

on drug use, as well as enhancing the health promotion perspective, raising awareness of the health impact of drug abuse among students and mastering correct attitudes towards behaviors. The school feeding education is regarded as an effective way to cultivate students' "survival ability" and an important part of school health education to promote students' physical and mental health.

**Subjects and methods:** In the new thinking of learning health education in Japan under the background of cognitive psychology, the importance of school health was put forward. In this paper, the safe and rational use of drugs, school safety education and school nutrition education were investigated and analyzed.

**Study design:** Stratified cluster random sampling method was used to investigate 300 groups of different ages, different genders and different occupations. Random sampling of students, parents, teachers, 100 people each to carry out a questionnaire survey, a total of 300 questionnaires, 288 recovered, the number of effective copies 279.

**Methods of statistical analysis:** Using the Excel statistical cognitive psychology to study the health education in Japan.

**Results:** With the application of cognitive psychology, the implementation of school health fundamentally find an effective way to solve the physical and health problems of adolescents. School hygiene is related to students' health and study, and students are the future of the country and the nation, whose health and study affect the prosperity of the country. Therefore, school health education from the perspective of cognitive psychology is of great significance.

In this survey, the influence values of specific factors of grades 0-4 are used, indicating irrelevant, 1 indicating slight influence, 2 indicating ordinary influence, 3 indicating obvious influence, and 4 indicating sufficient influence, in order to reduce the great error caused by individual subjectivity in the evaluation. The results were determined by rounding the 300 social groups assessed and averaged, with the specific statistical table shown in Table 1.

**Table 1.** The role of new thinking in Japanese school health education from the perspective of cognitive psychology

Factor	Rational use of drugs	School safety education	School nutrition education
Student group	4	3	3
Parental group	4	4	3
Group of teachers	3	3	4

**Conclusions:** Health is the foundation of everything. Only hygiene can keep health. The curriculum system of health education in schools shall be further improved by combining it with the management of health care in schools, and the contents of such courses as life education, health education, safety education and nutrition education shall be added so as to urge students to acquire the necessary knowledge about health and safety, at the same time, improve students' thinking and judgment, and cultivate the basis for making them live a healthy and safe life.

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## THE INFLUENCE OF "INNOVATION AND ENTREPRENEURSHIP TRAINING PROGRAM" ON COLLEGE STUDENT'S INNOVATION QUALITY FROM THE PERSPECTIVE OF PSYCHOLOGY

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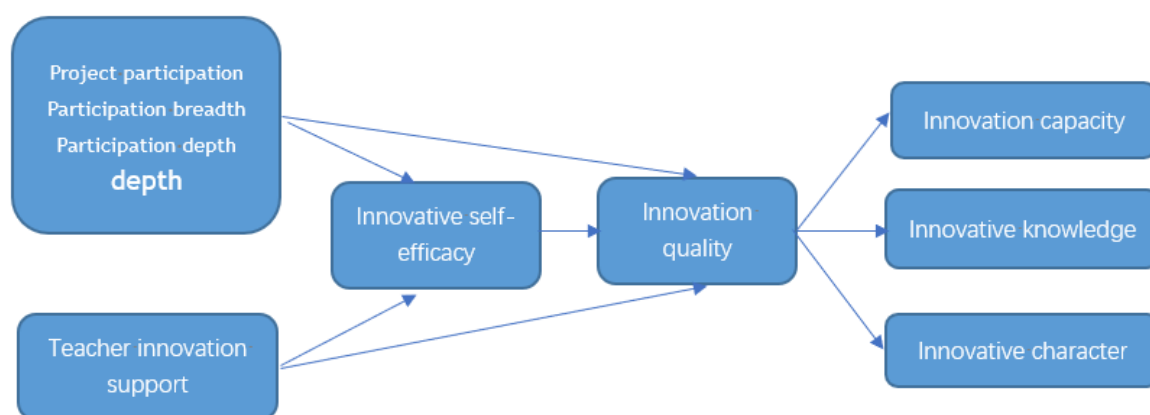
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**Background:** In recent years, the cultivation of college students' innovative quality has received more and more attention in undergraduate education, and comprehensive universities have begun to promote college students' scientific research projects. Colleges and universities also fully encouraged students to participate in Innovation and Entrepreneurship Training Program. The program had become an important and basic way to promote college students' participation in scientific research. From the perspective of management psychology, incentives could effectively promote the integration of personal qualities and overall goals. Therefore, Chinese universities fully encouraged students to participate in "Innovation and

Entrepreneurship Training Program”. However, in traditional education, the understanding of participation in Innovation and Entrepreneurship Training Program only stayed at the level of “project participation is better”. But in our current college student education, the status quo of college students’ actual participation and the impact of participation in Innovation and Entrepreneurship Training program on their innovation quality were a series of issues that were worthy of attention. Based on this, the article defined the related concepts of innovation quality, teacher innovation support, and innovation self-efficacy, focusing on the impact of participating in the innovation and entrepreneurship on the innovation quality of college students, and analyzed the reasons from the perspective of management psychology.

**Subjects and methods:** In July 2021, this article conducted a questionnaire survey of some domestic colleges and universities undergraduates, and randomly selected more than 200 college students to distribute the questionnaire. The survey was mainly to perform regression analysis on the relevant data obtained from the returned questionnaire, and analyzed the correlation between the variables and the intermediary effect.

