

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.

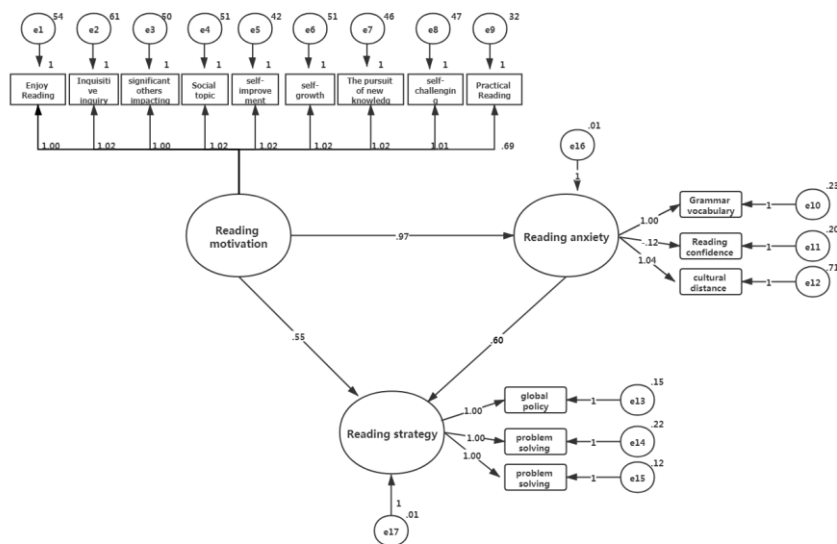


Figure 1. Medi mediation model of reading anxiety between reading motivation and reading strategies

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

said that the teaching of art understanding is an important part of the high school curriculum and is of great significance to the cultivation of students' aesthetic psychology. Therefore, this article will also explore the psychological factors in the teaching of art appreciation for college students to improve the level and ability of art appreciation.

Subjects and methods: This article mainly analyze the psychological factors of college students' art appreciation through analytical method, comparative method and investigation method. This questionnaire mainly invited 50 art students and 20 appreciation teachers from the school to fill in the questionnaire. The way to fill out the questionnaire is divided into online and offline. Through investigation and analysis, more than 80% of students and teachers believe that psychological factors have a great and positive influence on art appreciation.

Study design: This article first studies the main purpose of art appreciation teaching activities. Second, a detailed art appreciation was carried out. After that, the characteristics of psychological factors in college students' art appreciation teaching were analyzed. Finally, a related questionnaire survey was conducted and the data results were obtained.

Results: Psychological factors in the teaching of art appreciation for college students. (1) Cultivate students' aesthetic ability. (2) Evaluation principles of art appreciation. Evaluation is an important means of student learning. (3) The problem of aesthetic education.

Analysis of Survey Results: Analysis of Psychological Factors of Aesthetic Appreciation. According to the questionnaire survey in this article, it is found that art appreciation is closely related to psychological activities.

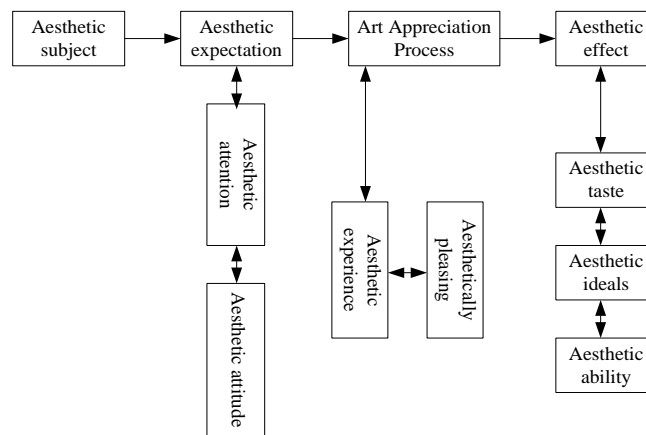


Figure 1. The psychological process of art appreciation

As shown in Figure 1, the psychological process of perceiving art should start from the critic's aesthetic expectations, and after a specific operation process, it will eventually end with changes in the critic's mentality and aesthetic vision. In other words, the psychological process of perceiving art can be roughly divided into three parts: aesthetic expectation, cognitive process and aesthetic effect.

