students. In terms of educational methods, the ideological and political education in colleges and universities fails to take into account the big needs of society and the small needs of students.

Results: Strengthen psychological education in the teaching of "Two Courses". In ideological and political education, "Two Courses" can promote the improvement of students' ideological and political quality, and is the main position of Ideological and political education. However, in the process of education, the educational effect of "Two Courses" is not ideal because of the lack of grasp of college students' Ideological Status and the lack of understanding of college students' psychological law. In the teaching process, only by starting from the students' psychological characteristics and fully connecting with the students' ideological reality, can we better understand the development and change laws of students' thoughts, psychology and morality, so as to make targeted answers in classroom teaching. Therefore, in the teaching of "Two Courses", it is necessary to appropriately increase the content of psychological education and set up psychological courses.

Conclusions: To sum up, ideological and political education in colleges and universities should pay more attention to psychological education. Starting from the role of psychological education, combined with students' psychological characteristics and development needs, we should actively take measures such as implementing psychological education in the "Two Courses" and carrying out psychological counseling in schools, comprehensively improve the scientificity and effectiveness of psychological education in colleges and universities, and give students systematic psychological guidance, Promote the healthy development of students' body and mind.

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TO EVALUATE THE EFFECTS OF COGNITIVE BEHAVIORAL THERAPY AND SPORTS EMOTIONAL DISCLOSURE ON REDUCING ANXIETY OF COLLEGE STUDENTS

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Background: In recent years, various problems caused by college students' anxiety are common, which has aroused the attention of many researchers. Researchers examined the effectiveness of a variety of interventions for anxiety among college students, including group counseling, physical activity, mental-health education classes, reading therapy and biofeedback. These methods mainly change the psychological state of anxious students through the intervention of cognition, emotion and behavior. Research shows that although these intervention methods are helpful to relieve the anxiety level of college students, they are limited in controlling the adjustment time and rebound speed. It is found that the current intervention studies on anxiety focus on medical psychological nursing, and there are relatively few intervention studies specifically for college students. In addition, most of the researches on anxiety use a single research tool, and the results are scattered and lack of certain comparability. Intervention studies on anxiety, in particular, do not strictly distinguish between state and trait anxiety, and the vast majority of studies focus on one type of anxiety, such as test anxiety or social anxiety. This is not in line with the reality, from the experience of psychological counseling, college students tend to experience more than one type of anxiety in a period of time. Therefore, it is necessary to improve the intervention research on anxiety in the above aspects.

Subjects and methods: In recent years, college students' mental health is affected by many factors, and the intensity of the influence is becoming more and more serious. Nowadays students are prone to depression, anxiety and other psychological problems. With the generation of depression and anxiety, the quality of life of people's families decreases, while the burden of society increases. Therefore, it is important to identify the factors that cause depression and anxiety. So far, many scholars on the influencing factors of depression and anxiety were studied, but most of the research from cognitive perspective, namely, external factors and the mechanism of interaction between individuals, but psychological research has not made clear causes of depression, anxiety, and the main analysis of the stress, social support, coping styles and the relationship between depression, mood. In this paper, structural equation model can be used to avoid these limitations.

This paper describes the college students' scientific evaluation system designed by SPSS software for data processing, so as to determine how to build a theoretical model. After the model is put forward, model setting, model identification, model estimation, fitting test and model modification are carried out to obtain the best model.

Study design: Latent variables of random effects were modeled, SPSS 19.0 was used for statistical analysis, and AMOS 19.0 was used for structural equation modeling. Structural equation modeling is used for

analysis because it allows complete and synchronous testing of all hypothetical relationships and is widely accepted as a particularly suitable analysis method for phenomena interested in longitudinal data that are complex and multifaceted. Structural equation modeling is a widely used statistical technique by specifying relationships between variables for testing and observing patterns of correlation and covariance between variables. This allows the evaluation of whether the hypothesis of relationship studies is valid. This approach has great advantages when analyzing longitudinal data available for simple regression analyses, specifying a latent variable model where the "change" standard variable can be modeled as one or more of the outcomes theoretically correlated to the prediction. Descriptive statistical results and correlation analysis of psychological depression and different variables of college students.

Methods of statistical analysis: The correctness of depression model was verified by fitting index. In this experiment, the best model of depression emotion equation model was obtained through 8 model revisions, in which chi-square (chi-square = 43.3) and degree of Freedom of the model were fitted. The significance probability value is (probability level = 0.055 > 0.05), thus verifying the fitting of the data with the hypothesis model. According to the analysis, environment, pressure and self-quality all have an important influence on anxiety. Environment and self-quality are negatively correlated with anxiety. Stress is positively correlated with anxiety. Environmental factors can directly cause anxiety. When the environmental factors are constant, the pressure is great and the quality is low, it usually leads to strong anxiety. However, under the premise of pressure and high quality, college students seldom have anxiety.

Results: Evaluation Cognitive behavioral therapy (CBT) is a group of short-term psychological treatments aimed at eliminating negative emotions and behaviors by changing thoughts or beliefs and behaviors. The theoretical basis of this therapy is that a person's thinking plays a decisive role in his emotions and behaviors. In view of patients' wrong, distorted or disorganized cognitive problems, the psychological problems presented by patients can be improved by changing their views and attitudes towards themselves, people and things. Emotional disclosure, also known as rational Emotion Therapy (REBT), was developed in the 1950s by Albert Ellis, an American psychologist. The holistic therapeutic model of rational emotional therapy is ABCDE, which is established on the basis of Ellis' ABC theory. In his opinion, people's emotional and behavioral disorders are not directly caused by a certain stimulating event, but by the belief caused by the individual's incorrect cognition and evaluation of the event, which finally leads to the emotional and behavioral consequences in specific situations, which is called ABC theory.

