

anxiety disorder.

Methods: The innovation of teaching mode was realized by neural network algorithm, and the experimental data were processed and analyzed with the help of statistical analysis tools, so as to better realize the innovation of accounting computerization teaching classroom and alleviate the anxiety symptoms of college students.

Results: Innovating the teaching mode of accounting computerization, that is, realizing the reform of target connotation and level positioning, can effectively improve students' professional learning initiative, have a clearer understanding of their own learning content and curriculum requirements, and then alleviate their anxiety. Table 1 shows the general situation of routine behavior and cognition of anxious college students.

Table 1. General situation of routine behavior and cognition of anxious college students

Dimension	Mean	S.D.
Self-recognition value	2.325	0.547
Learning enthusiasm	2.867	0.843
Learning difficulties	3.741	0.515
Emotion regulation disorder	3.304	0.676
Learning perception	1.412	0.412
Self-efficacy	2.956	0.533
Evaluation objectivity	1.272	0.763

Conclusions: The social development trend of marketization, globalization and informatization has changed the accounting teaching environment and requirements to a great extent, and also virtually improved the standard of teachers' teaching skills and increased the difficulty of course teaching. As one of the important course contents of accounting students, accounting computerization course can effectively improve students' cognitive structure and overall quality only by accelerating its improvement and teaching innovation. The improvement of accounting computerization course with the help of psychological theory can effectively help students have a higher level of cognition of their major and alleviate their anxiety symptoms and negative emotions.

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CAUSES AND ADJUSTMENT STRATEGIES OF COLLEGE STUDENTS' CHINESE LEARNING ANXIETY

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Background: From the perspective of psychology, anxiety mostly refers to an emotional response and psychological state. It is a compound response to uncertain events in the future that makes it difficult for the body to adapt to environmental changes. Different individuals show different responses to the same anxiety mechanism due to their own differences and psychological quality, and the degree of anxiety they feel is also different. Anxiety has different forms of anxiety according to its types and etiological mechanisms, such as examination anxiety, interpersonal anxiety, language anxiety, health anxiety and so on. There are many reasons for anxiety, including the stimulation of external environmental conditions, low psychological tolerance and differences in learning level. Among them, language anxiety is a kind of foreign language learners' subjective feelings, psychological signs and behavioral reactions. It refers to the fear of not being confident in the expected effect or feeling language learning difficulties in the process of second language learning. Since the application of the concept of language learning anxiety, many scholars at home and abroad have paid attention to it. Language anxiety is different from general psychological anxiety. Its anxiety is mainly caused by the anxiety of applying the language for communication learning or practical practice. However, due to the characteristics of language itself, there are great differences in the process and efficiency of language input and output. The long-term nature of language learning makes learners unable to get positive feedback. It is very easy to produce language learning anxiety, and even the psychological idea of retreat and giving up.

With the continuous vigorous development of China's economy and the continuous enhancement of

China's comprehensive national strength, China's position in the world is also rising steadily, which also makes China's local culture and language pursued by people all over the world. More and more people began to spontaneously join the wave of learning Chinese, and the promotion and popularization of Chinese teaching has been expanded to a great extent. The Chinese structure and culture are broad and profound, with profound historical and cultural heritage, and the research results on Chinese teaching in recent years are lack of systematicness and comprehensiveness. Therefore, most Chinese learners will feel that learning is too difficult at the beginning of learning, resulting in a certain fear, showing anxiety and negative emotions about language learning. Therefore, from the perspective of psychology, this study analyzes the current situation of teaching Chinese as a foreign language and the anxiety of foreign students, and puts forward corresponding adjustment strategies.

Objective: To analyze the problems existing in the current Chinese teaching process, analyze the causes of college students' Chinese learning anxiety, and actively intervene students' anxiety and psychological emotion through the improvement of teaching classroom, so as to put forward targeted coping strategies to alleviate their learning anxiety and improve their learning level and psychological quality.

Subjects and methods: Taking the foreign students suffering from language learning anxiety in the Chinese Department of a university as the research object, firstly, collect the information on the degree and causes of their language learning anxiety, and modify and delete the scale based on the Foreign Language Classroom Anxiety Scale (FLCAS) combined with the theory of cultural transfer. There are five items in the examination, including the test, the negative evaluation of Chinese and the fear of negative evaluation. The FLCAS scale was used as a test tool to make statistics on the Chinese learning anxiety of the subjects before and after the experiment.

Method design: Firstly, with the help of principal component analysis, this paper analyzes the correlation between Chinese teaching classroom and students' learning anxiety, and then innovates and optimizes Chinese classroom teaching methods, means and modes. The subjects were randomly divided into intervention group and control group. The intervention group adopted the classroom teaching mode improved by psychological intervention, and the control group studied the course according to the conventional teaching method. The experimental intervention time was four months. After the experiment, the improvement of classroom teaching on students' Chinese learning anxiety was analyzed with the help of FLCAS scale, and suggestions for improvement were put forward.

Methods: The correlation between Chinese teaching classroom and students' Chinese learning anxiety was analyzed by principal component analysis, and the experimental data were processed and analyzed by statistical analysis tool 23.0.

