

**Results:** Table 1 shows the comparison results of MHT scores of students after integrating mental health education into Chinese classroom teaching at different evaluation time nodes before and after the intervention. The numbers marked in the brackets of each evaluation item indicate the full score of the corresponding evaluation item. Before the intervention, the total MHT score of students was higher than 65, which showed that they had certain mental health problems. The data after the intervention show that the way of integrating mental health education into Chinese classroom teaching can effectively reduce the MHT score.

**Table 1.** Comparison results of MHT scores of students before and after intervention

Evaluation items	Before intervention	After intervention
Self-reproach tendency (10)	9.16	7.46
Allergic tendency (10)	8.73	7.11
Terrorist tendency (10)	8.01	6.52
Impulsive tendency (10)	8.14	6.63
Loneliness tendency (10)	7.49	6.10
Anxiety about people (10)	9.48	7.72
Learning anxiety (15)	8.15	6.63
Physical symptoms (15)	8.86	7.21
MHT evaluation score (90)	68.02	55.37

**Conclusions:** Integrating mental health education into Chinese classroom teaching can play a good application effect. On the basis of ensuring the effect of students' Chinese learning, it can also significantly improve their mental health level.

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## ANALYSIS ON THE INFLUENCE OF COLLEGE ENGLISH TEACHING ON COLLEGE STUDENTS' ANXIETY UNDER THE BACKGROUND OF EDUCATIONAL PSYCHOLOGY

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**Background:** Educational psychology mainly refers to the exploration of the basic psychological laws between education and learning in the context of education and teaching. In the application category of educational psychology, it includes the internal and external situations of teachers and students, mainly reflected in teaching psychology and teaching behavior, and students' psychology and learning behavior. Under the guidance of scientific teaching theory, the basic laws in the teaching process and the interaction between teachers and students are studied and discussed. Educational psychology is helpful to improve the teaching effect and promote the smooth development of teaching work. Educational psychology is by no means just a simple addition of pedagogy and psychology, but through various ways to make them organically combine and interact with each other to jointly serve the work of education and teaching. Educational psychology is a comprehensive subject that pays attention to the process of teaching and learning at the same time. It not only flexibly uses the relevant theories of psychology, but also has its own unique theoretical methods. In educational psychology, the process of interaction between teaching and learning is a complete system, which mainly includes five elements: students, teachers, teaching content, teaching media and teaching environment. The five elements can be connected through corresponding teaching activities, and finally achieve the purpose of teaching and learning. As the main information part, the structure and content of teaching content will have a certain impact on students' academic and psychological development, so its importance is self-evident.

College English teaching needs to combine the relevant theoretical knowledge of educational psychology and abandon the potential disadvantages of the traditional English teaching model, such as taking teachers as the main body of the teaching process and ignoring the necessity of students' active learning. In the process of English learning, college students may have some English learning pressure and show varying degrees of anxiety under the influence of factors such as difficulty in improving their oral English expression ability, lack of English vocabulary, unbalanced development of English listening, speaking, reading and writing ability and so on. College students' anxiety has a great negative impact, which will not only reduce

their enthusiasm and self-confidence in English learning, but also make it difficult for them to obtain satisfactory English learning results, and even have a serious impact on their normal learning and life. Carrying out college English Teaching under the background of educational psychology can effectively optimize the English teaching mode, promote the normal promotion of English teaching process, and provide reliable help for students' English learning.

**Objective:** At present, the phenomenon of anxiety among college students has been more common, and its causes mainly include college students' academic pressure, employment pressure, interpersonal communication and so on. In the process of college English teaching practice, college students are likely to have anxiety due to their low enthusiasm for English learning and poor English learning effect. This study will explore from the background of educational psychology, in order to explore the impact of college English teaching on college students' anxiety and eliminate college students' anxiety to the greatest extent.

**Research objects and methods:** 56 college students were randomly selected from two colleges and universities as the research objects. They were analyzed by Self-rating Anxiety Scale (SAS) and Depression Anxiety Stress Scale (DASS) to explore the effect of college English teaching on college students' anxiety under the background of educational psychology.

**Research design:** Taking the college English teaching model under the background of educational psychology as an intervention means, the time of educational intervention is set as 4 months. At different time points before and after the intervention, SAS and DASS anxiety subscales were used to evaluate and analyze the anxiety level of college students. In terms of SAS evaluation criteria, 50 points and below mean normal, 50-59 points mean mild anxiety, 60-69 points mean moderate anxiety, and 70 points and above mean severe anxiety. In the evaluation criteria of DASS anxiety subscale, 0-7 points indicate normal, 8-9 points indicate mild anxiety, 10-14 points indicate moderate anxiety, 15-19 points indicate severe anxiety, and 20 points and above indicate extremely severe anxiety.

**Methods:** Principal component analysis was used to explore the influencing factors of college students' anxiety. Use MATLAB software to count, calculate and analyze the relevant data obtained by SAS and DASS. All measurement data are expressed in the form of mean  $\pm$  standard deviation.

**Results:** After the intervention of college English teaching under the background of educational psychology, the SAS score and DASS anxiety subscale score of college students decreased significantly. Compared with the evaluation results before the intervention, there were significant differences between SAS scores and DASS anxiety subscale scores 1 week, 1 month and 3 months after the intervention ( $P < 0.05$ ).

**Table 1.** Changes of college students' anxiety before and after intervention

Evaluation time	SAS score	DASS anxiety subscale score
Before educational intervention	64.12 $\pm$ 0.97	18.64 $\pm$ 1.14
One week after educational intervention	58.44 $\pm$ 1.04*	16.94 $\pm$ 0.93*
1 month after educational intervention	53.78 $\pm$ 1.13*	11.48 $\pm$ 1.16*
3 months after educational intervention	43.98 $\pm$ 1.07*	7.01 $\pm$ 0.95*

Note: Compared with that before implementation, \*  $P < 0.05$ .

**Conclusions:** College English teaching under the background of educational psychology has a significant positive impact on college students' anxiety. It can significantly reduce the SAS score and DASS anxiety subscale score of college students, and effectively alleviate their anxiety.

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## PROBLEMS AND COUNTERMEASURES OF FINANCIAL MANAGEMENT IN THE DEVELOPMENT OF CROSS-BORDER E-COMMERCE BUSINESS BASED ON THINKING LOGIC BARRIERS

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**Background:** Thinking logic barrier refers to the phenomenon that individuals violate the form and law of logical thinking when thinking and processing something by using thinking modes such as concept,