3.5%. The students with anxiety were divided into experimental group and the students without anxiety were divided into control group. The self-made scale was used to analyze the anxiety status of students, and the results are shown in Table 1.

Table 1. Analyze students' anxiety

Project	Experience group	Control group	t	P
Family income	3.29±0.52	3.64±0.10	0.67	0.52
Parental occupation	5.14±0.46	4.27±0.12	1.84	0.12
Parental culture	2.86±0.55	2.66±0.71	0.53	0.62
Housing situation	1.86±0.14	2.20±0.51	-2.23	0.04
Learning situation	2.00±0.31	1.42±0.49	2.19	0.04
Hobby	1.57±0.43	1.16±0.43	0.97	0.38
Family harmony	1.00±0.00	1.15±0.35	-5.82	0.01
Parent child relationship	1.14±0.14	1.19±0.44	0.3	0.78

Conclusions: By analyzing the anxiety factors of primary and middle school students, it is found that students are very concerned about their learning status. And the related factors of anxiety are slightly different in different periods. Primary school students' anxiety is related to the housing situation and the degree of family harmony, suggesting that children pay attention to the family before puberty, have a strong sense of insecurity, and are easy to connect their emotions with the family atmosphere. Junior high school students have stronger self-awareness than primary school students, strong desire for independence and pay more attention to their own development. The emergence of emotions mostly revolves around themselves. Their interests and hobbies and the degree of acceptance by students will affect students' emotions, suggesting that teachers and parents should deal with the early occurrence of students' psychological problems and build a communication platform to correctly guide students to objectively evaluate themselves and their surrounding environment.

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PSYCHOLOGICAL TRADITION IN RUSSIAN LINGUISTICS AND ITS SHAPING OF THE PSYCHOLOGICAL CHARACTER OF THE RUSSIAN PEOPLE

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Background: Personality psychology is a highly comprehensive branch of psychology. Its research contents include education, personality traits, individual personality, school management, social effects and so on. Personality psychology belongs to applied psychology, which mainly studies people's learning and the role of educational intervention, teaching psychology and social psychology organized by schools under the educational background. "Personality" in personality psychology includes not only personality, but also people's beliefs and self-concept. It is an individual's internal tendency in behavior. Personality psychology is an important branch of psychology. Its main research direction is the relationship between people's unique behavior patterns and psychological activities. Russian psycholinguistics was formed in the mid-1960s and has made remarkable achievements in theoretical and applied research. Russian psycholinguistics has become an important part of world psycholinguistics with its creative language consciousness, world picture, language personality, language ability, language mechanism and its empirical research method of free association experiment. The study of psycholinguistics in China is mainly influenced by Europe and America, and there is little understanding of the theories and research results of Russian scholars. In recent years, a series of theoretical and empirical research methods of Russian linguistics have been introduced and carried out in China. This paper will systematically introduce the main theories, research methods and school characteristics of Russian psycholinguistics, and discuss its influence on the theoretical and empirical research of Chinese psycholinguistics, in order to provide reference for psycholinguistics and Russian teaching. Russian psycholinguistics is a unique school of psycholinguistics in

the world, also known as "speech activity theory". The main theories of Russian psycholinguistics include language consciousness theory, language world picture theory, language personality and language function theory, etc. Through the investigation of Russian foreign students, this paper aims to explore the Psychological Tradition in Russian linguistics and its influence on the psychological character of the Russian people.

Objective: Under the influence of the free association experiment of Russian psycholinguistics, domestic scholars began the comparative study of language consciousness on this basis. This study will systematically introduce the main theories, research methods and school characteristics of Russian psycholinguistics, and discuss the psychological tradition in Russian linguistics and its influence on the psychological character of the Russian people, in order to provide reference for psycholinguistics and Russian teaching.

Subjects and methods: A questionnaire was sent to 200 Russian students in China in the form of e-mail. 185 questionnaires were recovered, and 178 valid questionnaires were finally obtained. The 178 respondents were intervened by Russian psycholinguistics to evaluate their personality and psychological status before and after the intervention.

Research design: Subjects were evaluated before and after intervention with Cognitive Emotion Regulation Questionnaire (CERQ). CERQ scale includes 36 items and 9 cognitive coping methods, and each strategy includes 4 items and 9 subscales. Adaptive strategies include rational analysis, positive reevaluation, re focus on planning, positive re focus and acceptance; Strategies that lack adaptability include blaming others, disaster, meditation and self-blame. The test-retest reliability of CERQ was 0.65, and the reliability of each subscale was between 0.36 and 0.69.

Methods: The relevant data were calculated and counted by Excel software and SPSS20.0.

Result: As can be seen from Table 1, Russian students scored the highest in the refocus program and the lowest in blaming others. There was no significant difference in the first seven factors ($P > 0.05$), but there was significant difference in the two factors of disaster and blaming others ($P < 0.01$).

Conclusions: Russian psycholinguistics occupies an important position in the world psycholinguistics with its unique theories and research methods. The Chinese Russian community has introduced the relevant theories and research methods of Russian psycholinguistics, which is conducive to the enrichment and development of psycholinguistics in China. However, in terms of theoretical research, China's psycholinguistic circles still focus on introducing the theories of Russian scholars, lacking innovation. These research results are of great significance for safeguarding China's cultural security, carrying forward Chinese culture and promoting cross-cultural communication. This study takes Russian students as the research object, uses Russian psycholinguistics to intervene the 178 respondents, and evaluates the personality and psychological status of the subjects before and after the intervention. The results showed that Russian students scored the highest in the refocus program and the lowest in blaming others. There was no significant difference in the first seven factors ($P > 0.05$), but there was significant difference in the two factors of disaster and blaming others ($P < 0.01$).

Table 1. Comparison of cognitive and emotional regulation factors of foreign students

Factor	Before intervention	After intervention
Self-blame	3.633	3.629
Accept	3.933	3.853
Meditate	3.398	3.576
Actively refocus	3.338	3.345
Refocus on the plan	3.808	3.871
Positive re evaluation	3.535	3.69
Rational analysis	2.842	2.73
Catastrophic	2.775	3.180**
Blame others	2.561	2.930**

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AN ANALYSIS OF THE INFLUENCE OF CULTURAL DIFFERENCES BETWEEN CHINA AND JAPAN ON THE PSYCHOLOGICAL BEHAVIOR OF JAPANESE STUDENTS IN TRANSLATION PRACTICE