**Study design:** The study adopted the questionnaire survey method. Before the questionnaire was formally distributed, a small-scale pre-investigation was conducted. After modification, the final version of the questionnaire was determined. A total of 225 questionnaires were distributed to college students, and 209 valid answer sheets were recovered. The scale used in the research consists of four parts: subject participation, innovation quality, innovative self-efficacy, and teacher innovation support. They were all adapted on the basis of mature scales at home and abroad, so they had good reliability and validity. Based on the existing research and the theme of this research, our article put forward seven related research hypotheses, such as “Innovation and entrepreneurship has a significant positive impact on college students’ innovative quality” and “Teacher’s innovation support has a significant positive impact on college students’ innovative quality”. Hypothesis the theoretical model is shown in Figure 1:



**Figure 1.**The theoretical model of the hypothesis of this research

**Methods of statistical analysis:** The study used SPSS and AMOS as data analysis tools. SPSS was used to perform descriptive statistics on the results of the questionnaire, analyzed the correlation between variables, and tested the mediation effect. The AMOS software mainly tested the reliability and validity of the questionnaire.

**Results:** Through questionnaire analysis, it was found that participation in Innovation and Entrepreneurship Training Program can significantly improve the innovation quality and sense of innovation self-efficacy of college students, which showed that participating in the program was indeed an important way to improve the innovation quality of college students. In addition, the depth of participation of Innovation and Entrepreneurship Training Program was better than the extent of participation in enhancing the innovation quality of college students. From a psychological point of view, the main reason was that the depth of participation reflected the degree to which a person voluntarily undertaxed the work. The deeper the participation, the more willing to take the initiative. The greater the degree of work undertaken, and the faster the improvement of the quality of innovation. On the other hand, research has found that teacher innovation support can significantly promote the improvement of students’ innovative quality. It was very important for the construction of students’ innovative quality and innovative self-efficacy, because teachers would pay more attention to students’ creative learning methods and provided students with creative learning information, and used their own experience and knowledge to provide support for students’ innovation, thereby promoting the construction of students’ sense of innovation and self-efficacy and improving their innovative qualities. In addition, the study also found that innovative self-efficacy could

play an intermediary role in the relationship between participation in Innovation and Entrepreneurship Training Program, teacher innovation support, and innovative quality. As a cognitive resource and psychological resource of individuals, innovative self-efficacy could affect individual behavior, and the results had a serious impact. So, for college students, innovation self-efficacy determined whether participating in the program has the ability to participate. The higher the sense of effectiveness, the more confident you would be able to complete the project, so you could actively accept the knowledge brought by Innovation and Entrepreneurship Training Program, actively provided new ideas, and better improved your innovation ability.

**Conclusion:** Through descriptive statistics on the results of the questionnaire, it was found that the depth of college students' participation in Innovation and Entrepreneurship Training Program needs to be improved. Secondly, through regression analyzed, it was found that the program participation and teacher innovation support had a significant positive impact on the innovation quality and innovation self-efficacy of college students, and the innovation self-efficacy played an intermediary role in the above process. Further research on the mediating role of innovative self-efficacy found that innovative self-efficacy only played a completely mediating role between the participation breadth of the program and the quality of innovation, and played a part of the mediating role in the relationship between other variables. Based on this research, from the perspective of management psychology, the cultivation of innovative students should focus on improving their innovative self-efficacy, because high innovative self-efficacy could bring higher beliefs that could promote their success, and ensuring students' innovative communication and learning of innovative knowledge, and indirectly promoting the improvement of college students' innovative quality. The relevant conclusions obtained in this research provided a basis and focused for the cultivation of innovative students in colleges and universities.

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## THE MANIFESTATIONS AND SOLUTIONS OF ANXIETY DISORDER IN HIGHER ENGLISH EDUCATION

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**Background:** Anxiety refers to the frustration of self-esteem and self-confidence, or the increase of sense of failure and guilt due to people's inability to achieve goals or overcome the threat of obstacles, forming an emotional state of tension and fear. Because only experienced people can directly evaluate the intensity of anxiety state, researchers must have an indirect way to evaluate his phenomenon and physiological characteristics. Competition in various fields has become a current social phenomenon. People are under increasing psychological pressure, especially the mental health problems of college students are on the rise, and the social psychology of anxiety is particularly prominent. How to reduce or eliminate the level of anxiety has been related to the physical and mental health of college students. Anxiety disorder in English learning is mainly the emotional disorder produced by students in the process of learning English. If they fail to make adjustment in time, students' self-esteem and self-confidence will be affected, and their sense of guilt will increase sharply. In the long run, there will be a kind of anxiety and even fear of learning, which will also bring great obstacles to our later English learning. Students' learning anxiety has a significant negative effect on English learning. The survey found that in English learning activities, students with anxiety rarely take the initiative to answer questions, have low participation in classroom learning activities, and even avoid learning. When facing teachers' questions, such students often show a high sense of tension, sweat, and sometimes their heart beats faster. It is easy to forget the knowledge they have mastered. Learning anxiety can also lead to individuals' lack of self-confidence, believing that they have many weaknesses and have a low probability of success, resulting in their inability to concentrate in learning, and then weaken the effectiveness and ability to master the language. Generally speaking, there are three main manifestations of English learning anxiety: First, communicative fear. It is mainly manifested in the fear of facing each other, panic, blushing and excessive prudence. Sometimes there is a situation that you can't speak or can't pronounce, or you are at a loss due to the interruption of expression. The second is test anxiety. The outstanding performance is that the attention cannot be focused on the teaching content, the thinking cannot be effectively controlled, and there will be worry and nervous mood every exam. The third