

mental health problems and give them timely help and guidance has become an important task in college education reform. According to the above research results, it shows that we can appropriately alleviate students' psychological anxiety with the help of physical training and teaching methods.

Conclusions: Since anxiety psychology is a universal existence among college students, it is necessary to face all students in the knowledge education of Anxiety Psychology. When college students enter school, they can be distributed with mental health popularization materials, carried out psychological general survey, established college students' psychological archives, set up college students' psychological courses and a series of lectures, and comprehensively improve their psychological quality. In addition, when facing the whole, we should pay more attention to special student groups with obvious anxiety, such as poor students, graduates, postgraduate entrance examination and other groups, so as to achieve the combination of popularization and pertinence.

Table 1. Comparison of anxiety status / number of people in the two groups before and after the experiment

Group	Before and after the experiment	No anxiety	Mild anxiety	Moderate anxiety	Severe anxiety
Experience group	Before the experiment	10	19	15	6
	After the experiment	23	22	5	0
Control group	Before the experiment	9	22	15	4
	After the experiment	15	15	17	3

In short, reducing college students' psychological anxiety is a complex work, which requires the concerted efforts of the whole society and college educators. At the same time, college students strengthen their own psychological education and improve their psychological self-regulation ability is the key. With the deepening of educational reform and the all-round promotion of social reform, the task of psychological education for college students has become more and more arduous. We need to constantly change our ideas and innovate working methods while reducing college students' psychological anxiety.

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ANALYSIS OF THE IMPACT OF THE CHINESE LANGUAGE INTERNATIONAL EDUCATION ON COLLEGE STUDENTS' COMMUNICATION AND ADAPTATION BARRIERS UNDER THE MULTICULTURAL BACKGROUND

Xiangli Zhang

School of Chinese Language and Literature, Panzhihua University, Panzhihua 617000, China

Background: Communication adaptation refers to an organism's response to environmental changes. It is a process in which the subject constantly adapts to environmental changes and transforms the environment. Psychological adaptation means that when the subject interacts with the environment, the subject can choose some of its activities to adapt to and transform the environment. It is an inner response of the subject to the changing environment, which can restore the disharmony between the subject and the environment and promote the development of the subject itself. Good psychological adaptability is the basic standard to measure the quality of social talents in the future. As one of the important contents of psychological quality, psychological adaptability often refers to people's response to changes in the external environment through self-regulation, so that their psychological activities and behaviors can be more coordinated with changes in the environment and the requirements of their own development, then it is an ability to achieve a new balance between subject and object. Psychological adaptation disorder is an adverse adaptation reaction or stress reaction that individuals suffer from one or more psychosocial stress stimuli. The state of subjective distress and emotional disorder often hinders individual social functions and social activities. Psychological adaptability is an important part of psychological quality, and since the implementation of quality education in China, both academic and educational circles have attached great importance to the important role of psychological quality education. However, after entering the University, students should constantly adapt to various changes, including learning environment, learning tasks, learning content, interpersonal relationships and so on. This will lead to students' psychological maladjustment to some extent, and there may also be adaptation obstacles. Therefore, college students should improve their adaptability and make corresponding adjustments.

Objective: Under this multicultural background, the major of Chinese international education poses a

new challenge to the cross-cultural communication ability of college teachers and students. Having strong cross-cultural communication skills is not only an important embodiment of the improvement of college students' comprehensive quality, but also one of the essential skills for college students in their study and work. Strong cross-cultural communication skills not only help students actively participate in international academic exchanges in the field of academic research, keep in touch with the latest international research ideas and constantly carry out academic innovation, but also lay a solid foundation for their future work and be able to handle the expanding international business activities. In addition, the cultivation and improvement of college students' cross-cultural communication ability also reflects the degree to which colleges and universities adapt to the contemporary economic environment and better meet the social demand for talents. It is one of the important indicators to measure the strength of colleges and universities. It provides a basis for contemporary colleges and universities to adjust teaching curriculum, improve teaching methods and teaching management, and better achieve teaching objectives. Therefore, under the multicultural background, cultivating college students' cross-cultural communication ability and improving college students' communication adaptation barriers are of great significance for college students' personal growth and college teaching reform.

Subjects and methods: 300 college students were randomly divided into experimental group and control group, with 150 people in each group. Under the multicultural background, the experimental group first selected 30 students from the group for a 30 mins interview, including learning status, learning obstacles, adaptation, etc., and then conducted Chinese international education for the whole group of college students, and adjusted the course teaching content according to the actual situation obtained from the interview. The control group received traditional education. The experiment lasted for 2 months. A questionnaire was sent to the students to test the learning level and satisfaction of the two groups of students before and after the experiment. Use SPSS 20.0 software to make statistics.

Results: The statistical results of the satisfaction of the two groups of students are shown in Table 1.

Table 1. Statistical results

Group	Dissatisfied	Commonly	Basically satisfied	Satisfied
Experience group	0	26	28	46
Control group	19	49	22	10

It is found from Table 1 that the experimental group adjusted the course content after the interview has a higher degree of satisfaction than the control group.

Conclusions: With the change of environment, the school should adjust the relevant curriculum accordingly, such as setting up cross-cultural communication, communication principle, management communication, cross-cultural management and other relevant courses as public elective courses, so that more professional students can systematically participate in learning. At the same time, improve the construction of necessary hardware facilities, such as increasing the subscription of foreign language materials and books, improving the utilization rate of the network, etc. Schools should actively understand the reasons for these obstacles, strengthen publicity and education, and encourage college students to get out of the obstacles of psychological adaptation. Schools should also set up psychological counseling and education, set up psychological clinics, conduct free psychological tests for college students, find problems for them and help them actively solve problems. For college students with psychological adaptation disorders, they need a place with strong privacy for them to vent. Only when they vent their inner irritability and emotions, can they better solve these problems. Clearing the psychological adaptation barriers of college students requires the joint efforts of relevant departments of the school. The school should actively act, pay attention to their psychological problems and help them grow up healthily. Organize and participate in relevant activities or training programs, so that a larger proportion of students can have the opportunity to participate. These measures are conducive to help college students form a strong desire for communication, learn and master basic cross-cultural communication knowledge, and improve communication methods and skills through certain practical exercise, so as to enable college students to establish self-confidence in cross-cultural communication practice, grow in a more open environment and adapt to the social demand for talents in the new era.

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EMPLOYMENT ANXIETY AND ITS COUNTERMEASURES IN THE TRAINING OF ACCOUNTING TALENTS IN COLLEGES AND UNIVERSITIES