

Subjects and methods: The research adopts the way of reform pilot and comparative analysis to explore the impact of the reform of the working mode of grass-roots party construction in colleges and universities on the thinking logic obstacles of students, try out the new working mode of Party Construction in a college, carry out the reform pilot of the new working mode of grass-roots party construction in colleges and universities, and analyze the changes of the thinking logic obstacles of student party members under the new working mode. It also reviews and analyzes the thinking logic obstacles of student party members under the traditional working mode, compares and analyzes the thinking logic obstacles of student party members under the traditional mode and the new working mode, and explores the impact of the reform of grass-roots party construction working mode on students' thinking logic obstacles in colleges and universities.

Results: The thinking and logic obstacles of student party members before and after the reform of the working mode of Party building at the grass-roots level are shown in Table 1. Under the new working mode, the scores of students' thinking and logic obstacles decreased significantly.

Table 1. The thinking logic obstacles of student party members before and after the reform of the working mode of Party building at the grass-roots level

Time	Score
Before reform	4.14
After reform	1.26

Conclusions: Adjusting and optimizing the working mode of grass-roots party construction in colleges and universities can effectively promote the improvement of political consciousness of student party members and the promotion of party affairs in colleges and universities. Through the coordinated development of Ideological and political education and party affairs construction of college student party members, correct the wrong ideas of student party members, guide student party members to plan their own future development from a correct perspective, improve the enthusiasm of student party members for learning and life, help student party members to stand firm in the complex ideological flood, and alleviate the thinking logic obstacles of student party members.

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ANALYSIS OF THE IMPACT OF COLLEGE ENGLISH EDUCATION AND TEACHING REFORM RESEARCH ON STUDENTS' LEARNING ANXIETY BASED ON FLIPPED CLASSROOM

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Background: Anxiety symptoms of college students refer to the negative psychology that occurs when the group is faced with stimuli such as stressful factors, uncertain factors or a sense of crisis in their study and life. College students with excessive anxiety may have corresponding symptoms both psychologically and physiologically, and their daily life will also be affected. The typical manifestations of anxiety in students are depression or large fluctuations, unwillingness to actively communicate, paranoia, and irregular life. In severe cases, dizziness, nausea and even self-harm may occur. The negative psychological states and emotions related to foreign language teaching in schools, which are produced by college students in the face of the unique learning process of foreign languages, are defined as foreign language learning anxiety. Some studies have found that students' foreign language learning anxiety is negatively correlated with foreign language performance. If the foreign language learning anxiety of college students is too serious, it may lead to the decline of their English learning performance. English teaching in colleges and universities should pay appropriate attention to the foreign language learning anxiety of college students and prepare means of intervention.

Flipped classroom is a teaching mode that is completely different from traditional teaching methods and concepts. The proposal and application of this mode are based on the progress of information technology. The definition of flipped classroom is that in teaching, teachers make video explaining the course content and key knowledge, and students learn and test online outside class time, and then go to the classroom and ask for advice on the premise that they have basic knowledge and questions about the knowledge. Teachers

and discuss with them. This teaching mode improves the efficiency of classroom learning, can effectively train students' divergent thinking and critical thinking, and improve students' communication skills. As a subject that attaches great importance to accumulation, the traditional teaching mode of English teaching only through classroom teaching is often unable to satisfy all students. Therefore, by flipping the classroom and turning the classroom into a scene of teacher-student communication, on the one hand, it can improve learning efficiency. On the one hand, it can also effectively train students' English application ability and effectively consolidate English knowledge.

Objective: To study whether the reform of the flipped classroom model of college English teaching has a greater impact on college students' foreign language learning anxiety than the traditional model, and to explore whether this effect can be used to alleviate college students' foreign language learning anxiety.

Subjects and methods: Find 280 college students with obvious foreign language learning anxiety problems and similar basic conditions from a university, and divide them into two equal groups, one of which receives flipped classroom English teaching, and the other group receives traditional English teaching, to analyze and compare the foreign language learning anxiety of the two groups of college students.

Study design: The duration of the teaching experiment is one month. Before and after the experiment, tests and interviews were used to evaluate the foreign language learning anxiety of the two groups of students. After the experiment, statistical analysis was used to explore whether the flipped classroom had an advantage over the traditional model. The psychometric tool used in the study is the Foreign Language Learning Anxiety Scale (FLCAS), which is comprehensive in four dimensions: communication comprehension, test anxiety, fear of negative evaluation, and other anxiety.

Methods: Relevant data were calculated and counted using Excel software and SPSS20.0 software.

Results: Table 1 shows the *P*-value analysis of the learning anxiety assessment results of students who received flipped classroom education before and after experimental teaching. The students in this group improved in all four dimensions compared with those before teaching, and the improvement in all three dimensions except other anxiety was statistically significant ($P < 0.05$).

Table 1. The impact of flipped classroom on foreign language learning anxiety

Item	Communication apprehension	Test anxiety	Fear of negative evaluation	Other kinds of anxiety
<i>P</i>	0.032	0.048	0.007	0.112

Conclusions: Language learning anxiety is a kind of anxiety that is not uncommon for foreign language learners, but when the level of language learning anxiety is too high, it will affect the learning efficiency and communication ability of foreign language learners. Most of the current college students have the need to learn English, so schools should pay attention to students' language learning anxiety and give appropriate interventions to students who need help. The research explores the influence of the flipped classroom model on the language learning anxiety of college students. The results show that the flipped classroom model can better relieve students' foreign language learning anxiety problems than the traditional model, and it can remarkably improve three of the four dimensions of foreign language learning anxiety.

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RESEARCH ON THE INFLUENCE MECHANISM OF ENTREPRENEURIAL ENVIRONMENT ON COLLEGE STUDENTS' ENTREPRENEURIAL PERFORMANCE BASED ON PSYCHOLOGY

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Background: With the advancement of the process of economic and social development, the popularization rate of higher education in China is increasing, and the scale of fresh college graduates is expanding year by year, showing a rising trend. The increase of the number of competitors leads to the increasingly severe employment situation of college students, the huge pressure of the labor market, and college students are facing the problem of employment difficulties in the graduation season. In recent years, the state has put forward the development direction of "mass entrepreneurship and innovation", encouraging college students to actively change their outlook on employment, promote employment with