Results: Many factors such as learners' age structure, learning ability differences, personality and foreign cultural acceptance ability will affect learners' effect and efficiency of learning a second language. Due to the complexity of Chinese character structure, the difference of cultural background and the singleness of classroom teaching, students are more likely to have language learning anxiety. Improving the classroom teaching mode can effectively alleviate the language learning anxiety of college students and improve their psychological pressure resistance. Table 1 shows the changes of Chinese learning anxiety over time in the control group.

Table 1. Changes of Chinese learning anxiety with time in the control group

Time after experiment	Classroom anxiety	Test anxiety	Communication anxiety	Evaluation anxiety
One month	24.16±6.23	18.22±2.84	11.24±2.61	8.89±2.64
Two months	26.47±1.11	19.24±3.01	13.73±4.16	9.05±2.26
Three months	28.43±1.05	24.69±2.93	12.14±3.23	7.85±2.04
Four months	32.14±1.22	32.17±2.43	12.17±1.37	10.28±2.13

Conclusions: Chinese learning anxiety is an important factor affecting foreign students' Chinese learning process. Long-term language learning anxiety will affect students' enthusiasm and initiative to participate in classroom learning, and will also lead to a series of negative emotions and negative psychology. Exploring the causes of college students' Chinese learning anxiety and putting forward adjustment strategies in time has important practical value and practical teaching application. The results show that students' language learning anxiety has an important correlation with teachers' teaching methods, and classroom teaching under psychological intervention can effectively alleviate students' anxiety. In the future teaching, teachers should pay attention to the psychological intervention of students and integrate situational and cultural teaching, so as to reduce the Chinese learning anxiety of foreign students.

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RESEARCH ON OVERCOMING SPORTS SLACK BY RELYING ON PARENT-CHILD SPORTS ACTIVITIES UNDER THE BACKGROUND OF SPORTS PSYCHOLOGY

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Background: As a branch of psychology, sports psychology mainly studies the psychological performance of sports participants and related sports laws, that is, the two-way influence mechanism between sports activities and human psychological activities. In the current sports competition, paying attention to the psychological suggestion and psychological counseling of athletes has gradually become one of the important pre competition preparation activities. Giving full play to the role of sports psychology in sports activities or competition events can effectively exert varying degrees of intervention on participants according to their psychological state and emotional fluctuation. Positive psychological training and suggestion will strengthen the affirmation and confidence of sports participants in their physical quality and potential, produce positive self-worth and emotional excitement, and then win the game. On the contrary, negative psychological training will reduce the psychological “potential energy” of participants, and then affect their physical quality and psychological state. It is difficult to participate in sports events with a full attitude. With the continuous advancement of the process of teaching reform, the overall health quality of students is gradually placed in an important position, and the focus of health quality education is to pay attention to the individual’s mental health and its changes, followed by physical quality. The development and effect of sports are closely related to the changes of participants’ psychological situation. At the same time, the emotional changes of participants will also have a certain impact on the sports results. The current academic pressure and test anxiety make high school students neglect to pay attention to sports activities, and the frequency of sports teaching has changed from once a week to once a fortnight or once a month. This kind of irregular sports activities will also make students inevitably have emotional states such as sports slack, and corresponding psychological problems such as anxiety, conflict and anxiety, which is not conducive to the improvement of their physical and psychological quality. Parent-child sports activities refer to inviting students and their parents to participate in sports activities together to improve the enthusiasm and initiative of participants through this way of intimate contact. At the same time, this way of sports participation with clear role orientation can make participants change their views on the items of activities, and the sense of group honor will bring positive psychological hints to the psychological situation of participants. Therefore, the research explores the relationship between parent-child sports activities and students’ sports slack with the help of sports psychology, so as to alleviate their negative psychological problems in sports.

Objective: In order to improve students’ slack psychology and negative emotion in sports activities and help them improve their physical quality and mental health, this paper studies the relationship between parent-child sports activities and students’ slack psychology with the help of sports psychology.

Subjects and methods: The research take 80 students in a senior high school as the research object. Firstly, the information of their sports psychology and emotional state is collected, and then the mood state of the research object is evaluated with the help of the profile of mood states (POMS).

Method design: The research objects were randomly divided into group A and group B. both groups used the same sports activity training, and the training time was once a week. Group A improved the original sports teaching classroom based on the concept of parent-child sports activities and sports physical education, so that it could participate in sports activity training in the way of parent-child cooperation, while group B used the conventional sports teaching mode for sports activity training, and the training time was 4 weeks. After the experiment, collect the mood state and movement of the subjects before and after the experiment, and count the score data.

Methods: With the help of Excel and SPSS22.0 statistical analysis tools to process and analyze data.

Results: Parent-child sports activities are sports activities completed by the joint participation and cooperation of parents and children, including collective activities and group activities. Teachers can guide parents and students to participate in sports interaction from the aspects of platform construction and improvement of measures, and carry out targeted intervention according to the psychological change law of participants in sports activities. The results show that parent-child sports participation can greatly improve students’ enthusiasm and initiative in participating in sports activities, improve their attention to sports results, reduce sports slack psychology and improve their mental health level. Table 1 shows the statistics of