

**Figure 2.** Teachers' understanding of effective teaching psychology strategies for promoting high school art appreciation

**Conclusions:** This article studies the art teaching practice in universities that integrate mental health education. After understanding the relevant theories, it conducts a survey of the current situation of art teaching practice in universities that integrate mental health education. The survey results show that 44% of art teachers have not tried to use it themselves. Psychological strategies promote effective teaching of high school art appreciation. This alone shows that teachers' use of psychological strategies to promote effective teaching of high school art appreciation needs to be popularized.

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## THE INFLUENCE OF READING MOTIVATION FOR EXTRACURRICULAR ENGLISH E-READING ON READING STRATEGY: THE INTERMEDIARY ROLE OF READING ANXIETY

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**Background:** Scholars at home and abroad have defined reading anxiety from two aspects: narrow sense and broad sense. In a narrow sense, reading anxiety refers to an internal emotional or psychological conflict that is not conducive to the reading effect due to the limitations of the subject and object of reading, the intermediary system and social background. It refers to improper control of readers or the deviation of external factors and their own reading performance from the expected control. Unable to clear the obstacles in the process of reading lead to reading goals cannot be completed, self-esteem and self-confidence suffered a blow to produce an anxious, nervous emotional attitude. Reading anxiety in the broad sense refers to the development of social background, New media is given priority to with electronic reader reading paradigm exists in the society in the process of upgrading for the phenomenon of many bad reading, especially reading lose stability under natural environment development, various cultural phenomena of human society and the new media technology out of balance and reading efficiency and reading value can

reach for reading vision, the harmonious development of all aspects of social culture and people, etc. Causes a kind of contradictory conflict psychology. At present, there are few representative foreign studies on English reading anxiety, and their conclusions are consistent. Saito et al. conducted the first pilot study of 383 American college students who were beginners in French, Russian, and Japanese using their own Foreign Language Reading Anxiety Scale. The results show that foreign language reading anxiety, as a separate concept with language differences, is related to and different from ordinary foreign language anxiety. There is a positive correlation between readers' reading anxiety and reading difficulty, while there is a negative correlation between students' final score and foreign language reading anxiety. Sellers conducted a study on the relationship between foreign language reading anxiety and students' reading comprehension. It is found that reading anxiety is negatively correlated with reading comprehension, and vice versa. Since the 1990s, Chinese researchers have never stopped studying foreign language reading anxiety, but there are few studies on foreign language reading anxiety among college students. Zhang Li found in her research on foreign students learning Chinese in China that the anxiety of foreign students learning Chinese was significantly negatively correlated with their Chinese scores.

**Subjects and methods:** Forty-five seven people were selected from universities and 457 questionnaires were recovered. Among them, 160 students, 297, liberal arts, 226,55 science and engineering, 55, and 176 arts; 123, 61, 61, 138 and 135 respectively.

**Study design:** Studies have shown that reading motivation is predictive for both reading anxiety and reading strategies, while reading anxiety also predicts effects on reading strategies. Thus, the following speculation may be made that reading anxiety may be a mediating variable between reading motivation and reading strategy. This study plans to test this, and deeply explore the influence mechanism of reading anxiety, to provide theoretical basis and practical guidance for college students' e-extracurricular reading in English.

**Methods of statistical analysis:** The analysis of this data results was mainly through SPSS19.0 and Amos17.0. This questionnaire was fixed the English reading anxiety scale (Foreign Language Reading Anxiety Scale) developed by Chen Meilin (2006) and Yang Xiaojian, Wang Hao (2009) in Saito, Horwitz and a Garza (1999) by. This questionnaire contains 20 questions, including Likert, who agrees, agrees, ordinary, disagrees, and has 5,4,3,2, and 1 point. The higher the score, the personal anxiety level will also be the increasing Cronbach coefficient was 0.925, and the factor analysis results involved three dimensions, namely grammar and vocabulary anxiety, reading confidence anxiety and cultural distance anxiety, and questions 12,13,14,16 and 18 in the questionnaire scale were all reverse scoring questions.

This questionnaire adopted the Metacognitive Awareness of Reading Strategies Inventory developed by Mokhtari and Reichard (2002). To understand the use of reading strategies in subjects. The internal consistency Cronbach  $\alpha$  of the total scale was 0.92, which was divided into three dimensions, namely global strategy, problem solving strategy and assisted reading strategy.

