

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

Dong Yang

Chengdu Vocational & Technical College of Industry, Chengdu 610218, China

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

psychology.

Objective: To analyze the causes of anxiety psychology of college students, and put forward corrective countermeasures according to these reasons. By creating a good classroom learning environment and improving students' enthusiasm and initiative, such as group discussion, we can activate the atmosphere of the classroom. At the same time, teachers train students in communication strategies to improve the effect of activities. Teachers improve their personality charm and teaching quality through continuous learning, so that students can stimulate their learning motivation under the influence of teachers' personality charm. Maintain a good teacher-student relationship between teachers and students. In the teaching process, teachers are good at encouraging and praising students, helping students with low self-esteem see their own advantages and rebuild their self-confidence. In addition, in the teaching process, correct students' learning errors, improve students' participation, increase the practicability of English learning, and let students improve their comprehensive English ability in the training of listening, speaking, reading and writing. Students gradually get rid of their inferiority and pressure psychology in the learning process, and get the joy of learning.

Subjects and methods: 123 college students with English learning anxiety were randomly selected from a university. These college students were divided into control group, English major experimental group (group A) and non-English major experimental group (group B). The numbers of the three groups were 41, 40 and 42 respectively. Understand their personal situation and analyze the reasons for their anxiety in English learning. During the experiment, the control group conducted general English teaching, and the experimental groups A and B both conducted the reformed English teaching. The experimental time was one semester. During the experiment, the relevant experimental data were recorded and the relevant influencing factors were quantified. The students' English learning ability of the three groups before and after the experiment and the impact of the reformed teaching on the students' anxiety were evaluated through fuzzy comprehensive evaluation. Grade 1-5 was adopted. The higher the score, the greater the degree. The experimental data were processed and analyzed by SAS software.

Results: Due to personal character, learning ability, teaching quality, teachers' attitude towards students and other reasons, college students have varying degrees of anxiety, which seriously affects students' learning effect and strikes students' learning enthusiasm. By creating a good classroom learning environment, stimulating students' learning motivation and helping students establish self-confidence, students' initiative is improved and their anxiety psychology is significantly alleviated. The anxiety psychological score of group A in the experimental group is reduced by 2 points. The results are shown in Figure 1.

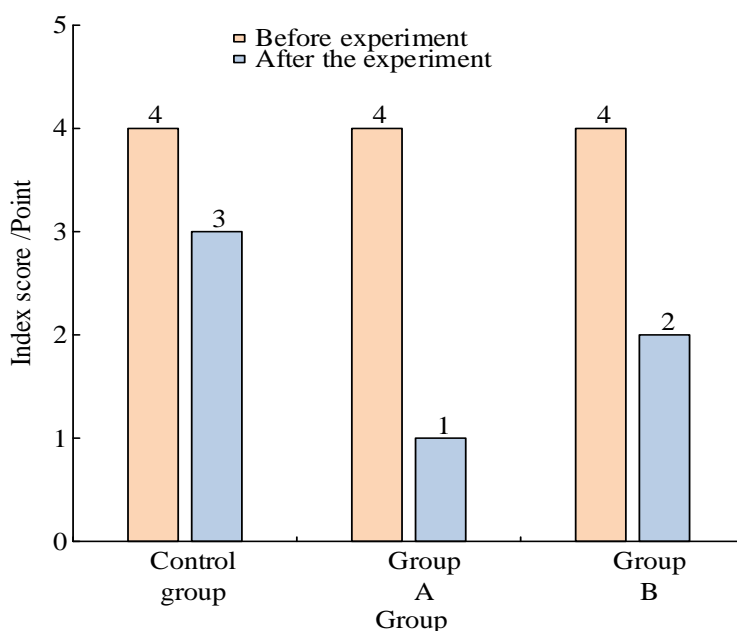


Figure 1. Anxiety scores of students in the experimental group before and after the experiment

Conclusions: As a second language, English plays an important role in college curriculum learning. Due to the differences between Chinese and Western cultures and language habits, college students have some difficulties in learning. Some students get twice the result with half the effort, resulting in anxiety in English learning. In this regard, through group discussion, positive and negative debate and other activities,

we can create a good classroom atmosphere, stimulate students' enthusiasm and alleviate classroom anxiety. With the encouragement and help of teachers, college students' anxiety psychology continues to ease, students' academic performance is significantly improved, and students become confident.

