

beings contribute to individual survival in the process of evolution. Therefore, any emotion has its positive significance. There is no good or bad mood in itself. The key is how you treat it. What is used here is still the dialectical thought of dividing into two.

Objective: The working method of concrete analysis of specific problems is the basic method and important principle of materialist dialectics and the living soul of Marxism. In the psychological analysis of people's healthy personality, the working method of specific analysis of specific problems requires us to correctly understand the universality and particularity of contradictions, clarify the relationship between them, use the viewpoint of unity of opposites, comprehensively analyze the essence, general laws and special laws of contradictions, so as to find out effective methods to solve contradictions.

Subjects and methods: 300 people were randomly selected as the research object, regardless of age, gender and occupation. 300 subjects were randomly divided into study group and control group. The research group uses the humanistic spirit in Marxist philosophy education to teach the research object to look at problems dialectically. The subjects in the control group only received general education. The symptom sub comment scale was used to test the scores of each variable of the two groups after two months of experiment, and SPSS 18.0 software was used for statistical analysis.

Results: The experimental results of the two groups are shown in Table 1. It is found that the experimental indicators of the research group are significantly different from those of the control group, which is due to the guidance of Marxist Humanistic Spirit thinking in the research group. In Marxist theory, contradictions are universal and special, contradictions exist in all things, and different things have different contradictions, Different parts of the same thing have different contradictions at different stages. At the same time, the universality and particularity of contradiction are dialectical unity. Particularity contains universality. Universality exists in particularity. The two are interrelated and inseparable. We cannot avoid the universality of contradictions and talk about particularity, nor can we talk about universality without particularity. Therefore, in carrying out ideological and political work, we should base ourselves on the foundation, use the theory of humanistic spirit, correctly understand and deal with the universality and particularity of contradictions, and adhere to the working method of specific analysis of specific problems.

Table 1. Comparison of scores of various indicators (mean ± variance)

Factor	Research group	Norm	t value
Force	1.96±60	1.62±0.58	11.70***
Interpersonal sensitivity	1.84±63	1.65±0.51	7.70***
Hostile	1.68±61	1.48±0.56	6.02***
Paranoid	1.70±55	1.43±0.57	8.49***
Psychotic	1.63±54	1.29±0.42	14.45***
Total symptom index	1.68±48	1.45±0.45	9.33***

Conclusions: Starting from Marxist Humanistic Spirit, we should look at pressure and frustration from the perspective of development. On the one hand, it leads people to realize that most of the personality split problems they encounter are common phenomena with their age, not the performance of psychological problems. For example, with the awakening of self-consciousness, self-differentiation and a series of contradictions have emerged, such as the contradiction between subjective and objective, the contradiction between ideal self and realistic self, the contradiction between independent consciousness and dependent psychology, the contradiction between communication needs and self-locking, the conflict between desire for success and self-depression, the conflict between reason and passion, the need for attention and passive waiting, etc. These conflicts are more or less experienced by everyone in his youth. Our whole life is developing towards a more positive, perfect and powerful direction. The pressure or setbacks at each age are only temporary. As long as we actively deal with the development tasks at this stage and solve the contradictions and puzzles brought by growth, with people's growth, psychological and physiological maturity and experience accumulation, the intermediary system of pressure will continue to improve, and the ability to resist pressure will be enhanced, and many pressures and setbacks will be solved.

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COLLEGE STUDENTS' ANXIETY IN ENGLISH LEARNING UNDER THE BACKGROUND OF INTERNET AND ITS COUNTERMEASURES

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Background: Anxiety is one of abnormal emotions, also known as psychological abnormalities. It is generally believed that anxiety refers to the nervous and fearful emotional state formed by the frustration of self-esteem and self-confidence, or the increase of failure and guilt due to the expectation that individuals cannot achieve their goals or overcome the threat of obstacles. From a clinical point of view, psychologists regard anxiety reactions as normal adaptive behaviors with unpleasant emotional tone, and describe them as strong expectations of dangers, threats and distress that require special efforts but can't do anything about it. We should change the negative psychological stereotype formed by students, activate students' self-education mechanism, change passive acceptance into active and autonomous learning, and change the teaching process from passive acceptance to students' active exploration, active acquisition, self-development and self-improvement under the guidance of teachers, so as to improve students' comprehensive quality and improve students' foreign language learning ability, Achieve the best teaching effect.

Objective: College Students' professional learning, college course construction and English learning are directly or indirectly related to the Internet. Different majors have different needs for English, and they also have different motivation and strategies for students' English learning. In order to give better play to the beneficial role of Internet technology and computer technology and improve English teaching, English learning anxiety is an important factor affecting college students' motivation and effectiveness in learning English. Therefore, understanding college students' Internet English learning anxiety not only provides reference for targeted English teaching, but also provides countermeasures for English teaching reform and improving teaching level.