**Results:** Table 1 shows that college students from different majors differ significantly in reading motivation ( $P < 0.001$ ), with higher scores in arts majors than in science and liberal arts majors, and the lowest scores in liberal arts majors. The gap between boys and girls in reading motivation and their scores in each dimension was extremely significant ( $P < 0.001$ ), with boys scoring largely lower than for girls. Table 1 results also indicate that grades were also extremely significant in score differences, with seniors scoring far higher than junior, sophomore, and junior seniors with the lowest scores.

Table 2 results show that the male and female students in grammar and vocabulary is extremely significant difference of anxiety, anxiety and cultural distance on reading confidence significant difference ( $P < 0.05$ ), at the same time, the girl in grammar and vocabulary anxiety and cultural distance anxiety score higher than boys, boys score higher than girls score ( $3.071+0.516$ ) mainly appeared on the anxiety in reading confidence. In terms of all dimensions of reading anxiety, students of different grades showed significant differences in grammar and vocabulary anxiety and cultural distance anxiety, and significant differences in reading confidence ( $P < 0.01$ ). Senior students generally scored higher in grammar and vocabulary anxiety and cultural distance anxiety than freshmen, sophomores and juniors. The scores of first-year students in reading confidence anxiety were higher than those of other grades ( $3.061\pm 0.536$ ). Table 2 also shows that students of different majors have significant differences in grammar and vocabulary anxiety and cultural distance anxiety, and significant differences in reading confidence ( $P < 0.05$ ). Students of art major have higher scores in grammar and vocabulary anxiety and cultural distance anxiety than students of arts and science major. Science majors scored the highest in reading confidence anxiety ( $3.065\pm 0.388$ ).

**Table 1.** Comparison of demographic variables of college students' extracurricular English e-reading motivation

Variable	Reading fun M±sd	Curious inquiry M±sd	The influence of others M±sd	Social topic M±sd	Self-improvement M±sd	Self-growth M±sd	The pursuit of new knowledge M±sd	Self-challenging M±sd	Practical reading M±sd
Liberal arts	2.668±1.124	2.770±1.08	2.711±1.00	2.552±1.02	2.640±1.06	2.822±1.18	2.851±1.17	2.860±1.17	1.799±0.808
Science	3.109±0.679	3.212±0.765	2.946±0.801	3.103±0.641	3.067±0.701	3.091±0.780	3.158±0.756	3.182±0.693	2.133±0.547
Art	3.790±1.206	3.794±1.210	3.748±1.208	3.674±1.248	3.733±1.196	3.760±1.205	3.803±1.166	3.756±1.178	2.470±0.933
F	50.208***	36.874***	43.900***	49.898***	50.696***	32.977***	35.558***	31.102***	32.060***
Male	2.550±1.193	2.593±1.280	2.456±1.158	2.446±1.162	2.456±1.162	2.533±1.258	2.596±1.205	2.635±1.248	1.596±0.868
Female	3.478±1.120	3.553±1.142	3.506±1.077	3.376±1.143	3.466±1.051	3.583±1.052	3.609±1.054	3.571±1.043	2.368±0.775
F	68.109***	67.412***	93.701***	67.884***	88.955***	89.885***	86.850***	72.721***	94.745***
Freshman	2.450±1.280	2.442±1.331	2.369±1.221	2.201±1.172	2.412±1.203	2.380±1.268	2.463±1.288	2.379±1.250	1.510±0.919
Sophomore year	3.104±0.749	3.038±0.780	3.055±0.656	3.066±0.703	3.120±0.630	3.175±0.834	3.202±0.656	3.235±0.787	2.169±0.601
Junior	2.973±0.820	3.198±0.880	3.138±0.742	2.976±0.743	3.022±0.743	3.240±0.772	3.227±0.753	3.172±0.678	2.126±0.516
Senior	4.000±1.222	4.025±1.279	3.879±1.338	3.894±1.323	3.840±1.333	3.970±1.255	4.027±1.230	4.109±1.147	2.573±0.967
F	46.608***	42.845***	42.480***	55.261***	38.944***	46.399***	46.857***	62.563***	38.728***