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THE INFLUENCE OF THE CONSTRUCTION OF RED CULTURE IN UNIVERSITY LIBRARY ON COLLEGE STUDENTS' READING ANXIETY

Hui Yang, Yan Chang, Shaohua Du & Cuiping Yang

Library, Shandong Youth University of Political Science, Jinan 250103, China

Background: Anxiety is a kind of negative emotion, which includes anxiety, panic and other emotional components. Individuals will have anxiety due to crisis situations or difficult events. When things are solved, this emotion will usually be eliminated. Some individuals will produce anxiety without clear reason, and this anxiety is persistent and often lasts for a long time. People with this anxiety feel inexplicably that they will face great disaster, worry that they will suffer from incurable and serious diseases, and feel panic and restless all day. This anxiety is abnormal and a manifestation of mental illness. In the process of crime and trial, there will also be anxiety, and even emotional and emotional disorders. Anxiety can be divided into realistic anxiety and pathological anxiety. The former is the emotional response to the real potential threat or challenge, which can adapt to the fact of the real threat. The degree of the fact threat is consistent with the severity of anxiety. The latter is due to the continuous, no specific reason, no realistic basis, and subjective pain and sports anxiety.

With the advent of the Internet age, the way college students obtain information has changed greatly, from the previous text acquisition to today's image acquisition, and the media of information has changed from paper to network-based. Different from reading text, reading pictures does not need a clear purpose and psychological expectation. College students can browse images according to their preferences. Browsing images for a long time will obtain a sense of satisfaction for college students, which has also become one of the main ways for college students to entertain and entertain. At the same time, because they are used to reading pictures to obtain information, college students show a sense of resistance to reading materials and will not have the patience to turn over the contents of the article page by page. This reading method often requires them to calm down and spend time reading. This mentality is lacking in college students. In the face of these generalized and fragmented information, college students will show a kind of easy annoyance, reading anxiety and irritability, there will be resistance unconsciously. Under the impact of western culture, grass-roots culture and grey culture, China's red culture tends to fade out of people's sight. Especially for college students, some students do not know much about some familiar historical events, which has a great impact on the inheritance of red culture. For university libraries, if they want to continue to inherit the red culture in colleges and universities, they need to make changes in combination with the current actual situation in order to bring new vitality to the development of red culture.

Objective: To understand the current reading situation of college students, their understanding of red culture and ways of understanding, and to analyze the manifestations and causes of college students' reading anxiety. On this basis, carry out the construction of red culture in university libraries, take into account the reading habits of college students, make red culture micro class videos, attract more students to understand red culture, and establish corresponding network culture platforms to facilitate students to watch red culture micro class videos at any time, stimulate their emotions towards red culture and alleviate college students' reading anxiety.

Subjects and methods: The research objects were college students. 310 college students were randomly selected from three universities to understand their personal information, daily reading habits and their views on red culture, and analyze the causes of students' reading anxiety. The relevant strategies for the construction of red culture in university library are implemented for these students for two semesters, during which the relevant data of students are recorded. Using fuzzy evaluation, this paper studies the changes of students' reading anxiety before and after the construction of red culture in university library and the impact of relevant construction strategies on them. It adopts grade 1-5 score. The higher the score, the heavier the degree. SAS software is used to process the data.

Results: With the continuous development of network technology, great changes have taken place in the reading mode of college students. Reading pictures has become their habit. Many students have anxiety in reading articles and are unwilling and impatient to read articles, which has a great impact on the