

resection. Therefore, in the future postoperative rehabilitation treatment, we should timely carry out certain psychological intervention on patients, make them face up to their own changes and the characteristics of psychological activities, and promote the improvement of their mental health level.

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THE INFLUENCE OF THE COMPARISON OF CHINESE AND KOREAN COMPARATIVE LITERATURE BASED ON CULTURAL PSYCHOLOGY ON ALLEVIATING THE PSYCHOLOGICAL ANXIETY OF THE AUDIENCE

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Background: As an interdisciplinary subject of psychology and culturology, cultural psychology refers to the creation and application of psychology containing culture, and the full use of cross-cultural perspectives based on different cultural backgrounds, but it has similarities and differences with cross-cultural psychology. The research of cross-cultural psychology is to exclude culture and obtain universal results, which needs the theoretical support of relevant theories of cultural psychology. Cultural psychology regards people's mind as content driven, specific field, environmental structure, historical change and cultural diversity. It believes that cultural psychology is a science related to people's way of existence. Its content covers a wide range, such as people's psychological intentionality, adaptation complexity and goal orientation. What culture reflects is the summary of human experience. Since the development of cultural psychology in the 1970s, it has experienced three important development periods and stages, which has made important changes in its epistemological position, methodological proposition and research method characteristics. The most fundamental thing is to realize the research turn from cultural construction and cultural creation, and oppose and abandon the presupposition of the theory of essential cultural attention. Cultural psychology focuses on the restoration of the cultural character of psychology, emphasizes the richness and complexity of psychological phenomena, pays attention to the diversity of culture and psychology, and adopts a variety of methods to construct and test the theoretical system. The creative characteristics of people's psychology and cultural and historical background determine that people's psychology cannot talk without culture. Under the current trend of globalization, the frequency of international cultural communication and exchange increases, which makes more and more people begin to pay attention to the learning of foreign cultural products. However, due to the lack of relatively clear cultural cognitive background, different psychological characteristics will be produced.

The relationship between Chinese and Korean literature is closely related to the historical and cultural background of the two countries. It is the result of the exchange of values and ideas in different stages. Due to the characteristics of aesthetic differences and the deep internalization of social psychology, many mathematicians study according to the research methods of comparative literature such as thematic science, communication science and image science. However, in the current college education, it is difficult for students majoring in literature to grasp the depth of learning Chinese and Korean comparative literature in cultural learning. In addition, due to the lack of innovation in the original teaching methods and other factors, their reading audience has psychological anxiety. Psychological anxiety is the result of emotional disorder, mostly manifested in motor agitation and sympathetic hyperactivity, accompanied by negative emotions such as shame, disappointment, anxiety and fear. Anxiety will not only make individuals lose interest in life and learning, but also cause great damage to their physical and mental health.

Objective: To help college students better understand the meaning and connection of Chinese and Korean comparative literature, alleviate their anxiety caused by learning and reading, guide them to actively carry out psychological adjustment and improve their mental health level. With the help of relevant theories of literary psychology, this study explores the intervention and influence mechanism of psychological anxiety of Chinese and Korean comparative literature audiences.

Subjects and methods: 200 students majoring in Chinese in four universities were selected to collect information about their learning and mental health in the classroom teaching of Chinese and Korean comparative literature. Then, through the introduction of relevant theories of cultural psychology, the teaching methods of Chinese and Korean comparative literature classroom were improved and innovated, so as to realize the intervention of negative emotions such as psychological anxiety of the research objects.

Method design: The subjects were randomly divided into intervention group and control group. The intervention group used the literature classroom teaching mode after the intervention of cultural psychology to learn, while the control group used the normal teaching mode and means to learn Chinese and Korean comparative literature. To improve the teaching classroom with the help of cultural psychology is to combine the cultural characteristics and the author's psychological state with the teaching content, and teach on the basis of following the students' psychological law. The experimental intervention time is four weeks. After the experiment, the data statistics of students' psychological improvement are carried out with the help of Self-rating Anxiety Scale. The quantitative score of relevant influencing factors is grade 1-5, and 1-5 points respectively mean no impact, slight impact, general impact, obvious impact and complete impact. SPSS22.0 statistical software is used for statistical analysis of relevant data.

Results: Many factors such as individual age structure, cognitive level, psychological bearing level and educational background will cause individual anxiety and present different psychological mechanisms in different periods. In college education, students majoring in literature are difficult to obtain better classroom harvest in the classroom teaching of Chinese and Korean comparative literature due to their own thinking differences and learning depth, resulting in anxiety. Introducing cultural psychology to improve the teaching classroom can effectively intervene their psychological problems and negative emotions on the basis of grasping the characteristics of cultural communication and students' psychological law.

Table 1. Statistical results of the influence of classroom teaching reform on the anxiety psychology of students majoring in literature

Grade	Freshman	Sophomore	Junior
Before improvement	5	4	3
After improvement	3	1	1

Conclusions: Cultural psychology can effectively reveal the relationship between culture and psychology, help readers solve reading obstacles under the background of understanding relevant history and culture, and better grasp the psychological characteristics reflected in literary works. Bringing cultural psychology into the classroom of Chinese and Korean comparative literature can broaden the depth and breadth of students' reading and learning, reduce negative emotions such as anxiety, anxiety and resistance, and improve the level of mental health in teaching.

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STUDENTS' ANXIETY IN COLLEGE ENGLISH TEACHING AND ITS CORRECTION

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Background: Anxiety psychology is a kind of negative emotion, which is caused by anxiety and uneasiness when encountering unsolvable problems. Appropriate anxiety can help individuals maintain a positive state and improve the efficiency of learning and work. When anxiety exceeds the scope of individual tolerance, it will damage individual physical and mental health, and some psychological diseases will appear, resulting in physiological symptoms such as psychological headache, nausea and palpitation, which will affect individual learning, life and work. In colleges and universities, in the process of English learning, due to the unreasonable teaching methods of teachers and poor attitude towards students, college students have anxiety and fear of learning English. They feel nervous and afraid when they encounter English classes, are afraid to answer questions in class, dare not speak English, worry about the ridicule of classmates, and worry that teachers will accuse themselves. In addition to the reasons of teachers, college students' own personality characteristics will also have an impact on English learning. Students with low self-esteem are often more likely to have anxiety than confident students. They are more sensitive to the surrounding environment, have weaker tolerance, and are more likely to shrink back when encountering setbacks and difficulties, resulting in fear of English learning and exclusion of English. In addition, in English teaching, students' learning abilities in listening, speaking, reading and writing are different, so they will show varying degrees of anxiety. English is a foreign language. Due to cultural differences, students will have a natural sense of strangeness to English. Students will have great difficulties in learning. They can't better understand the content explained by the teacher and can't keep up with the teaching progress, so they slowly lose interest in learning English and even reject and dislike English. Facing the anxiety psychology of college students in music teaching, this paper studies the correction of students' anxiety