

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

immune function and endocrine regulation disorder, and have an adverse impact on physical and mental health. Research shows that the detection rate of anxiety and depression is high among college students. At present, China has entered a period of profound changes in social structure. During this period, a large number of new things, new ideas, new rules and new ways of behavior have emerged, the pace of life has accelerated, the pressure of social competition has increased, and complex events in marriage, family, education and employment have an impact on people's body and mind, often putting people in contradictions and conflicts. College students are in the environment of today's social transformation period and are directly faced with practical situations such as employment pressure, emotional troubles and social adaptation. Social anxiety has become a common psychological problem for college students, especially for college students in local colleges and universities, their social anxiety may be more serious and complex. However, at present, the domestic research on college students' social anxiety is still in the development stage, and most of them focus on speculative discussion, and there is few empirical research. In order to comprehensively and deeply understand the reality of college students' social anxiety and its influencing factors, we still need the support of more empirical research results.

**Objective:** College students' excessive anxiety psychology will affect their academic and life status to a certain extent. Therefore, this study studies the effect of psychological intervention on college students' anxiety psychology through questionnaire survey and psychological intervention experiment. It provides some academic value for improving the mental health level of college students in China.

**Subjects and methods:** A general undergraduate school was randomly selected from China to conduct a questionnaire survey based on the Self-rating Anxiety Scale for college students willing to participate in the study. 200 college students with a total score of more than 50 (i.e., determined to have anxiety problems) were randomly selected as the research objects, and they were divided into experimental group and control group, with 100 people in each group. Psychological intervention was carried out on the students in the experimental group. The psychological intervention was divided into three kinds: mental health education lecture, relaxation physical exercise and cognitive therapy. Among them, the mental health education lecture was held once a week to introduce the causes of college students' anxiety and psychology; Relaxation physical exercise once a day, lasting at least 20 minutes each time. The exercise content is sports with the function of relaxing body and mind, such as yoga, jogging, etc. The purpose of cognitive therapy is to reconstruct students' psychological cognition and change their unreasonable cognition that will lead to anxiety, such as perfectionism, excessive reasoning and so on. During the period of psychological intervention in the experimental group, there was no intervention in the control group. The experiment lasted for 2 weeks. After two weeks, a questionnaire survey based on the self-rating anxiety scale was conducted to understand the changes of anxiety and psychology of the two groups of students before and after the experiment and the impact of psychological intervention on college students' anxiety.

**Results:** All the measurement data in the study are displayed in the form of mean  $\pm$  standard deviation. When the difference significance test is required, *t* test is used for the measurement data, chi square test is used for the count data, and the significance level is set to 0.05. Before the experiment, the basic data of the two groups of students are statistically compared and analyzed, the analysis results show that there is no significant difference in various basic data between the two groups, and the data after the experiment are comparable. After completing the experiment and all questionnaires, sort out the data and get Table 1.

**Table 1.** Statistics of total scores of self-rating anxiety scale before and after the experiment

Statistical item	Experience group	Control group	<i>t</i> value	<i>P</i> value
Before experiment	68.24 $\pm$ 6.71	67.97 $\pm$ 8.26	1.684	>0.05
After the experiment	57.54 $\pm$ 4.37	67.85 $\pm$ 8.19	1.946	<0.05
<i>t</i> value	2.564	3.155	-	-
<i>P</i> value	<0.05	>0.05	-	-

According to Table 1, from the perspective of groups, the *t*-test *P* value of the total score data of the Self-rating anxiety scale between the two groups before the experiment is greater than the significance level of 0.05, and the data difference is not statistically significant. The total scores of the Self-rating Anxiety Scale in the experimental group and the control group after the experiment were 57.54 and 67.85 respectively. The *P* value of *t*-test of the two groups was less than the significant level, which considered that the data difference was statistically significant.