**Table 2.** Comparison of demographic variables of college students' extracurricular English electronic reading anxiety

Variable	Grammar and vocabulary anxiety M±sd	Reading confidence anxiety M±sd	Cultural distance anxiety M±sd
Male	2.503±1.039	3.071±0.516	2.466±1.347
Female	3.533±0.903	2.976±0.422	3.540±1.111
F	121.453***	4.477*	83.557***
Freshman	2.428±1.095	3.061±0.536	2.362±1.340
Sophomore year	3.102±0.456	3.036±0.384	3.230±0.804
Junior	3.155±0.551	3.073±0.345	3.178±0.787
Senior	3.900±1.170	2.885±0.494	3.852±1.466
F	55.042***	4.917**	34.303***
Liberal arts	2.732±0.942	3.056±0.444	2.719±1.204
Science	3.249±0.428	3.065±0.388	3.055±0.970
Art	3.713±1.117	2.932±0.488	3.770±1.282
F	50.742***	4.145*	37.601***

Table 3 shows that in each dimension of reading strategy, gender, grade and major showed extremely significant differences ( $P < 0.001$ ), and the score of girls was generally higher than that of boys. Meanwhile, in each dimension of reading strategy, senior students scored higher than freshmen, sophomores and juniors to a large extent, and freshman students scored the lowest. Arts students scored higher than liberal arts students, with liberal arts students scoring lowest.

Table 4 describes each variable and their relationship. The statistical results show that there is a positive correlation between reading motivation and reading anxiety of college students extracurricular English e-books, and the correlation coefficient reaches a significant level. There is also a significant positive correlation between reading anxiety and reading motivation and reading strategy.

**Table 3.** Comparison of demographic variables of college students' extracurricular English e-reading strategies

Variable	The global strategy M±sd	Problem solving strategies M±sd	Assisted reading strategies M±sd
Male	2.544±1.015	2.543±1.076	2.527±0.996
Female	3.557±0.922	3.600±0.922	3.589±0.886
<i>F</i>	116.932***	121.407***	136.863***
Freshman	2.354±1.042	2.447±1.164	2.431±1.061
Sophomore year	3.164±0.553	3.297±0.477	3.207±0.474
Junior	3.198±0.581	3.165±0.619	3.208±0.579
Senior	3.997±1.062	3.980±1.121	3.948±1.102
<i>F</i>	75.309***	57.463***	62.173***
Liberal arts	2.778±0.980	2.819±1.042	2.798±0.973
Science	3.143±0.508	3.091±0.507	3.137±0.447
Art	3.766±1.057	3.802±1.060	3.781±1.036
<i>F</i>	51.654***	48.326***	52.866***

**Table 4.** College students' extracurricular English e-reading anxiety is correlated with reading motivation and reading strategies

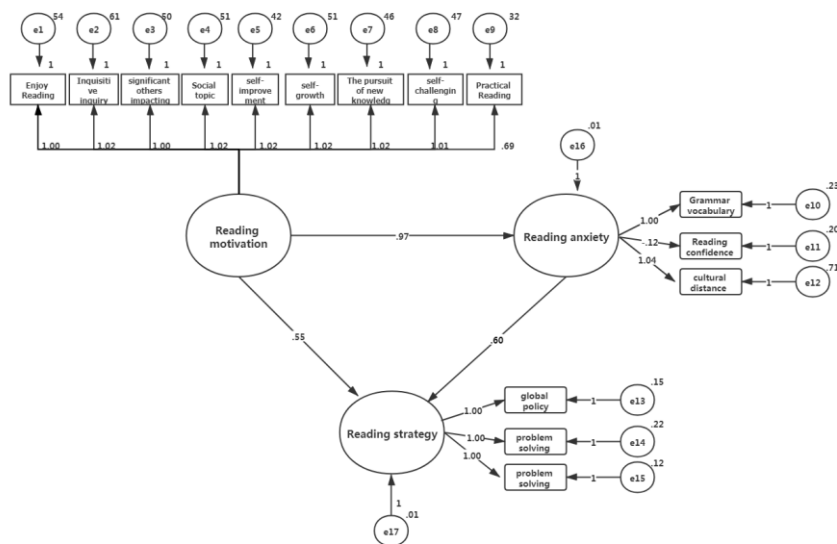
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Enjoy Reading	1														
2. Inquisitive inquiries	0.681**	1													
3. Significant others impacting	0.646**	0.643**	1												
4. Social topic	0.673**	0.588**	0.704**	1											
5. Self-improvement	0.667**	0.706**	0.697**	0.688**	1										
6. Self-growth	0.618**	0.661**	0.674**	0.651**	0.695**	1									
7. The pursuit of new knowledge	0.642**	0.647**	0.695**	0.669**	0.691**	0.696**	1								
8. Self-challenging	0.675**	0.637**	0.615**	0.667**	0.681**	0.672**	0.656**	1							
9. Practical Reading	0.619**	0.597**	0.635**	0.597**	0.615**	0.613**	0.619**	0.643**	1						
10. Grammar vocabulary	0.696**	0.682**	0.711**	0.737**	0.754**	0.689**	0.732**	0.744**	0.704**	1					
11. Reading confidence	-0.202**	-0.209**	-0.190**	-0.211**	-0.198**	-0.220**	-0.187**	-0.216**	-0.262**	-0.185**	1				
12. Reading confidence	0.610**	0.582**	0.629**	0.614**	0.630**	0.645**	0.619**	0.609**	0.587**	0.687**	-0.191**	1			
13. General policy	0.721**	0.720**	0.724**	0.726**	0.750**	0.752**	0.755**	0.776**	0.723**	0.816**	-0.258**	0.692**	1		
14. Problem solving	0.725**	0.661**	0.716**	0.751**	0.766**	0.732**	0.753**	0.731**	0.697**	0.792**	-0.247**	0.700**	0.837**	1	
15. Supplementary reading	0.733**	0.748**	0.731**	0.742**	0.759**	0.737**	0.774**	0.764**	0.704**	0.851**	-0.243**	0.711**	0.886**	0.841**	1

