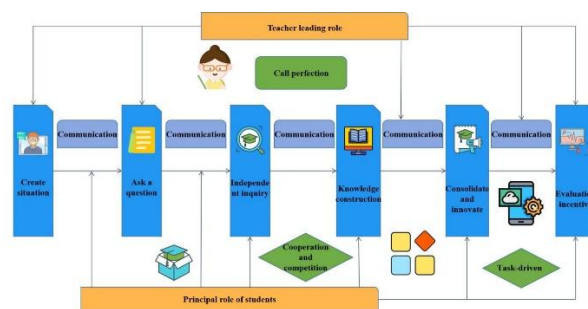


Figure 1: Public English Communication Teaching Model in Vocational Colleges.

This study focuses on students from sports colleges and universities and compares them with ordinary college students in terms of learning atmosphere, learning interest, learning motivation, learning foundation, learning habits, learning ability, learning autonomy, learning strategies, and methods by understanding the current situation of their public English learning in universities. It summarizes the characteristics of sports college students and the difficulties, gaps, and particularities in English learning, further analyze the internal and external factors that lead to this situation, then seek effective ways and countermeasures to solve the problem and propose some ideas and suggestions for the current English curriculum reform in sports colleges. This study adopts methods such as literature review, questionnaire survey, interview, and observation. Collect as much information as possible on English education theory and English curriculum development, focus on analyzing the current situation of English learning among students in sports colleges and conducting empirical research, cooperate with classroom teaching practice observation and interviews with English teachers in some sports colleges, and conduct in-depth research on the reasons for the problems and teaching strategies. In terms of technical means, computers are mainly used for information retrieval, concentrated in various academic journal networks, paper databases, professional databases, etc., and manual retrieval is also used.

Literature Review

According to the data, college English teaching research has theoretically studied the application of various teaching theories in college English teaching, such as the influence and enlightenment of Theory of multiple intelligences, Evaluation Theory, Cognitive Strategies, Second Language Acquisition Theory, Speech act, etc. on English teaching. At the practical level, an analysis and

summary have been conducted on the problems and confusion encountered in English teaching, as well as the use of English teaching methods, in order to guide and assist teaching practice and promote the effectiveness of college English teaching.

English is the universal language, although other languages may have more users. English is widely used around the world, and everyone wants to learn it. The use of multimedia laboratories to teach English to non-native speakers is very popular worldwide. This means that researchers must conduct research on the effectiveness of multimedia laboratory teaching in Myanmar English. Thane, S, and his team observed two schools in Kyauk, Myanmar: MKL Private High School conducted computer testing through multimedia laboratory teaching, and First Public High School conducted paper testing through traditional teaching. They attend classes two days a week and set different dates for appointments with each school. The researchers observed that both teachers prepared and trained 40 fifth grade students (20 students from each school) they selected to be familiar with Skill testing question, which will be extracted from the daily courses and activities they have taught and studied so far (Thane, 2021). As a populous and educational powerhouse, the importance of education is self-evident. Especially in recent years, with the deepening of Education reform and quality education, the demand of society for applied skilled talents is increasing, which has greatly promoted the development of higher vocational education. The main goal of higher vocational education is to cultivate students with professional skills and abilities, and the quality and employment rate of students are important standards for measuring the quality of higher vocational education. For vocational English, it has strong applicability. Therefore, it is necessary to construct a scientific and reasonable teaching model based on professional abilities, which can effectively cultivate students' practical abilities and promote the effectiveness of classroom teaching (Hu & Su, 2021).

Throughout the research on English education in recent years, there are not many monographs and papers analyzing the current situation of students in a certain major in English learning and proposing corresponding teaching strategies, especially for students majoring in physical education. In addition, there are also many studies on the teaching status of physical education institutions, but the vast majority of them focus on topics related to physical education curriculum and professional training, and there are few studies related to public English teaching and learning. In view of this, this study attempts to take students from sports colleges as the research object. Through questionnaire surveys and interviews, we aim to understand the basic situation of

English learning among students majoring in sports in universities. Based on the learning characteristics of sports students, we analyze the difficulties and problems that exist and analyze and discuss them. We propose improvement suggestions and teaching strategies to promote English learning among sports students and improve the quality of college English teaching, provide reference for promoting the reform of college English teaching.