**Conclusions:** The experimental data show that psychological intervention measures are helpful to improve college students' Anxiety Psychology and anxiety emotion. Therefore, in order to solve this problem, we need to carry out various work. First of all, schools should set up courses related to mental

health education, hold lectures on psychological knowledge, and strengthen the construction of psychological counseling teachers. Strengthen the construction of university campus culture, create a good campus environment, hold rich and colorful campus activities, provide students with a good learning atmosphere, strengthen communication and exchange with students, pay attention to students when they are found to have bad emotions, help college students relieve psychological pressure and improve students' mental health level. Secondly, parents should establish a scientific concept of family education, often communicate with their children, create a warm and harmonious family atmosphere for their children, give their children more respect and understanding, and try to avoid negative educational methods such as punishment and denial. Finally, students need to develop a good lifestyle, eat reasonably, arrange their work and rest reasonably, and ensure 6 - 8h sleep time every day. If conditions permit, it is best to take a nap for half an hour to ensure good and sufficient sleep. Also need to regulate their own bad emotions. On the other hand, students should correctly understand and evaluate themselves, be good at discovering their own advantages, establish self-confidence, and formulate feasible life and learning goals according to their actual ability. Actively participate in school activities, broaden the scope of interpersonal communication and strengthen interpersonal communication ability. When encountering psychological problems that cannot be adjusted by themselves, they should seek the help of psychological counseling institutions in time.

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## **ANALYSIS ON THE EFFECT OF COLLEGE MUSIC TEACHING ON ALLEVIATING COLLEGE STUDENTS' BEHAVIOR OBSTACLES FROM THE PERSPECTIVE OF MULTIPLE INTEGRATION**

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**Background:** At present, there are some special groups in university campuses, namely students with behavioral disorders. Behavioral disorder refers to the obvious abnormality of individual behavioral activities, which is the result of various psychological process disorders. There are many causes of College Students' behavior disorders. According to the performance of patients, they are generally divided into psychomotor inhibition and psychomotor excitement. Psychomotor excitement also refers to behavioral excitement. Patients generally show an increase in behavior and action. If the situation is coordinated with the patient's emotion and psychology, and the movements of the patient's limbs or other parts of the body are also coordinated, it is called coordinated excitement, such as excitement during emotional excitement, excitement during mild mania, etc. If the patient's psychology and emotion do not match and coordinate with the patient's behavior, it is called uncoordinated excitement, such as schizophrenic patients. Psychomotor inhibition refers to a significant reduction in patients' actions and behaviors. If this situation affects daily life and work, it is morbid. There are six common types of psychomotor inhibition, namely, movement stiffness, wax flexion, disobedience, loss of use, loss of writing, miscalculation, etc. College Students' behavior disorders are mostly caused by psychological disorders. Therefore, finding a way to release college students' inner emotions and alleviate their negative emotions is of great significance to alleviate college students' behavior disorders.

It has been proved clinically that music therapy has a good intervention effect on patients with depression or anxiety, and can significantly alleviate the degree of anxiety and depression. Therefore, college music teaching is an effective way to alleviate students' negative emotions. Today, with the popularization of quality education, music education in colleges and universities has been paid more and more attention. It plays an important role in the cultivation of pupils' aesthetic, humanistic feelings and comprehensive quality. However, the current college music teaching mode is still relatively single, which is difficult to meet the current music teaching needs, and cannot alleviate students' negative emotions, so as to alleviate college students' behavior barriers. Therefore, the current college music teaching mode still needs to be improved and optimized. Based on the perspective of multi-integration, this paper puts forward some strategies, that is, strengthening the construction of multi-cultural music education system, and then strengthening the transformation of their own educational ideas. Strengthen the cultivation of professional quality of music teachers in colleges and universities, make teachers understand the key effect of multi-cultural integration on music education, and form new teaching ideas. Strengthen the cultivation of students' awareness of music communication, make more communication between teachers and students, students and students, improve the music atmosphere, and fully mobilize students' enthusiasm and initiative. Improving and optimizing the music teaching mode in colleges and universities from the