

**Subjects and methods:** Six criteria should be considered to evaluate the mental health level of college students: normal intelligence, emotional health, sound will, complete personality, correct self-evaluation and harmonious interpersonal relationship. A questionnaire survey was conducted on 300 students in a university. The forms of questions include open-ended and closed-ended questions, including factual questions, opinion questions, embarrassing questions and hypothetical questions. The survey found that a considerable number of students have varying degrees of self-cognitive impairment, which accounts for about 35% of the survey. Among many self-cognitive disorders, mainly include the bad psychological state of pride, inferiority and vanity. The 300 students were equally divided into experimental group and control group according to the questionnaire results. The same teacher was used. The experimental group and control group were used mental health professional knowledge communication and general communication respectively. In the process of communication, treat every student equally and actively solve students' problems. After the experiment, the mental state and psychological emotion of college students were counted, and then the students in the experimental group and the control group were investigated and analyzed by means of questionnaire, so as to get the effect of college students' self-cognitive impairment and the requirements of educators.

**Results:** The survey results use four grades 1-4 to quantify the influence values of specific factors. 1 means irrelevant, 2 means slight influence, 3 means extraordinary influence and 4 means special influence. In order to reduce the large error caused by personal subjectivity in the evaluation, the evaluation value of 300 people is adopted and taken as the average, and the results are rounded. The specific statistical table is shown in Table 1.

**Table 1.** Self-cognitive impairment of college students and its impact on the requirements of educators

Group	Intelligence	Emotion	Will	Personality	Self-evaluation	Interpersonal relationship
Experience group	1	4	4	3	3	4
Control group	1	2	2	2	1	2

**Conclusions:** Educators should actively participate in the solution of College Students' psychological problems and strive to create a good psychological environment for the solution of College Students' mental health problems. A good psychological environment will have a significant impact on the psychological behavior of college students. If a college student can easily get the support of educators, it will produce a positive psychological experience. Educators should look at today's college students from the perspective of development and change. The characteristics of college students in different times are different, and the evaluation standards should also be different. They should correctly understand the shortcomings and deficiencies of college students, and actively care for the mental health growth of college students. Adhere to the correct guidance of public opinion. A good atmosphere of public opinion can help college students improve their self-cultivation and taste and promote their mental health. Educational, cultural and scientific research institutes at all levels, news publishers and mass organizations should create good social public opinion for college students' mental health education. Social media should provide scientific information for college students, optimize the public opinion environment, put social benefits first, create a positive and scientific public opinion atmosphere, and create a good social living environment for college students. The media should make full use of their own advantages, give priority to encouragement and positive publicity, guide people with correct public opinion, and eliminate educators' prejudice and discrimination against college students. For example, we should report the deeds of advanced figures objectively and fairly, especially establish models and vigorously publicize the spirit of self-improvement of college students.

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## ON COGNITIVE OBSTACLES AND TEACHING COUNTERMEASURES IN PEKING OPERA TEACHING

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**Background:** Beijing opera has a history of more than 200 years since its birth. Since ancient times, the inheritance of Peking Opera has always been famous for its strictness. Many children who learn Peking Opera from an early age bear great pain. Since ancient times, there has been the saying "one minute on the stage,

ten years off the stage". Therefore, it can be imagined that learning Peking Opera is very difficult. So, what is the most important key to traditional teaching? In fact, it is the three points of "preciseness", "standardization" and "hardship". In short, the most important reason why Peking Opera can continue to this day is its rigorous and standardized attitude. Although traditional teaching is good and has been inherited for thousands of years, with the progress of the times, any art needs to keep pace with the times and constantly meet the tastes of the times. Therefore, Peking Opera teaching is the same and needs to be constantly reformed to innovate in order to meet the social needs of the new era. Cognitive impairment refers to an obstacle that cognitive activities cannot surpass. It is hidden in cognitive activities themselves and coexists with cognitive behavior at the same time. Introduced into educational research by G. Brousseau, a researcher of mathematics education in France, it now refers to some knowledge that learners already have. This knowledge is the basis of learning and understanding, but it contains incomplete or wrong components, which hinders the establishment and application of new knowledge. If we master and apply new knowledge correctly, we must clearly understand the differences between old and new knowledge. Learning is a learner's active cognitive process. Learners should interact new knowledge with the original cognitive structure in their mind, integrate new knowledge into the original cognitive structure, and adjust and broaden the process of the original cognitive structure. Therefore, the deficiencies and defects of students' original cognitive structure will produce various cognitive obstacles to the acquisition of new knowledge. Analyzing and exploring the cognitive obstacles of senior high school students in learning Peking Opera and taking corresponding countermeasures are important topics in Peking Opera teaching and research. Therefore, Peking Opera attracts and infects generations of audiences with its distinctive characteristics and unique charm. In the new era, in order to make primary school students like Beijing opera, be familiar with Beijing Opera and really understand Beijing opera, the key is that teachers should create a good classroom conducive to students entering Beijing opera. Teachers should find the combination of tradition and modernity, let them integrate, and construct a new classroom of Peking Opera teaching under the guidance of the concept of modern new curriculum music education.

**Objective:** Modern cognitive psychology believes that people's cognitive process is the process of processing the knowledge obtained from the outside world, so how to process it? To make students like Beijing opera, the key is that teachers should create a good classroom conducive to students entering Beijing opera. Teachers should find the combination of tradition and modernity, let them integrate, and construct a new classroom of Peking Opera teaching under the guidance of the concept of modern new curriculum music education. This study improves the teaching countermeasures from several aspects: telling stories and stories; have fun and interest; create atmosphere and creative environment; creative teaching design; the accompanying instruments have new ideas; etc.