\*\* . Significantly correlated at the level of .01 (bilateral).

Taking reading strategy as independent variable, the change of reading motivation was studied by regression analysis, and the regression coefficient was significant ( $P < 0.001$ ). Multiple step regression was

carried out to study the change of reading motivation with reading anxiety as independent variable. The regression equation included all dimensions of reading anxiety, and the data showed that the regression coefficients were significant ( $P < 0.001$ ). Grammar and vocabulary anxiety accounted for 73.8% of reading motivation. Cultural distance anxiety accounted for 77.9% of reading motivation. The interpretation rate of reading confidence anxiety to reading motivation reached 78.5%.

As an indirect variable, the intermediate variable  $M$  is between the independent variable  $X$  and the dependent variable  $Y$ , and the independent variable  $X$  produces a certain indirect response to the dependent variable  $Y$  through the intermediary variable  $M$ . In other words, the independent variable needs to act as a mediator on  $Y$ . In this study, reading motivation was used as an independent variable to study reading strategies, and the mediating effect of reading anxiety on reading motivation and reading strategies was investigated. It can be shown that if the model fits well with sample data. So, from the model, there is a direct effect between reading motivation, reading anxiety and reading strategies of college students. The direct effect of reading motivation on reading anxiety was 0.797, the direct effect of reading motivation on reading strategy was 0.929, and the direct effect of reading anxiety on reading strategy was 0.798. At the same time, reading motivation as a mediating factor reading anxiety plays a role in reading strategy to some extent. Therefore, we found that reading anxiety has a significant mediating effect between reading motivation and reading strategy, that is, reading motivation can directly affect reading strategy, and reading anxiety can indirectly affect reading strategy. See Figure 1 for details.



**Figure 1.** Medi mediation model of reading anxiety between reading motivation and reading strategies

**Conclusions:** The results of this study show that college students' reading strategies have a significant predictive effect on reading motivation. This shows that the higher the level of reading strategies of college students, their reading motivation, the more intense, electronic reading materials in English for college students generally are more or less challenging, can books read and understand English clearly requires students to learn some reading strategies, and apply these reading strategies in the reading process.

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## A PROBE INTO PSYCHOLOGICAL FACTORS IN THE TEACHING OF COLLEGE STUDENTS' ART APPRECIATION

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**Background:** There are many practical theoretical results on the exploration of psychological factors in the teaching of art appreciation for college students. For example, some researchers believe that teaching artistic perception can effectively cultivate students' aesthetic abilities. Psychological factors have an important influence on the effectiveness of high school art understanding courses. Some researchers have discovered the main embodiment of effective teaching in the teaching of high school art treasures, and then discovered the characteristics of the psychological development of high school students. In addition, it is also