Methodology

Research Objects and Methods

The author focuses on students in sports colleges and universities, and by understanding the current situation of their public English learning in universities, compares them with ordinary college students in terms of learning atmosphere, learning interest, learning motivation, learning foundation, learning habits, learning ability, learning autonomy, learning strategies, and methods, and summarizes the characteristics of sports college students and the difficulties, gaps, and particularities in English learning. The author conducted research using methods such as literature review, questionnaire survey, interview, and observation. Collect as much information as possible on English education theory and English curriculum development, focus on analyzing the current situation of English learning among students in sports colleges and conducting empirical research, cooperate with classroom teaching practice observation and interviews with English teachers in some sports colleges, and conduct in-depth research on the reasons for the problems and teaching strategies. In terms of technical means, computers are mainly used for information retrieval, concentrated in various academic journal networks, paper databases, professional databases, etc., and manual retrieval is also used (Jamil & Llera, 2021).

Survey Design

Survey purpose: The main purpose of this survey is to understand the English learning situation of students in sports colleges: (1) Learning atmosphere and language learning environment; (2) Learning interest and motivation; (3) Concept and attitude towards English learning.

Survey subjects: The survey subjects are 500 undergraduate students from non-English majors in the 2020 and 2021 Basic Theory Department, Sports Social Science Department, Sports Department, and Ethnic Traditional Sports Department of A City Sports College, covering most majors in sports colleges; In addition, the same questionnaire survey was also conducted among 100 undergraduate students majoring in physical education in Grade 2020 in the School of Physical Education of Qufu Normal University and 200

undergraduate students majoring in non-English and non-physical education in Qufu Normal University, so the survey objects are representative and comparable. A questionnaire survey and interviews were also conducted on 20 university public English teachers teaching at A City Sports College. However, due to various factors such as my time and work, the scope of this survey has not been further expanded and is only limited to the surrounding two sports colleges, resulting in a lack of universality of the survey results and more or less affecting its breadth and depth.

Survey tools and forms: This survey mainly adopts two forms: questionnaire and interview. The questionnaire is in the form of multiple Multiple-choice questions. According to the author's own teaching experience and the actual situation of students, we have compiled the Student Questionnaire on the Current Situation of College Public English Learning of Students in Physical Education Institutions and the Teacher Questionnaire on the Current Situation of College Public English Teaching of Students in Physical Education Institutions. The student questionnaire consists of three parts. The first part is about the basic situation of the students, while the second and third parts use a combination of closed and open questionnaires, among them, there are 30 closed questionnaire survey projects and 1 open questionnaire survey project. In closed questionnaire survey projects, there are both single choice questions and multiple-choice questions. In an open questionnaire survey project, allow the surveyed students to freely answer. The structure of the teacher questionnaire is

the same as that of the student questionnaire, which is divided into three parts. The first part is about the basic situation of the teacher, the second part is a closed questionnaire with 30 survey items, and the third part is an open questionnaire survey that involves two questions. The interview drew up an outline based on the questionnaire and randomly selected 20 students for discussion and exchange. The author arranged for students to fill out the questionnaire within 30 minutes. Prior to this, in order to eliminate students' psychological barriers and ensure the objectivity and accuracy of the survey results, the author specifically emphasized to the students: This survey is not related to the evaluation of students' grades but aims to help teachers understand the situation and further improve teaching. Require students to fill out the questionnaire truthfully and anonymously. A total of 800 student questionnaires were distributed, 778 of which were recovered (486 from Shandong Institute of Physical Education and 292 from Qufu Normal University), with a recovery rate of 97.3%, 778 valid questionnaires and an effective rate of 100%. Distribute 20 teacher questionnaires, collect 20, with a recovery rate of 100%. Provide 20 valid questionnaires with an effective rate of 100%. After the survey, conduct a simple data analysis based on the data statistics of each item (White et al., 2022).

Investigate Student Situation

Basic information of surveyed students in sports colleges and universities

Table 1

Basic Situation of Surveyed Students in Sports Colleges and Universities

	character		grade		Metaphor level before enrollment			Current English proficiency		
	male	female	Level 20	Level 21	middle school	sports school	high school	Not graded	level Four	Level 6
Number of people	462	124	360	226	107	159	320	497	89	0
proportion	79%	21%	61%	39%	18.3%	27.1%	54.6%	85%	15%	0

The survey shows that the proportion of male students in sports colleges is much higher than that of female students. On the one hand, it is limited by certain sports requirements, and on the other hand, it is because male students are more passionate and interested in sports and hope to pursue careers related to sports in the future. Research has shown that men's ability to learn language is often weaker than women's. From Table 1, it can also be seen that the source of students in sports colleges is relatively complex. A considerable portion of students in sports and traditional ethnic sports departments come

from sports schools, vocational schools, and even junior high school graduates, while high school graduates only account for 54.6% of the source of students, this current situation has led to uneven English proficiency among students in sports colleges, which has brought great difficulty to English teaching. Due to the fact that sports colleges do not require graduates to meet the requirements of College English Test Band 4, only 15% of students have passed the test (Yin, 2021).

