

improvement of students' self-consciousness and improve students' comprehensive quality in the process of active learning. After one semester of ideological and political teaching reform, students' knowledge and ability have been improved. The overall awareness score of humanities class is higher than that of chemistry class. The overall awareness score of the humanities class is (4.87 ± 0.58). The specific results are shown in Table 1.

Conclusions: With the continuous development of education, the state and colleges and universities attach great importance to students' ideological education and affirm the value and important role of educational psychology in education. Ideological and political teaching plays a very important role in the cultivation of students' three outlooks. Combine educational psychology with ideological and political teaching, realize the reform and innovation of ideological and political teaching methods, provide teaching effects, promote the improvement of students' self-efficacy and improve students' comprehensive quality under the guidance of teachers.

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EXPLORING THE TRANSFORMATION TREND FROM COMPARATIVE LITERATURE TO COMPARATIVE CULTURE FROM THE PERSPECTIVE OF CROSS-CULTURAL PSYCHOLOGY

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Background: Cross-cultural psychology is a branch of psychology. With reference to the data of multiple cultures, this paper analyzes the psychological differences between different cultures, explores their commonality, as well as the relevant social culture, and studies the impact of these cultural characteristics on psychology. Cross-cultural psychology comes from two disciplines: cultural anthropology and psychology. Cultural anthropology studies the psychological characteristics of different cultures and analyzes their differences, while psychology explores the causes of psychological differences. There is the cultural comparison in cross-cultural psychology. Analyzing the effects of different social environments on psychology, cross-cultural psychology provides new research ideas for psychology.

From the perspective of cross-cultural psychology, the fundamental attribute of comparative culture is cross-culture. Literature is the product of the joint action of multiple cultures, and neither Chinese nor Western culture can be pure. In the long history, the development of Chinese culture has also been affected by other cultures, while western culture will integrate some other cultures when conquering or communicating with other countries, and there is no clear boundary between Chinese and Western cultures. From the perspective of cross-cultural psychology, there is a situation of comparative culture transformation in higher education. In the process of teaching, learn advanced western knowledge and experience. In foreign language teaching, we should use the foreign language to tell and write about Chinese culture and customs. Chinese and Western cultures are merging with each other, and finally, realize the coordinated development of the two

Objective: Study the connotation of cross-cultural psychology and comparative literature, and on this basis, analyze the phenomenon of comparative literature in college education and teaching, study the law of its development and change, and find the trend of comparative culture transformation. This paper applies these comparative culture transformation trends to foreign language teaching in Colleges and universities, analyzes their impact on foreign language teaching, teachers and students, and the changes obtained by teachers and students in this comparative culture transformation.

Research objects and methods: The research objects are foreign language majors. A total of 200 foreign language majors were randomly selected from four universities to understand their learning situation, personal information, attitude towards foreign language teaching, understanding of comparative literature and other information, apply the trend of comparative culture transformation to foreign language teaching, and record the relevant experimental data. Through the fuzzy evaluation method to evaluate the impact of foreign language teaching on foreign language majors after the reform, the quantitative score of relevant influencing factors adopts grade 1-5, and 1-5 points respectively mean no impact, slight impact, general impact, obvious impact and complete impact. SPSS software is used for the statistical analysis of relevant data.

Results: It has been 30 years since the beginning of Chinese comparative literature. After the accumulation of this time, Chinese comparative literature has reflected on the system and theory, and rationalized the system. From the perspective of cross-cultural psychology, comparative culture has undergone great changes and has been applied more widely. In foreign language teaching, we should reform foreign language teaching with the help of the trend of comparative culture transformation. In terms of listening, speaking, reading and writing, we have integrated Chinese and Western cultures, used foreign languages to teach Chinese and Western cultural knowledge, and compared the cultural differences between China and the West. Foreign language majors have more sense of identity and familiarity with foreign language teaching. In the research on the impact of foreign language teaching reform, sophomores believe that reformed foreign language teaching can significantly improve students' writing ability, and the impact score is 5. The specific results are shown in Table 1.

Table 1. The influence of foreign language teaching on foreign language majors after the reform

Grade	Listening ability	Oral ability	Writing ability	Reading ability
Freshman	4	5	4	4
Sophomore	4	4	5	3
Junior	5	4	5	4

Conclusions: Cross-cultural psychology is the study of people in multiple cultures, analyzing the commonality of these people's psychological characteristics, and studying the impact of social culture on human psychology. Using cross-cultural psychology, this paper analyzes the current situation and transformation trend of comparative literature, and finds that comparative literature has been transformed from literariness to symbolism, from cross-cultural to interdisciplinary, and the scope of comparative literature research has been continuously expanded to meet the needs of the development of the times. The interpretation of different cultures is more profound. Using the idea of transforming comparative literature into the comparative culture, we will reform the foreign language teaching that used to teach foreign language knowledge only, and use Chinese culture. Foreign language has become a means to express Chinese culture, customs and other knowledge. Through this means, we will expand the scope of the spread of Chinese culture and enable foreign students to understand China more truly. In addition, for foreign language majors, this way can increase their acceptance of foreign language learning and make foreign language majors feel a sense of national pride and achievement in the process of foreign language learning.

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INFLUENCE OF VOCAL MUSIC TEACHING REFORM IN COLLEGES AND UNIVERSITIES ON THE IMPROVEMENT OF CONTEMPORARY STUDENTS' ANXIETY PSYCHOLOGY

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Background: Anxiety is the anxiety caused by facing unsolvable problems in life, and there will also be negative emotions such as tension and anxiety. There are also some typical anxieties in anxiety psychology, such as floating anxiety, which can also be called nameless anxiety, that is, anxiety of unknown cause. For students, anxiety psychology is a double-edged sword. An appropriate amount of anxiety psychology can maintain their learning enthusiasm and promote the improvement of students' initiative. When anxiety is beyond the scope of students' psychological tolerance, it will have a negative impact on students' physical and mental health, resulting in physiological phenomena such as mental tension, sweaty palms, headache and so on. Anxiety psychology is affected by environment and personal characteristics, and can be divided into state anxiety and trait anxiety. The former has timeliness and will reduce or disappear according to the change of anxiety environment. The latter is long-term and difficult to eliminate. According to the causes of anxiety psychology, it can be divided into realistic anxiety and pathological anxiety. Realistic anxiety comes from the real potential challenges and threats, and the anxiety emotional response in the face of these potential challenges and dangers. Realistic anxiety is a common anxiety. The pathological anxiety will appear the continuous anxiety of unknown reason, feel the inexplicable sense of threat, and the patient's autonomic nerve function will be disordered, resulting in subjective pain, such as mental anxiety in generalized anxiety disorder.