

Groups	Before experiment	After the experiment
Observation group	45.64±3.1	14.15±3.7
Control group	46.57±2.8	34.61±2.4
<i>t</i>	1.352	10.267
<i>P</i>	>0.05	<0.05

Conclusions: Psychological depression of college students refers to the emotional fluctuation and physiological changes of an individual when he is strongly influenced by the internal and external environment or hit by an unexpected event. If the influence or blow he is subjected to lasts too long, he will feel anxiety and tension, pain and anger, and even suffer from uncontrollable pain, mental breakdown and depression, which will gradually accumulate into anxiety syndrome or other psychological diseases. There was a significant positive correlation between stress and depression. If we can't control and deal with the common stress in life properly, it may lead to negative emotions such as depression, and even hinder the normal development of personality and behavior. Therefore, this paper puts forward that college counselors should carry out ideological education to college students with depression in order to improve their psychological quality. To promote the formation of personality, to take a positive way to deal with life and confront stress, can be more active to adapt to the university environment, can greatly improve the mental health of college students, and provide a new reference direction for promoting the good development of college students' psychological quality.

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THE IMPACT OF INTERNATIONAL CHINESE LANGUAGE EDUCATION ON COLLEGE STUDENTS' ANXIETY IN THE CONTEXT OF CULTURAL MARKET

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Background: The major of Chinese International Education is a special major of Chinese teaching designed to adapt to the strategy of Chinese international promotion and increasingly frequent international exchanges for non-native speakers of Chinese. The major of Chinese International Education is mainly for domestic and foreign cultural education, enterprises, foreign tourism and international economic and trade institutions, to cultivate proficient Chinese as a second language teaching skills and a solid foundation of Chinese international education language and culture, and strong Chinese-foreign language communication Ability, applied, compound, and international professionals who can engage in Chinese education, cultural management, press and publishing, foreign language translation, and related work related to cultural exchanges between China and foreign countries. Undergraduates majoring in International Chinese Language Education are a special class of learners. They are required to have a high level of Chinese language skills as well as solid knowledge of Chinese language and culture and teaching skills. Curriculum learning requires high Chinese proficiency and professional knowledge and skills, and it is also prone to anxiety. Anxiety refers to the emotional state of anxiety and fear formed by the individual due to the threat of inability to achieve the goal or the inability to overcome obstacles, frustrating their self-esteem and self-confidence, or increasing the sense of failure and guilt. For many foreign language learners, whether they can successfully master and use a foreign language, and then achieve the goal of using foreign language to achieve communication, is not just a question that is restricted by the foreign language teaching situation, it is also related to the psychological factors of foreign language learners. Among them, language anxiety is one of the main emotional variables that restrict foreign language learning.

Objective: In recent years, the internationalization trend of Chinese learning under the background of the cultural market has become more and more obvious. From the perspective of the evolution of international language learning trends, Chinese learning anxiety deserves more attention from researchers. For this reason, the influence of international Chinese education on the anxiety of college students under the background of the cultural market is studied, and the metacognitive education methods of international Chinese education under the background of the cultural market are proposed, which can provide a certain reference for reducing the learning anxiety of college students in this major.

Subjects and methods: A total of 400 questionnaires were issued and 375 valid questionnaires were

returned. The effective response rate was 93.75%. Among them, there are 205 boys and 195 girls, ranging in age from 17 to 24 years old (18.17 ± 1.21); including 236 first-year students and 164 second-year students. Randomly divide 400 students into an experimental group and a control group. The experimental group undergoes normal teaching for 3 months, with a total of 198 students. The control group conducts international Chinese education methods combined with metacognitive strategies under the background of the cultural market. There are 202 people in total, and the time is controlled for 3 months.

Study design: The self-made foreign language classroom anxiety scale and Burgoon's lack of communication willingness scale were used as the questionnaire test. There are 33 questions in the foreign language classroom anxiety scale, and the internal consistency coefficient is 0.921. The scale is evaluated according to a 5-level scoring method, from "very inconsistent" to "very consistent", and select the corresponding options to score 1 to 5 points in turn. The statistical results are based on the higher the score, the stronger the foreign language anxiety.

Methods: The test is conducted in a group, and the trained examiner will issue the scale and explain the precautions for filling in the scale. After the participant has completed the answer, the examiner will collect the scale on the spot. After recovery, SPSS17.0 statistical software was used for data analysis and processing.

Results: The anxiety of the experimental group and the control group were compared, and the results are shown in Table 1.

Table 1. Comparison of anxiety between the two groups before and after the experiment.

Group	Before and after the experiment	Psychological anxiety score
Experimental group	Before the experiment	4.53
	After the experiment	4.59
Control group	Before the experiment	4.65
	After the experiment	2.81

The anxiety of the students in the experimental group changed significantly before and after the experiment. It was found that after the experiment, the control group used the metacognitive method to teach the students in the group, which can effectively alleviate the psychological anxiety of the students in the group.

Conclusions: Knowing the distribution characteristics of students' anxiety in international Chinese education, we can analyze their learning psychology, so as to design teaching strategies to reduce anxiety and improve teaching effects. The general principle is to try to alleviate the anxiety of college students in areas with strong anxiety; while in areas with weak anxiety, actively create some learning opportunities. The first is to help students build the confidence to learn Chinese well. Students' lack of self-confidence is undoubtedly a major obstacle to teaching. In order to alleviate the anxiety of students in this regard, teachers should start from the following two points: First, try to let students know that every student has the same anxiety, and they also lack self-confidence in themselves, and think that others are stronger than themselves. This anxiety It is not only he himself that needs to face the problem; the second is that teachers should consciously and often encourage students' performance and progress without exaggeration, and show students that the teacher is satisfied or even appreciates his ability to learn Chinese, so as to enhance its confidence. At the same time, we should create more opportunities to combine teaching and language practice, so that students can communicate in Chinese more. In the classroom, teachers should be good at designing scenarios, divide students into groups of three or four to practice Chinese, and increase the opportunities for students to practice Chinese.

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THE MECHANISM OF THE ROLE OF CORPORATE LEADERSHIP MODELS ON EMPLOYEES' PSYCHOLOGICAL ANXIETY AND ANTI-PRODUCTIVE BEHAVIORS FROM A THREE-DIMENSIONAL PERSPECTIVE

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Background: Because the business environment is changeable and difficult to control, companies can only gain monopoly status through continuous innovation, while Chinese companies as a whole are seriously