The English admission scores of the surveyed students, As shown in Table 2.

Table 2*English Entrance Scores*

School	Sports Colleges and Universities		Common Institutions	
	Number of people	proportion (%)	Number of people	proportion (%)
Options and Results				
Above 90 points	76	13%	90	46.8%
80-90 points	123	21%	46	24%
70-80 points	105	17.94%	30	15.6%
60-70 points	187	31.9%	12	6.3%
Below 60 points	95	16.2%	14	7.3%

The survey shows that students from sports colleges generally have a low level of English proficiency when they enter, with an average score of 65.2 points. Among them, only 13% have a score of 90 or above, and the majority of students' English scores are below the passing line (with a full score of 150 in the college entrance examination, and a score of 90 being a pass). In order to improve students' English learning level, it is not only necessary to study

appropriate teaching concepts and methods, but also to study the learners themselves.

Results and Analysis

English learning atmosphere and classroom atmosphere, as shown in [Table 3,4](#).

Learning interest and motivation, as shown in [Table 5,6](#).

Table 3*English Atmosphere and Language Learning Environment*

School	Sports Colleges and Universities		Common Institutions	
	Number of people	proportion (%)	Number of people	proportion (%)
Options and Results				
The atmosphere is strong, and English is often used outside of class	33	5.6%	65	33.9%
The atmosphere is ordinary, and sometimes English is used in class	138	23.6%	97	50.5%
Except for listening to the teacher speak English in class, I hardly use English	415	70.8%	30	15.6%

Table 4*English Class Atmosphere*

School	Sports Colleges and Universities		Common Institutions	
	Number of people	proportion (%)	Number of people	proportion (%)
Options and Results				
be very active	99	16.9%	37	19.2%
Relatively active	235	40.1%	108	56.3%
Relatively dull	252	43%	47	24.5%

Table 5*Degree of Interest in English Learning*

School	Sports Colleges and Universities		Common Institutions	
	Number of people	proportion (%)	Number of people	proportion (%)
Options and Results				
Very interested	66	11.3%	36	18.8%
More interested	167	28.5%	71	37%
Not interested	268	45.7%	59	30.7%
Feeling bored	85	14.5%	26	13.5%

Table 6

Main Motivations for Learning English

School Options and Results	Sports Colleges and Universities		Common Institutions	
	Number of people	proportion (%)	Number of people	proportion (%)
Personal interests	48	8.2%	29	15.1%
CET-4 and CET-6	111	19%	77	40.1%
Taking the postgraduate entrance examination	57	9.7%	41	21.4%
School requirements	241	41.1%	10	5.2%
Job hunting and going abroad	129	22%	35	18.2%

English Learning Concepts and Attitudes, as shown in Table 7,8.

Table 7

Main Activities of English Learning

School Options and Results	Sports Colleges and Universities		Common Institutions	
	Number of people	proportion (%)	Number of people	proportion (%)
Memorizing vocabulary, learning texts, doing exercises	404	69%	62	32.3%
outside reading	100	17%	70	36.5%
After class listening, speaking, and writing training	82	14%	60	31.2%

Table 8

Attitudes towards English Learning

School Options and Results	Sports Colleges and Universities		Common Institutions	
	Number of people	proportion (%)	Number of people	proportion (%)
Attaches great importance to active learning	126	21.5%	113	58.9%
Not very valued, had to learn	311	53.1%	56	29.1%
Not valuing and giving up on learning	149	25.4%	23	12%

The foundation of English is weak, and vocational college students themselves are students who have been screened for one, two, or even three books. Their English proficiency is relatively weak, with most students mastering around 1000 words, with the further expansion of the enrollment scale of vocational colleges and the further reduction of the enrollment threshold, the average English level of vocational college students has further declined, and some students do not even know 26 English alphabet. Weak interest in English learning: Vocational and technical college students generally lack interest in English, and some students believe that English is not closely related to their major, which is not helpful for

future employment. In addition, the difficulty of English learning itself causes students to fear difficulties, further weakening their interest in English learning. Sports students are restless and restless: English as a language discipline requires a lot of effort to improve their level, while vocational students in sports and business are generally the type who cannot sit down (Lee & Sim, 2021).

Psychological Induction Application

In response to the above issues, psychological induction methods can enhance the interest of sports vocational students in English learning. Psychological induction refers to the psychological method of using implicit and

indirect information to spread specific ideas and viewpoints and influencing the psychology and behavior of the other party. The basic methods for psychological induction of English learning for vocational students majoring in sports include goal motivation, psychological exchange, behavioral reinforcement, and balance regulation (Hong & Cho, 2021).

