

students will inevitably have certain psychological problems in the face of external setbacks and pressure, especially anxiety disorder. Under the interference of different factors such as academic pressure or interpersonal communication, the anxiety symptoms of anxiety students will become more and more serious, which will have a great impact on their normal study and life. This study takes anxiety students as the main research object to explore the intervention role of the reform of psychological education and teaching model in anxiety students, so as to effectively solve the anxiety psychological problems of anxiety students and promote the improvement of their psychological quality level.

Subjects and methods: In this study, students from three schools will be selected by stratified cluster random sampling, and 80 students will be randomly selected from each school for analysis, a total of 240 students. Through the form of questionnaire, this paper explores the anxiety level of anxiety students before the reform of psychological education and teaching mode, and the improvement of anxiety after the reform of psychological education and teaching mode.

Study design: The students participating in this study were divided into control group and experimental group with 120 students in each group. The students in the control group were given traditional psychological education, and the students in the experimental group were given the reformed psychological education and teaching. The time of psychological education for the two groups of students was uniformly determined as 3 months. At different time nodes before and after the education experiment, questionnaires were distributed to the students to collect and record their anxiety psychological state. A total of 240 questionnaires were distributed and 237 valid questionnaires were recovered, with a questionnaire recovery rate of 98.75%.

Methods: The core content of the questionnaire is the Self-rating Anxiety Scale (SAS). This scale is used to score the anxiety state of the two groups of students before and after participating in the educational experiment. The higher the SAS score, the more serious the anxiety state of the students. Using Excel software and SPSS 22.0 software, a comprehensive statistical and comparative analysis of students' anxiety problems and their improvement. The measurement data were $x \pm s$, and the comparison between groups was t-test. The difference between the two groups was expressed in percentage (%), $P < 0.05$ showed that the difference was statistically significant.

Results: There was no significant difference in SAS scores between the experimental group and the control group before the experiment ($P > 0.05$). One day after the experiment, the SAS score of middle school students in the control group decreased slightly, while the SAS score of the experimental group decreased significantly, which was significantly lower than that of the control group ($P < 0.05$). One week after the experiment, the SAS score of the students in the control group changed little and remained almost constant, while the SAS score of the students in the experimental group continued to decline, and the comparative difference between the two groups further expanded, and the difference was statistically significant ($P < 0.05$). See Table 1 for details.

Table 1. SAS scores of two groups of students before and after psychological education experiment

| Group | Before the experiment | 1 day after the experiment | 1 week after the experiment |
|------------------|-----------------------|----------------------------|-----------------------------|
| Experience group | 48.51±7.74 | 25.65±5.36 | 21.44±5.42 |
| Control group | 46.92±6.01 | 39.29±5.74 | 39.07±6.02 |
| <i>t</i> | 1.777 | 19.026 | 23.842 |
| <i>P</i> | 0.077 | 0.000 | 0.000 |

Conclusions: The traditional psychological education model cannot effectively alleviate the anxiety symptoms of anxiety students. The reformed psychological education and teaching model can significantly reduce students' SAS score and play a positive intervention role. The reform of psychological education and teaching model is helpful to fundamentally alleviate students' anxiety and improve their mental health level.

* * * * *

STUDY ON THE INFLUENCE OF NEWS COMMUNICATION ENTERTAINMENT ON ALLEVIATING AUDIENCE MENTAL ANXIETY

Tao Liu

School of Communication, Langfang Normal University, Langfang 065000, China

Background: In the process of the rapid development of China's socialist market economy, the market economic system has been continuously improved, the market competition has gradually intensified, and all walks of life have been impacted. In order to meet the market demand, the media industry has developed its news communication form to entertainment. The essence of entertainment of news communication is to make the content included in the news subject tend to soft news, take entertainment as the core element of news content, eliminate more serious and rigid content as much as possible, and use different types of soft content such as celebrity anecdotes, online celebrity events, adventure accidents, disaster phenomena and lace news as the news subject. The entertainment of news communication mainly focuses on the plot and story of news content, uses text modification to strengthen the drama and excitement of news content, and uses attractive headlines to win more attention to meet the entertainment and reading needs of the public. At present, with the fierce social competition, people have certain psychological pressure in learning, work, life and other aspects, and then show varying degrees of mental anxiety. Their anxiety needs to be effectively alleviated. In the entertainment environment of news communication, the audience with mental anxiety can easily get some relaxation and pleasure from the news content, and temporarily empty themselves, so as to alleviate the tension and psychological pressure in study, work or real life.

Objective: There are various reasons for the development of news communication in the direction of entertainment, including people's restlessness under great life pressure, increasingly fierce market competition, news media's pursuit of economic interests and so on. There is an interactive relationship between the development trend of news communication and the psychological changes of the audience. While the restlessness and entertainment needs of the audience promote the entertainment development of news communication, the entertainment of news communication will also react on the audience. It's interesting and attractive news content will alleviate the mental anxiety of the audience to a certain extent. This study will analyze the development trend of entertainment of news communication, and deeply explore its impact on alleviating audience mental anxiety, in order to promote the healthy development of entertainment of news communication and effectively solve the problem of audience mental anxiety.

Subjects and methods: This study will take the form of online questionnaire survey, distribute the questionnaire to 350 news viewers, make them fill in the questionnaire for 20 minutes, and then immediately terminate the filling process of the questionnaire and recycle the questionnaire. Through the contents of the questionnaire, we can analyze the different effects of audience mental anxiety disorder under the entertainment of news communication.