In the sampling stage, the researcher used ABC theory of RATIONAL emotional behavior therapy to judge the problems of the visitors. The university students with ideological problems were taken as the subjects, and the problems were divided into four categories as mentioned above, namely learning problems, interpersonal problems, emotional problems and development problems. The pre-test and post-test results of the experiment were based on the observation of the researcher, the statements and feedbacks of the subjects, and the evaluation of the people around the subjects. The pre-test results were based on the statements of the subjects and the judgment of the researchers, while the post-test results were based on the feedback of the subjects and the evaluation of the surrounding people, supplemented by the observation and judgment of the researchers.

All choose experimental subjects in the experimental intervention phase are obvious irrational cognition, "severe" in the table on behalf of explicit emotional and behavioral problems of subjects or the subjects surrounding life caused great influence, "slight" on behalf of explicit emotional and behavioral problems of subjects or the subjects only surrounding personnel's life or language attitude and outlook. For example, the "serious" condition of learning problems is not participating in learning, not taking exams, not answering questions or deliberately answering wrong questions caused by ideological problems, and the "slight" condition is only shown.

Data obtained in the feedback stage of the experiment showed that all participants in the experiment had achieved cognitive changes, and had improved or even eliminated emotional and behavioral problems to varying degrees, except for one male student who had no significant improvement in emotional and behavioral problems when facing development problems. The experimental results show that evaluative cognitive therapy and emotional disclosure therapy can be applied to the ideological education of college students, and have obvious effects on changing college students' anxiety cognition, improving their bad emotions and behaviors, and solving their ideological problems in a short period of time.

Conclusions: In recent years, college students' psychological problems have been concerned by all walks of life, anxiety affects a person's normal life and family relations to a great extent. Therefore, through data collection, this paper processed the collected data with SPSS, and then established a model to analyze which factors affect the causes of college students' anxiety. Through model construction and model fitting, the standard model was finally reached. It is analyzed that stress has the greatest influence on college students' anxiety, while environmental factors have relatively little influence on college students' anxiety, indicating that the relationship between different variables and how some relationships play a role together, so as to better explain the generation mechanism of college students' anxiety. Put forward the evaluation

method of cognitive therapy and sports emotion university students' random intervention experiment, through the experimental test results before and after the evaluation and the feasibility of the method of emotion, cognitive therapy experiment after significant improvement of the students' anxiety, as a result, this paper studies to a certain extent, has promoted the study on college students' anxiety treatment.

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ANALYSIS OF PSYCHOLOGICAL CONSTRUCTION UNDER THE ENGLISH TEACHING MODEL IN COLLEGES AND UNIVERSITIES

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Background: In recent years, although the reform of college English teaching has made some achievements on the whole, college English Teaching in colleges and universities is still under the unsatisfactory traditional teaching mode. The research on it still focuses on the transformation of appearance mode and the improvement of teaching methods in specific links. up to now. The effect of college English teaching reform in colleges and universities is not obvious, and it is still under the hat of "time-consuming and inefficient". However, the development of social economy and technology in China is becoming more and more international, and the society has higher and higher requirements for College English teaching. Therefore, there are obvious contradictions in reality: Although the annual supply of foreign language graduates is in a state of oversupply, there is still a serious lack of high-end foreign language talents in social development. There is an urgent need for talents with excellent foreign language level and professional knowledge. However, field surveys in some colleges and universities show that students generally have unsatisfactory attitudes towards college English teaching. On the one hand, students hope to improve their English learning ability and learning effect, and can put the language into practice. On the other hand, many teachers often pay too much attention to the content of teaching materials in order to complete the teaching task and keep up with the scheduled teaching progress. This may lead to the phenomenon that teachers only explain the subject according to the book in class, but only teach teaching materials. This will inevitably lead to an embarrassing situation completely divorced from the basic law of language teaching: teaching has become the mechanical teaching of language knowledge, and knowledge has become the only link between teachers and students.

Objective: In view of the problems existing in college English teaching in colleges and universities, the state officially promulgated the college English curriculum teaching requirements in 2007, which puts forward the need to cultivate students' comprehensive English application ability, and clearly requires colleges and universities to formulate a scientific, systematic and personalized college English syllabus according to the actual situation of the University and with reference to this requirement, to guide college English Teaching in our university. The promulgation of this requirement provides programmatic guidance for the reform of the new college English teaching model, and will help colleges and universities give more effective play to their subjective initiative according to the actual situation.

Subjects and methods: By analyzing the current situation of college English teaching, this paper puts forward that the necessary premise of realizing the new college English teaching model is to realize psychological construction, and there are three ways to realize psychological construction. Establish a harmonious relationship between teachers and students. Using constructivism theory to guide the adjustment of students' cognitive structure. Adopt diversified teaching forms.

Results: Establishing a harmonious relationship between teachers and students is the primary way to realize psychological construction. Tracing back to western educational psychology, humanistic psychology, an important psychological school, rose in the United States in the 1960s. Humanistic psychology holds that behaviorism theory ignores the characteristics of people's active thinking and does not distinguish the learning of people and animals in essence. It also believes that cognitivism does not pay attention to the influence of people's emotions, values, attitudes and other factors on learning. Therefore, humanism emphasizes the human factor in learning and respects learners' wishes, emotional needs and values. In this way, it is possible to form a harmonious atmosphere in the classroom, the main environment for teacher-student communication, get out of the misunderstanding of extremely ignoring students' emotional factors in traditional classroom teaching, pay attention to students' emotional experience, eliminate students' negative emotions, raise the enthusiasm of teachers and students, realize the preliminary construction of teachers and students' benign psychology, and provide the possibility to improve the effect of language teaching.