Goal based motivation method: Goals refer to the achievements or standards to be achieved. Goal motivation is the use of vision to stimulate students' motivation and behavior for positive and hard learning. Goal motivation is a very important motivational factor, as all conscious actions of a person are generated to achieve a certain goal. Establishing appropriate learning goals can stimulate students' learning motivation, promote their sense of responsibility in learning, and enhance their enthusiasm. The key to using goal motivation method is to scientifically set goals, fully consider students' learning situation, and set reasonable goals according to individual differences. Teachers of public English courses should inform students of clear and specific English learning goals during the first English class, such as requiring all students to pass the English application ability exam level B. After clear and specific goals are given, an effective goal promotion mechanism should be developed, continuously raising students' expectations for goals through information feedback, data statistics, and evaluation summaries, and continuously strengthening them (Singh & Singh, 2021).

Psychological exchange method: Psychological exchange is actually thinking through empathy. In public English learning, students can experience being teachers, arrange group students to prepare for lessons, and recommend the method of teaching in the classroom. Students should fully understand the teacher's responsibilities and work objectives, stimulate their learning interest and responsibility, and have a clearer understanding of learning objectives. Teachers can also change their roles and try to view the curriculum and understand students from their perspective. This will better understand students' needs and learning situations, adjust teaching methods, and choose appropriate teaching content (Cheng et al., 2022).

Behavioral reinforcement method: It refers to the directed control and influence of a certain behavior of a person. Including positive reinforcement and negative reinforcement. Positive reinforcement is the reward and affirmation given to recognized behavior, mainly praise and reward. Negative reinforcement is the negation of a certain behavior in order to eliminate it. Mainly criticism and punishment. We should use more positive reinforcement methods in English learning for vocational

college students majoring in sports and business. Through implicit language hints or public praise, we can enhance students' enthusiasm for English learning and establish their confidence in English learning. It is also possible to establish a model and give full recognition to positive behavior or performance in English learning, maximizing students' positive emotional experience in English learning, inspiring their enthusiasm for positive efforts and upward progress. For students who actively answer questions, have the courage to ask questions, and frequently respond in class, teachers should give timely recognition and appropriate rewards. Negative reinforcement methods are recommended to be used sparingly, but behaviors that significantly affect students' enthusiasm for English learning, such as sleeping in class, playing with mobile phones, making noise, and cheating, should be promptly curbed (Liu & Lipowski, 2021).

Conclusion

The main purpose of this survey is to understand the English learning situation of students in sports colleges: (1) Learning atmosphere and language learning environment; (2) Learning interest and motivation; (3) Concept and attitude towards English learning. The survey targets 500 undergraduate students from non-English majors in the 2020 and 2021 Basic Theory Department, Sports Social Science Department, Sports Department, and Ethnic Traditional Sports Department of A City Sports College, covering most majors in sports colleges; In addition, the same questionnaire survey was also conducted among 100 undergraduate students majoring in physical education in Qufu Normal University and 200 undergraduate students majoring in non-English and non-physical education in Qufu Normal University, therefore, the survey objects are representative and comparable. Research has found that there are problems with the learning of public English among students in sports vocational colleges and introduced the application of psychological induction in cultivating public learning in sports vocational colleges. I hope it can be helpful for the public English learning of sports vocational colleges.

Suggest

The 21st century is an era where quality wins. The standards for the quality of college English courses, teaching quality, and talent quality have been updated and changed with the transformation of educational concepts and functions, as well as the research and development of foreign language teaching related disciplines. For example, the teaching

philosophy of "people-oriented", the teaching principles of "student-centered" and "method led", the teaching methods of "communication oriented", and the teaching methods of "teacher-student interaction" and "multimedia and online teaching" have all become the evaluation criteria for the quality of modern foreign language education.

These new things need to be reflected in the process of public English teaching in sports colleges and universities. We need to constantly explore, summarize, and innovate in actual teaching work based on new situations and methods, effectively improve listening teaching, oral teaching, grammar teaching, reading teaching, writing teaching, and translation teaching, increase research on computer-aided teaching, optimize the English teaching process and teaching mode, Improve the comprehensive

English application abilities of sports major students in reading, writing, listening, speaking, and translating, ultimately comprehensively improving the quality of college English education and teaching, in order to adapt to the development of public English teaching in sports colleges, the development of China's society, and the needs of international exchanges.

Further research is needed to investigate the current situation of public English teaching in sports colleges and universities. The problems in teachers' teaching methods and students' learning strategies still need to be investigated and analyzed, in order to explore effective ways to promote the entire "teaching" and "learning" of college English, and to push college English teaching to a new level in the 21st century.

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