Study design: The main content of the questionnaire includes the audience's satisfaction with the entertainment of news communication, and sets the options of four dimensions: dissatisfaction, general, satisfaction and very satisfaction to explore the audience's attitude towards the entertainment development of news communication. In addition, the Self-rating Anxiety Scale (SAS) is set in the questionnaire to make the audience score their anxiety level under the background of news communication and entertainment. In this project, 350 questionnaires were distributed, and 347 valid questionnaires were recovered, with a recovery rate of 99.14%.

Methods: SAS was used to score the mental anxiety level of the audience, the total rough SAS score of all the audience was obtained, and the standard score could be obtained by expanding it by 1.25 times. If the SAS standard score is less than 50, it means that the audience is normal without mental anxiety. If the SAS standard score of the audience is in the range of 50 to 59, it means that it is accompanied by mild anxiety. If the SAS standard score of the audience is between 60 and 69, it indicates that it is accompanied by moderate anxiety. If the SAS standard score of the audience reaches 70 or above, it is severe anxiety. Using Excel software and SPSS19.0 software, the influence of news communication entertainment on alleviating audience mental anxiety was counted and analyzed.

Results: The results of the questionnaire showed that the number of viewers who were dissatisfied with the entertainment of news communication was only 26, and the number of viewers who were satisfied and very satisfied with it were 125 and 117 respectively. The entertainment of news communication can alleviate the audience's mental anxiety. The average SAS score of the audience who prefer the entertainment of news communication is less than 50, indicating that they are not accompanied by mental anxiety. The survey results are shown in Table 1.

Table 1. The survey results

| Degree of satisfaction | Dissatisfied | Commonly | Satisfied | Very satisfied |
|----------------------------|--------------|----------|-----------|----------------|
| Number of people | 26 | 79 | 125 | 117 |
| SAS standard score average | 51.47 | 48.51 | 41.39 | 37.29 |

Conclusions: The entertainment of news communication has a positive effect on alleviating the audience's mental anxiety, which can effectively reduce the audience's SAS score and improve their mental

anxiety. The SAS scores of the audience with general, satisfied or very satisfied attitude towards the entertainment of news communication are lower than those with dissatisfied attitude. The more the audience is keen on the entertainment of news communication, the lower their SAS score and the higher their mental health level.

* * * * *

THE INFLUENCE OF THE SUBJECTIVITY OF ENGLISH DISCOURSE CONSTRUCTION ON COLLEGE STUDENTS' ANXIETY IN ENGLISH LEARNING AND ITS COUNTERMEASURES

Ying Pan

School of Foreign Languages, Harbin University of Science and Technology, Harbin 150080, China

Background: With the continuous improvement of global economic integration, people have higher and higher requirements for English level in international communication, so college students pay more and more attention to English. However, due to the lack of curriculum quality, some teachers' rigid teaching methods and students' relatively weak English foundation, students have many problems in English. Among them, learning anxiety is a big obstacle. Foreign scholars have long put forward the concept of foreign language learning anxiety, that is, "learners' obvious anxiety about self-consciousness, belief, emotion and behavior related to classroom foreign language learning due to the uniqueness of foreign language learning process". This learning anxiety is more concentrated in English discourse writing. Writing anxiety refers to "learners' anxiety behaviors in the process of writing, such as avoiding English writing tasks, confusion of writing discourse structure, fear that their compositions will be read and commented by others, etc. writing anxiety is not a general psychological tension, but a more intense anxiety or fear". In the process of writing, students will show some problems, such as unable to start with the topic, blocked thinking, inadequate language organization, lack of vocabulary, procrastination, and fear of being reviewed and commented. This anxiety phenomenon seriously inhibits the exertion of college students' writing ability and the application of writing skills. Therefore, how to alleviate college students' writing anxiety has become a problem we need to solve.

After entering the University, students pay more attention to their own image, self-esteem and their vital interests. Therefore, when facing the English writing questions assigned by the teacher, some students often lack confidence and worry about being negatively evaluated by the teacher and ridiculed by the students after making mistakes. Some students are too demanding for perfection and often read back and revise. This will not only affect English writing to a great extent, but also increase the burden of writing. If the expected effect is not achieved, students' self-confidence will be greatly hit, which will lead to anxiety about future writing. Other students with poor foundation lack confidence and patience in English writing. They feel that writing is dispensable and perfunctory with an indifferent attitude. These students completely regard writing as a task without interest, resulting in anxiety.

Objective: To investigate the anxiety of contemporary college students in English writing learning, and to explore and verify effective solutions through questionnaire survey and comparative teaching experiment. It provides some reference value for improving college students' English writing ability.

Subjects and methods: 246 college students who agreed to participate in the study and were learning English writing were randomly selected from 4 universities in China. They were divided into experimental group and control group, with 123 students in each group. First, a questionnaire survey was conducted on these college students' English writing anxiety, and some students were randomly selected for one-on-one interviews to understand the causes of their anxiety. Then, coping strategies were designed according to the results of the questionnaire survey and interviews, and these strategies were integrated into the English writing curriculum of the students in the experimental group without any interference in the English writing curriculum of the students in the control group. The teaching experiment lasted for 4 weeks. After 4 weeks, the same questionnaire survey was conducted again for the two groups of students to understand the changes of their English writing anxiety and the effectiveness of their strategies.

Results: After the first questionnaire survey and interview, the students' English learning anxiety was divided into four levels according to the total score of the questionnaire: those with an anxiety value lower than 50 were classified as no anxiety, those with an anxiety value between 50 and 70 were classified as mild anxiety, those with an anxiety value between 70 and 104 were classified as moderate anxiety, and those with an anxiety value higher than 104 were classified as severe anxiety. The statistical results divided by anxiety level are shown in Table 1. Note that the t-difference significance test is used for the measurement data, and the significance level is 0.05.