**Subjects and methods:** Using stratified cluster random sampling method, 100 students majoring in Peking Opera were selected as the research object. They were randomly divided into experimental group and control group. There was no significant difference in average academic performance and learning habits between the two groups before the experiment. The same teacher was used to teach the content of the same Peking Opera class, and two different teaching modes were used. In the teaching process of the experimental group, the teachers applied the knowledge of cognitive psychology to carry out hierarchical teaching. the control group only carried out ordinary teaching, and recorded the whole course of the two classes. In the experimental group, it is required to adopt different methods according to students' different learning abilities, learning levels and psychology. According to students' different levels and the principles of capacity and acceptability, students are divided into three levels: good, medium and poor. Different teaching methods are adopted for students at different levels and different requirements are put forward. In classroom teaching, let the students with good grades do some difficult exercises to achieve the purpose of improvement. Let middle school students do confident exercises to protect their learning enthusiasm. Let the students with poor grades do some easier exercises to enhance their self-esteem and self-confidence. In this way, every student has the opportunity to practice Beijing opera. No matter whether students' grades are good or bad, they should be treated equally in class. In teaching, teachers should give priority to praise and encouragement, and should not hurt students' self-esteem in public. For some students with poor grades, after class, they should take different measures to give timely help and guidance with enthusiasm. Test the learning enthusiasm of the two groups of students.

**Results:** For the test results, the influence values of specific factors are quantified in three grades 1-3. 1 indicates general liking, 2 indicates very liking, and 3 indicates special liking. In order to reduce the large error caused by personal subjectivity in the evaluation, the evaluation values of 100 students are taken and averaged, and the results are determined by rounding. The specific statistical table is shown in Table 1.

**Conclusions:** Based on the cognitive barriers in Peking Opera teaching, the implementation of the corresponding new classroom countermeasures for Peking Opera teaching plays a significant role, and many Peking Opera lovers are attracted by this invisible charm. At the same time, it also promotes the vigorous development of Peking Opera.

**Table 1.** Students' preference for traditional music

Group	Before experiment	After the experiment
Experience group	1	3
Control group	1	2

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## ANALYSIS OF THE EFFECT OF SKILLED LANGUAGE COMMUNICATION ON STUDENTS' ANXIETY IN FOREIGN LANGUAGE TEACHING

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**Background:** Anxiety is a word that appears frequently in the field of psychology. Anxiety can generally refer to a vague and unpleasant emotional state, which is characterized by anxiety, fear, distress and uneasiness. Anxiety is different from fear, because anxiety often has no object, and fear has specific frightening objects, such as people or things. In learning theory, this term is used to refer to a secondary (or conditional) internal drive that drives people to make avoidance response. Anxiety arises from excessive and uncontrollable stimulation, which is caused by the accumulation of tension for a certain period of time. Anxiety is different from tension. It is the result of long-term inhibition. When tension accumulates in some people for a certain time and breaks through a critical point, anxiety arises. Anxiety not only has its conditions, but also a process. This process varies in length, varies from person to person and from matter to matter, and is restricted by various internal and external conditions or various factors. Generally speaking, when people are nervous about something, they will be repeatedly entangled by the factor and focus on the thing and make various imagination and assumptions. Once this degree of focus is continuously enhanced due to the failure of various strategies and breaks through the critical point, anxiety is formed. Anxiety is usually manifested in negative emotions such as self-doubt, anxiety and tension. Language anxiety is a unique and complex psychological phenomenon in language learning. Anxiety in language learning mainly refers to the fear or anxiety of learners when they need to express in a foreign language or a second language. There are many reasons for anxiety: Competition can lead to language learners' anxiety. When language learners compare themselves with their ideal self or others, they may feel anxiety. Classroom activities or teaching methods may also be the inducement of learners' anxiety. The interaction between teachers and students in class may lead to students' strong anxiety. Language tests can also trigger anxiety.

**Objective:** Oral English is not only a kind of thinking creation and social interaction, but also a kind of psychological cognitive activity. Due to various reasons, some college students often have varying degrees of anxiety in oral English learning. How to treat this problem objectively and realistically, find out the reasons, find skills and strive to overcome college students' anxiety in oral English learning is an important problem in oral English teaching.

**Subjects and methods:** 200 students in a school were selected to fill in the questionnaire survey. A total of 200 questionnaires were distributed and 185 were recovered, with a recovery rate of 92.5%. If more than one item in the recovered questionnaire is missed or all items are one answer, they will be eliminated as waste papers. Finally, 173 valid questionnaires will be recovered, and the effective rate of the questionnaire is 86.5%. The content of the questionnaire is mainly multiple-choice questions, supplemented by question-and-answer questions. It mainly involves how students view the importance of oral English, their confidence in oral English learning, what reasons affect their oral English expression, the proportion of actively answering questions in class, etc. SPSS 18.0 software was used to count the questionnaire survey results.

**Results:** According to the statistics on the causes of students' oral English learning anxiety, it is found that there are three main points: the psychology of shyness and fear of mistakes, the influence of cultural differences and the influence of language environment. The statistical data are shown in Table 1.

Due to the lack of cultural background knowledge, students worry about errors caused by improper oral English expression, which will also produce anxiety. In the questionnaire survey, 40% of the students thought that they did not know much about the thinking habits, expression methods and usages of English-speaking countries, so that they could not express freely like Chinese. Therefore, they were worried about being laughed at due to mistakes in cultural differences. It can be seen that anxiety, tension and lack of self-confidence directly affect their language learning effect.

In class, 78.3% of the students are unwilling to take the initiative to participate in classroom communication.