Subjects and methods: 300 students, aged (21.15 ± 2.08) years, were randomly divided into experimental group and control group, with 200 students in each group. In order to increase the reliability and recovery rate of the questionnaire, the class teacher read out the filling instructions, distributed 400 copies uniformly, and 398 copies were effectively recovered, with an effective recovery rate of 99.5%. The results show that the reliability of the effective questionnaire is high and can meet the needs of research. The students in the experimental group were given special psychological intervention, and the students in the control group were given daily English learning. The students were given the self-rating Anxiety Scale (SAS) the day before the experiment. The experimental period was 3 months. The intervention measures of the experimental group were as follows: (1) psychological counselors contacted and interacted with the experimental group in different grades and classes, so as to increase mutual understanding and obtain trust, which is conducive to the smooth implementation of psychological intervention. (2) Lectures on mental health knowledge: invite mental health professionals to give lectures on mental health knowledge to all students in the experimental group, so as to improve the students in the experimental group's understanding of possible psychological problems, countermeasures to common psychological problems, and ways to obtain psychological assistance. (3) Individualized psychological intervention, that is, in the psychological counseling room of the school, accept the psychological counseling of the students in the experimental group, and carry out active psychological intervention on the students with obvious mental and psychological problems. Psychological intervention is provided with individualized psychological counseling by professional psychological counselors to understand the actual psychological problems of students in the process of learning English and give targeted solutions. After the experiment, the self-rating Anxiety Scale was distributed to the students again, and the results were counted by SPSS 15.0 software.

Results: Compare the anxiety state of the experimental group and the control group before and after the experiment, and the specific results are shown in Table 1.

It can be seen from Table 1 that there is no significant difference in the anxiety status between the two groups before the experiment. After the intervention, the psychological anxiety of students in the experimental group was significantly relieved, while the psychological status of students in the control group was not significantly improved. It can be seen that language anxiety is fundamentally an unfavorable factor in the process of foreign language learning, which hinders the development of students' language ability and the improvement of foreign language level. Therefore, teachers should start with the causes of students' anxiety and explore methods and strategies to avoid, reduce and eliminate students' language anxiety. Therefore, specific countermeasures are put forward:

(1) Establish a harmonious relationship between teachers and students. Good teacher-student relationship helps to reduce classroom language anxiety. As the organizer of teaching activities, foreign language teachers should pay attention to the control of students' emotional factors.

(2) Adopt flexible teaching methods to cultivate students' self-confidence. In teaching, teachers should consciously ask students with low self-confidence to answer questions and give more encouragement and praise.

(3) Create a relaxed classroom environment for communication in English. The purpose of teaching should be to communicate in English, but when students use English to express their thoughts, lives, experiences and our local cultural information, they can't think of appropriate English words for the moment. In case of urgency, they will use Chinese instead. At this time, the students will feel very interested in thinking, and the classroom atmosphere will become active, If the teacher treats the expression of "blending English and Chinese" with a tolerant attitude and humorous response, the students will express their ideas freely and their ideas will not be interrupted by anxiety.

Table 1. Comparison of anxiety between the two groups before and after the experiment proportion of people/%

Group	Before and after the experiment	No anxiety	Mild anxiety	Moderate anxiety	Severe anxiety
Experience group	Before the experiment	34	32	18	16
	After the experiment	69	22	9	0
Control group	Before the experiment	35	29	21	15
	After the experiment	46	29	15	10

Conclusions: We should change the negative psychological stereotype formed by students, activate students' self-education mechanism, change passive acceptance into active and autonomous learning, and change the teaching process from passive acceptance to students' active exploration, active acquisition, self-development and self-improvement under the guidance of teachers, so as to improve students' comprehensive quality and improve students' foreign language learning ability, Achieve the best teaching effect.

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ANTI-POVERTY, SOCIAL SUPPORT AND PSYCHOLOGICAL CONSTRUCTION OF RURAL WOMEN IN THE POST-POVERTY ERA

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Background: In 2020, China will achieve a historic victory in poverty alleviation. In December 2011, my country issued the "China Rural Poverty Alleviation and Development Outline (2011-2020)" in response to the poverty alleviation issue in rural areas in December 2011. The document puts forward the leading position of respect for poverty alleviation goals, which reflects the understanding of the poor in the history of poverty alleviation in China. The poverty of rural women is not only an economic problem, but also contains many historical problems. Rural women cannot obtain better development resources. For this group of people, they should also be guided according to their psychological state to complete psychological construction. From the "pre-poverty era" to the "post-poverty era", rural women's poverty alleviation problems need to be improved through the promulgation of certain policies and innovations in institutional mechanisms to promote gender equality and the overall development of rural women.

Objective: In recent years, both at home and abroad have been actively studying the issue of poverty alleviation, especially the issue of feminization of poverty alleviation. American sociologist Di-ana Mary Pearce first proposed the "feminization of poverty" proposition in 1978, describing the fact of gender inequality in poverty. Through research, they found that most of the poor are women, and the household structure headed by women is the most vulnerable to falling into poverty. Since then, many scholars have begun to focus on the feminization of poverty.

Subjects and methods: After years of research, they have been quite effective. Many scholars have proposed a large number of poverty reduction measures to help them reduce poverty. The feminization of poverty is mainly affected by the following aspects: First, restricted by traditional gender concepts, women's poverty, especially rural women's poverty, is more concealed. It is difficult for rural women to obtain good development resources in the process of studying and working. Many managers have certain prejudice towards women, and some jobs have certain gender restrictions, which restrict the development of women to a certain extent. Second, it is mainly reflected in the material aspect. Poverty includes the acquisition and distribution of economic resources, employment and income, education and training, health and health care, household division of labor and time distribution, community participation, and social