

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.

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

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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.

It can be seen from Table 1 that, on the whole, the anxiety of the college students participating in the study is relatively serious. Only 62 of the 246 students have no anxiety about English writing, and the P value of *t*-test between the anxiety score data of the two groups is greater than the significant level. It is considered that the data difference is not statistically significant. See Table 2 for the questionnaire survey results after the teaching experiment.

Table 1. Survey results of two groups of students' anxiety about English writing before the experiment

Anxiety level	Experimental group (n = 123)		Control group (n = 123)	
	Number of people	Average	Number of people	Average
No anxiety	32	34.7	30	31.9
Mild anxiety	48	60.3	51	61.3
Moderate anxiety	27	84.1	27	83.9
Severe anxiety	16	120.7	15	119.2

Table 2. Survey results of students' anxiety about English writing after the experiment

Anxiety level	Experimental group (n = 123)		Control group (n = 123)	
	Number of people	Average	Number of people	Average
No anxiety	53	28.6	36	31.5
Mild anxiety	43	57.4	49	60.8
Moderate anxiety	22	83.8	25	85.5
Severe anxiety	5	115.2	13	117.4

It can be seen from Table 2 that after the teaching of psychological coping strategies for English writing anxiety, the anxiety level of the experimental group is lower than that of the control group, and the *t*-test output p value of the two groups is less than 0.05, the difference is statistically significant, indicating that the measures taken in this study have a certain practical effect.

Conclusions: writing anxiety is a complex psychological phenomenon in English learning and a “stumbling block” to improve English writing ability. If college students have writing anxiety in English learning, it will undoubtedly do great harm to the improvement of their English level, and will also have a great impact on the teaching effect of teachers, Therefore, teachers need to carefully analyze the causes of each student's writing anxiety in teaching practice, find the breakthrough point, formulate strategies, take multiple measures at the same time, effectively eliminate students' writing anxiety and improve students' English learning level. English writing has practical significance in helping students improve the accuracy of using English, improve their logical thinking and analysis ability, cultivate a rigorous work style, and promote listening, speaking, reading and writing. However, excessive anxiety is a stumbling block to improve the level of English writing, which makes English writing not only fail to play the above role, but also become a burden for students. Therefore, we should pay attention to this emotional factor, strengthen the cultivation of students' psychological quality, let them have their own learning strategies, create a good teaching environment, make them become active language practitioners, overcome anxiety and truly succeed in language learning.

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A STUDY ON THE INFLUENCE OF PSYCHOLOGICAL INTERVENTIONS ON ALLEVIATING ANXIETY IN COLLEGE STUDENTS

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Background: Anxiety is an unpleasant complex emotional state, such as tension, uneasiness, worry and worry, caused by an upcoming situation that may cause danger or threat. Moderate anxiety can promote learning and work to a certain extent, arouse people's vigilance, make people concentrate and stimulate their fighting spirit, but excessive anxiety will affect normal learning and life, even reduce the body's