

reasonable cognition in the face of frustration events, but the proportion of students with poor emotion control could not be ignored.

**Conclusions:** Although the contemporary art college students' entrepreneurial psychological pressure overall more optimistic, but cannot stand still, after all, to continue to improve and cannot ignore the unoptimistic part of the students. Therefore, it is necessary to study educational strategies to improve college students' knowledge and skills of coping with psychological pressure, to enhance their psychological quality and cultivate their good personality. This study believes that the students themselves, schools, parents and other aspects of comprehensive approach to the study of educational countermeasures.

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## INTERCULTURAL AWARENESS OF COLLEGE STUDENTS BASED ON HUMANISTIC PSYCHOLOGY

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**Background:** Humanistic psychology objects to the exclusion of human psychological phenomena from the mechanistic point of view and the study of human and animal behavior in isolation. Therefore, it is necessary to take the research of humanistic psychology as the language culture of human communication. Language and culture are inseparable. Language is a part of culture, and culture needs language to spread. Foreign language teaching is not only language teaching, but also cultural teaching. Language teaching cannot exist independently from culture teaching. Only through specific language practice can students improve their cross-cultural awareness and intercultural communicative competence. Cross-cultural awareness is the foundation of cross-cultural communicative competence and an important part of cross-cultural communicative competence. To improve students' intercultural communicative competence, we should first cultivate students' intercultural awareness. Cross-cultural awareness refers to the participants' sensitivity to cultural factors in cross-cultural communication. That is, the similarities and differences between different cultures and common culture sensitivity and in the use of foreign languages according to the target language culture to adjust their language understanding and language production consciousness. Cross-cultural awareness can be divided into four stages: In the first stage, learners only notice the superficial "cultural features" in the target language culture; In the second stage, learners can find the differences between the target culture and the native culture, and disagree with the target culture. The third stage, through learning and thinking, can understand and accept the target culture which is different from the mother tongue culture; The fourth stage is to reach the state of "cultural empathy". Learning can fully understand the target culture, and in the process of communication, can empathize, fully understand each other, to avoid cultural conflicts and embarrassing things.

**Objective:** Cross-cultural teaching is an important way for college English teaching to cultivate international talents. Cross-cultural teaching model can effectively improve students' cross-cultural competence, of which the most significant is cross-cultural awareness. Therefore, the cross-cultural awareness of college students based on humanistic psychology is proposed.

**Subjects and methods:** Selected 300 students from a school, distributed 300 questionnaires, recovered 286, the recovery rate was 95.3%, the effective questionnaire was 256, the effective rate was 89.5%. The questionnaires are all objective multiple-choice questions and are published online through the online questionnaire system. The contents of the questionnaire are summarized as follows: (1) Students' professional background; (2) Students' concept of professional vocabulary of "cross-cultural awareness"; (3) cross-cultural awareness self-test; (4) Failure experience in cross-cultural communication; (5) Increasing cross-cultural awareness and increasing the demand for cross-cultural communicative competence; (6) Views on whether the college English classroom can improve students' cross-cultural awareness; (7) Identification with classroom teaching methods; (8) The degree of demand for cross-cultural awareness.

**Results:** Statistical students' cross-cultural awareness of the status quo, the statistical results as shown in Table 1.

According to the survey of students' experience of intercultural communication failure and their need for intercultural awareness, nearly 75% of the students have experienced intercultural communication failure, while only 10% of the students will greet and chat when they see a foreign teacher, 43% of them will turn a blind eye to it, and 47% of them will choose to run away immediately. Fifty-seven percent said their failure was due to "a lack of cross-cultural awareness, but not knowing how to communicate properly, and another 30 percent blamed a lack of cross-cultural awareness." Nearly 48% of the students rated themselves

3, 25% 2, 20% 1, 7% 4, and none chose the 5-point option in the cross-cultural awareness self-test. In addition, 84% of the students think it is necessary to enhance their cross-cultural awareness and improve their cross-cultural communicative competence. At the level of cross-cultural awareness, 46% students want to understand the culture deeply, 40% students want to have a strong cross-cultural awareness, and can successfully communicate with people from different backgrounds, and 14% students want to basically understand the content of the dialogue.

**Table 1.** Results of intercultural awareness tests.

	Number of questions	Average value	Standard deviation
Nonverbal behavior	94	2.89	0.76
Linguistic behavior	125	2.81	0.65
Cross-cultural teaching cognition	37	2.83	0.74
Population	256	2.83	0.72

From the above survey results, most of the students participating in the experimental study are currently weak in cross-cultural awareness, and cannot communicate with foreigners smoothly and effectively. And many students because spoken language ability is not strong, cross-cultural awareness is weak, language expression ability is not high, and even many people take evasive attitude to foreigners. It is gratifying to note that most of the students surveyed are aware of the importance of cross-cultural awareness and have a high demand for it, with only a small number taking a basic level of attitude towards cross-cultural awareness.

**Conclusions:** Cultural teaching should be combined with language teaching, and we must not lose either. Language and culture are fully utilized in the teaching of cross-cultural English: China and China serve each other as ends and means. Since English language learning itself involves culture learning, English language learning is the means of culture learning, and culture learning and cross-cultural communication are the aims of English learning. On the other hand, cultural learning provides English language learning rich and colorful, real and fresh materials and environment, a large number of cultural materials into the English teaching materials and classes, not only make English learning interesting, but also ensure the training of English communication ability. Therefore, from the design and arrangement of English curriculum to the orderly development of classroom activities, language and culture teaching should always complement each other. In view of the different cognitive level and learning needs of students at different learning stages, the proportion of language and culture teaching can be adjusted moderately and moderately.

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## AN ANALYSIS OF THE INFLUENCE OF PHYSICAL EDUCATION ON MOLDING STUDENTS' PERSONALITY FROM THE PERSPECTIVE OF PSYCHOLOGY

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**Background:** The formation and development of personality are influenced by many factors. Researchers generally believe that personality is heredity, social culture, family environment and upbringing. School education and personal experience and many other factors interact with each other. At different stages of personality development, internal and external influences are different. Early family rearing style is the main impact, with the growth of individuals, school education, partner exchanges, personal experience and so on gradually occupies an important position. School education is the most important. One of the most important forms of school education is subject education. Any discipline education, when it only stays at the technical level, it is low-level immature. It has higher social significance and cultural value only when it enters into the spiritual level and affects the spirit and behavior of human beings. With the development of quality-oriented education, more and more attention has been paid to the cultivation of students' healthy personality and the infiltration of healthy personality and subject education. Physical education is an important part of school education. It integrates physical activities, psychological activities and emotional experience. It has rich and positive educational functions. It is an important means to cultivate and develop students' healthy personality. Physical education is unique to the education and influence of human body and mind, which cannot be replaced by other disciplines. The personality molding function of physical education is an old topic. Scholars from the way, role, strategy, efficiency and other aspects of a large