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## PSYCHOLOGICAL RELIEF METHODS OF COLLEGE STUDENTS' ENGLISH LEARNING ANXIETY BASED ON SELF-EFFICACY

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**Background:** Self efficacy refers to people's speculation or judgment on their ability to carry out a certain behavior. Its basic feature is to emphasize the necessity of subject factors for learning and the decisive role of human potential. Self-efficacy affects students' behavior through several mediators, such as the choice of activities, the degree of effort, the persistence, perseverance and anxiety in the face of difficulties. Non intelligence factors such as interest, motivation, self-confidence and self-esteem are regulated and controlled by self-efficacy. In learning, students with high self-efficacy are more likely to choose difficult tasks, and pay more efforts in the process of task completion, less fear and anxiety. students with low self-efficacy tend to procrastinate and try to avoid to deal with difficult tasks. In addition, self-efficacy affects the arousal level of individual autonomic nervous system. These biochemical substances, as neurotransmitters, affect the functional regulation process of human immune system. When faced with the same stress factors, people with a strong sense of self-efficacy secrete these biochemical substances normally, thus ensuring the normal balance of the immune system. When the sense of self-efficacy is insufficient, the secretion of these biochemical substances will increase, so as to break the balance of the immune system and destroy its immune function. Therefore, self-efficacy is of great practical significance to promote individual physical and mental health and maintain the function of immune system.

The cognitive structure of English learning includes the attitude, interest, strategy, experience, English knowledge and skills in the deep consciousness of cognitive subjects. The process of learning is not only the development process of continuous organization and re organization of internal knowledge structure, but also the process of emotional experience, but also the formation process of self-efficacy. English is a subject with the longest duration and the most class hours in school education in China.

**Objective:** The proposal of self-efficacy not only provides a new research direction for psychology, but also finds a new way to solve the problems existing in practice. By improving self-efficacy, it can have a practical impact on college students' English learning. In the process of learning English, it can improve the ability to complete learning tasks and strengthen the level of self-awareness.

**Subjects and methods:** Self-efficacy can effectively alleviate college students' anxiety in learning English and help college students establish a correct outlook on learning. This paper mainly discusses that improving college students' sense of self-efficacy has a positive impact on strengthening college students' sense of pleasure and participation in learning English. By means of questionnaires, this paper statistically analyzes the impact of self-efficacy on alleviating college students' English learning anxiety.

**Study design:** 500 college students were investigated by stratified cluster random sampling. A total of 25 students were randomly selected from 10 universities and 20 classes. A total of 500 copies were distributed, 489 copies were recovered, and the number of valid copies was 472.

**Methods:** Using Excel to count the impact of self-efficacy on alleviating college students' English learning anxiety.

**Results:** Self-efficacy plays an important role in alleviating college students' English learning anxiety. After improving college students' self-efficacy, college students' English learning anxiety has a significant downward trend, can actively and spontaneously learn English, and their willingness has been strengthened. At the same time, when you encounter difficulties in learning English, you will finally achieve the ideal effect of English learning through your own efforts and persistence.

In this survey, the influence values of specific factors are quantified in five grades of 0-4. 0 means irrelevant, 1 means slight influence, 2 means general influence, 3 means obvious influence and 4 means full influence. In order to reduce the large error caused by personal subjectivity in the evaluation, the evaluation values of 600 college students are taken as the average and the results are rounded, the specific statistical table is shown in Table 1.

**Conclusions:** The essence of college students' negative emotion in English learning is a problem of self-efficacy. Teachers' direct emotional intervention can awaken students depressed will and increase their confidence in behavior. However, the key to solve the problem of self-efficacy is for teachers to change their teaching ideas and provide students with ways and opportunities to experience success through

humanized teaching activities. Self-efficacy can help college students effectively improve their sense of pleasure and participation in learning English, make them more clearly realize their great potential in learning English, promote college students' better development, and comprehensively improve college students' English literacy. Self-efficacy can also stimulate college students' learning interest and motivation, give full play to their autonomy, so as to improve learning efficacy and promote their all-round development. It is of great significance to study the impact of learning self-efficacy on college students' English learning.

**Table 1.** Effect of self-efficacy on alleviating college students' English learning anxiety

Factor	Willingness	Effort	Persistence
Freshman	4	3	3
Sophomore	3	4	4
Junior	4	3	3
Senior	3	4	4

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## THE STUDY OF NEWS AND COMMUNICATION PSYCHOLOGY: REFLECTIONS ON THE REAL SOCIETY AND MEDIA

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**Background:** Since the 1980s, news psychology has gradually become a research field of academic attention. With the development of news communication practice and the deepening of research, the research of communication psychology has joined in, the research topics have become richer, and the research vision has become broader. Professor Zhang Junde of Fudan University reviewed the research of Chinese journalism and communication psychology and pointed out that the research of Chinese journalism and communication psychology has generally experienced three stages: the embryonic stage of journalism psychology, the initial stage of journalism psychology and the initial stage of mass communication psychology. At present, in addition to continuing the research on the theoretical topics of Journalism and broadcasting, the research on journalism and communication psychology in China has two remarkable characteristics: (1) The research on applied psychology closely combined with the practical activities of Journalism and communication is rich and colorful and fruitful. (2) The research on Internet Psychology (Network Psychology) attracts people's attention. Professor Liu Jinglin of Communication University of China pointed out that the development trend of news and communication psychology research has the following characteristics: First, the research on news and communication psychology radiates from single to multiple, including the research content of news and communication psychology radiates from single to multiple. The knowledge structure of research team has changed from single discipline to interdisciplinary. Research methods have developed from qualitative research to the combination of qualitative and quantitative (empirical) research. Second, from randomness to standardization, including the teaching and scientific research of news and communication psychology is gradually on the right track. This is reflected in the establishment of the Research Institute of Journalism and communication psychology: the Institute of communication psychology was established in Beijing Broadcasting Institute in 2000. In 2001, the Chinese society of social psychology decided to establish the professional committee of communication psychology, which is located in the school of Journalism and communication of the former Beijing Broadcasting Institute. National seminars on journalism and communication psychology are held irregularly. Third, the psychology of Journalism and communication is transitioning from pre science to science, which is manifested in the development of the psychological phenomenon of Journalism and communication from descriptive to discipline construction. Pay attention to the combination of theory and media practice. Lin Zhida, a researcher at the Institute of Journalism and communication of Sichuan Academy of Social Sciences, proposed at the meeting that we should pay attention to and explore China's ancient communication psychology. Professor Zhong Nian of Wuhan University discussed the relationship between communication psychology and open social science.

**Objective:** From November 4 to 5, 2005, the Fifth National Seminar on journalism and communication psychology and the second annual meeting of the professional committee of communication psychology of Chinese society of social psychology were held in communication university of China. The symposium was hosted by the Communication University of China and the Chinese society of social psychology and organized by the school of television and journalism of the communication university of China and the professional