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THE INFLUENCE OF COLLEGE ENGLISH ONLINE AND OFFLINE MIXED TEACHING ON COLLEGE STUDENTS' ANXIETY

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Background: Anxiety refers to the nervous and uneasy psychology of individuals when they encounter unsolvable problems or threats in the process of achieving goals. This is a special representation of internal psychology. During this period, individual self-esteem will be damaged and self-confidence will be hit. This kind of emotion will also appear in the process of English learning, and you will feel panic because you can't keep up with the progress of teaching. In general, normal anxiety will help students improve their learning attention, students will study more attentively, have a correct learning attitude, students' thinking will become active, students' enthusiasm will be significantly improved, and help students learn English better. When students are in excessive anxiety, their thinking will become chaotic, their thinking activity will be reduced, and students will be nervous. Once they are too nervous, mistakes will inevitably occur in the learning process, which is a great blow to students' learning enthusiasm, so as to further reduce their learning efficiency. In such a vicious circle, students' body and mind have been tortured. In the long run, students may have a psychological resistance to English, do not want to learn English and get tired of English learning. In the process of English learning, students will have varying degrees of anxiety in listening, speaking, reading and writing. English as a foreign language, students have a natural sense of strangeness, differences in different cultures and language habits, which makes students more difficult in the learning process and need to spend a lot of energy on learning and understanding. When students don't understand well and can't turn the content explained by the teacher into their own knowledge and apply it flexibly, students will have anxiety. There are many reasons for English learning anxiety, such as personal factors. There are differences in each student's learning ability, self-emotion regulation ability and competitive consciousness. Students with poor learning ability, weak self-emotion regulation ability and strong competitive consciousness are more likely to have anxiety. Because of the anxiety caused by the form of teaching activities, many students do not like to speak English in public, which will produce tension, uneasiness and cramped expression. When facing unfamiliar problems, it is easier to cause students' anxiety. Aiming at students' anxiety in English learning, this paper reforms the traditional teaching mode, and studies the impact of college English online and offline hybrid teaching on college students' anxiety.

Objective: To understand the anxiety of college students in the process of English learning and analyze its causes. On this basis, reform the traditional English teaching mode and adopt online and offline mixed teaching, so as to improve students' learning enthusiasm. Let students continue to study through offline teaching, improve their English learning level and alleviate students' anxiety imperceptibly.

Research objects and methods: The research objects are college students, randomly selected from three colleges and universities, 320 college students were selected from these schools to understand their problems in the process of English learning, master their relevant personal information, and analyze the causes of their anxiety. These students were taught English online and offline for one semester, and the relevant experimental data were recorded during the experiment. The fuzzy comprehensive evaluation method is used to evaluate the impact of college English online and offline mixed teaching on college students' anxiety, and the relevant influencing factors are quantified. The higher the score is, the greater the degree of influence is. The SAS software is used to process and analyze the relevant experimental data.

Table 1. Students' anxiety scores after the reform of college English teaching model

Grade	Listening anxiety	Writing anxiety	Reading anxiety	Oral anxiety
Freshman	2	1	1	2
Sophomore	1	2	1	1
Junior	2	1	1	1

Results: Anxiety is common in college English learning. There are many reasons for students' anxiety, including personal factors and environmental factors. Among the environmental factors, influenced by the traditional teaching mode, students' learning enthusiasm is not high, and students' anxiety is more obvious. After the reform of the traditional teaching mode, students' anxiety has been significantly alleviated, the relationship between teachers and students has gradually improved, and the learning efficiency has been

significantly improved. Freshmen's English listening anxiety was significantly relieved, and their anxiety score was reduced by 2 points. The results are shown in Table 1.

Conclusions: The cultural differences between China and the West and the limitations of teaching mode led to students' difficulty in the process of English learning, students' enthusiasm is constantly hit, and students' anxiety is becoming more and more obvious. In view of students' anxiety in English learning, the traditional teaching model is reformed. Online and offline hybrid teaching provides students with more learning time, so that they can continue to study online after class, and obtain rich knowledge through the network platform. Students' learning ability is greatly improved, which brings students more self-confidence, and the previous anxiety is slowly relieved or even cured.

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RESEARCH ON THE MENTAL HEALTH OF MUSIC STAGE PERFORMERS FROM THE PERSPECTIVE OF POSITIVE PSYCHOLOGY

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Background: Positive psychology is not only a revolution in the field of psychology, but also a new milestone in the development history of human society. It is an emerging science that studies the research of traditional psychology from a positive perspective. Positive psychology adopts scientific principles and methods to study happiness and advocates the positive orientation of psychology to study human positive psychological quality and pay attention to human health, happiness and harmonious development. Positive emotion is a major aspect of positive psychology. It advocates the study of individuals' positive experience of the past, present and future. In dealing with the past, it mainly studies positive experiences such as satisfaction and satisfaction. In dealing with the current situation, it mainly studies positive experiences such as happiness and happiness. In dealing with the future, it mainly studies positive experiences such as optimism and hope. Positive psychology studies the formation of self-decisive personality traits from three aspects: innate learning, creativity and curiosity are the basis of its formation. These innate natures must also be combined with certain social values and external life experiences and transformed into their own internal motives and values. The premise of its formation is that psychological needs are fully met, which includes three basic psychological needs: autonomy, competence and communication.

Anxiety is an internal conflict of individual psychology or emotion, which leads to irrational fear or excessive worry. Anxiety has many social manifestations, such as emotional anxiety, post-traumatic stress, obsessive-compulsive disorder and phobia. The mental health problems of music stage performers are mainly reflected in performance anxiety. Performance anxiety is a kind of state anxiety reflected in special scenes. It belongs to a series of physical and mental discomfort feelings or behaviors that individuals show in the process of expected activities. In the performance process, the performer's anxiety usually shows certain symptoms in physiology, psychology and thinking, such as limb trembling, rapid heartbeat, palmar sweating, etc., resulting in the decrease of behavior coordination. As an auxiliary means of teaching, music stage performance helps to improve the skills of music majors, enhance their critical thinking ability, stimulate their learning enthusiasm and improve their stage performance ability. However, many studies have shown that even experienced professional dancers in most music stage performances will show varying degrees of anxiety.

Objective: To carry out classroom teaching practice of mental health for college students majoring in music stage performance from the perspective of positive psychology, in order to eliminate learners' stage performance anxiety and provide targeted guidance, so as to help them improve their stage performance ability.

Research objects and methods: 200 students majoring in music stage performance in a university, including 21 boys and 179 girls, participated in a one semester classroom teaching practice of mental health from the perspective of positive psychology. After one semester, the stage performance ability and the improvement of anxiety symptoms of all subjects were compared before and after teaching practice.

Research design: After teaching, the self-designed "music stage performance anxiety self-rating scale" was used to evaluate the effect before and after teaching. The scale includes 30 questions. Negative items adopt the 5-level scoring method, with a score of 1-5. The lower the score, the more inconsistent with their