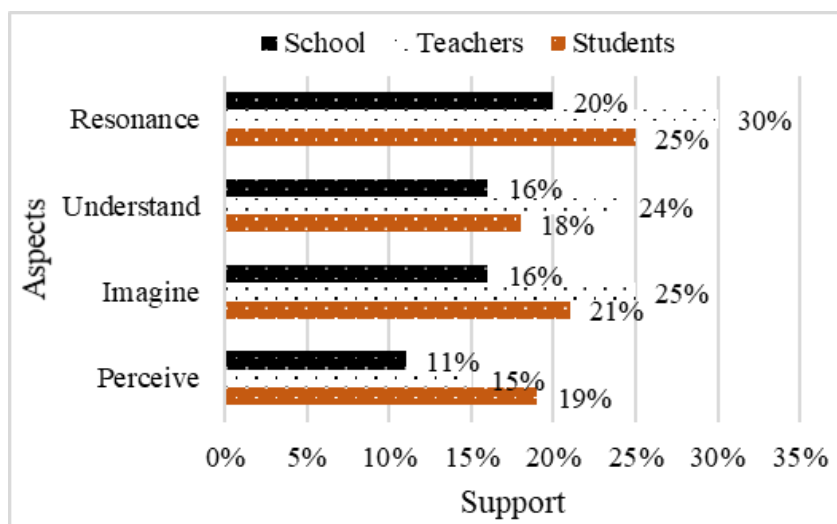


Figure 2. Analysis on the support degree of psychological factors in aesthetic appreciation

As shown in Figure 2, we can see that most people agree with the resonance in appreciation the most. They think that only works that resonate can be regarded as good. 83% of students and 94% of teachers agreed with the psychological impact.

Conclusions: In summary, we can see that the school environment, facilities and atmosphere have a great influence on students' aesthetic ability. Therefore, in the teaching process, we must make full use of school resources. People's aesthetic ability affects students' art appreciation level in many aspects such as innate quality, environmental factors and acquired education. Therefore, it is necessary to improve the comprehensive literacy of college students. First of all, the establishment and management of art courses in schools should be strengthened. Secondly, teachers should give full play to their professional advantages to cultivate creative thinking and innovative spirit. Finally, we must pay attention to the construction and development of campus culture.

Acknowledgements: School level key teaching reform project of Xianyang Normal University: copying teaching reform of art major in Comprehensive Colleges (Project No.: 2019z006); Innovation and entrepreneurship project for college students of Xianyang Normal University: early childhood art education (Project No.: 2017133).

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EFFECTS OF CLIMATE MONITORING ON RISK MANAGEMENT OF OUTDOOR SPORTS IN COLLEGES AND UNIVERSITIES FROM THE PERSPECTIVE OF PSYCHOLOGY

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Background: Adopting mixed management mode also makes some head teachers' pay little attention to outdoor sports in colleges and universities, which makes them easy to ignore and indulge themselves, and some even have prejudice to outdoor sports in colleges and universities. At every stage of growth, students will inevitably have some laziness and some problems. If teachers leave outdoor sports in troubled universities to themselves, then students will inevitably have the resistance to learning, even hate learning and resent teachers, which will lead to the decline in academic performance and give up their studies. However, it is gratifying to know that it has certain advantages to carry out centralized management of outdoor sports in colleges and universities by starting to divide students into different classes after their sophomore year.

Subjects and methods: PE teachers' time schedule of outdoor sports training in colleges and universities is relatively stable, and climate change doesn't influence a lot on training schedule. Of course, the arrangement of sports training frequency varies from university to university for different reasons.

Results: This paper investigates the situation of physical education teachers in colleges and universities in climate and environment making training plans, and the collected data and results. It means that 58% of physical education teachers have no training plan while 41% of physical education teachers have a training plan. Scientific training plan can greatly improve the rationality and professionalism of PE teachers' training. The sports training cycle of the college entrance examination is long, and the training process is especially hard. Therefore, the perfect training plan must have the science, the rationality, and the strong pertinence; The formulation of training plan determines the effect of training, affects the performance of different sports, and actively promotes the daily training of outdoor sports in colleges and universities.

Problems in physical training of outdoor sports in colleges and universities: (1) Improper training schedule: An average of 3 hours per day takes up a large amount of time, and the training does not have any content. The time of each day is the same, so students' interest in training will also decrease. This will not only reduce students' interest in practice, but also lead to practice fatigue, and ultimately affect learning. Training should be timed and loaded in accordance with long-term and short-term goals. (2) The selection of sports materials is not systematic: Many outdoor sports in colleges and universities choose to practice sports under the pressure of the college entrance examination, and most teachers choose to do so passively. Most of the students are transformed from ordinary culture students to sports students to enter higher school. Most of these students have not received professional and scientific guidance from physical education teachers during their study in colleges and universities. Due to various reasons, there is no talent growth channel for sports in each stage of risk management in colleges, colleges, and universities. (3) Sports skills