Japanese students' translation learning can effectively reduce the negative effects of various influencing factors such as religious, cultural and geographical factors, and improve the effectiveness of Japanese students' translation learning to a certain extent by eliminating the cultural and psychological differences between China and Japan.

Table 1. Influence changes of different factors before and after Japanese teaching improvement measures

Factor	Before implementation of improvement measures	After the implementation of improvement measures
The influence of religion and culture	3	1
Influence of geographical factors	3	0
Historical influence	3	0
Climate impact	2	0

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IMPROVEMENT MECHANISM OF MULTIMODAL DISCOURSE ANALYSIS ON STUDENTS' READING PSYCHOLOGICAL BARRIERS IN ENGLISH TEACHING CLASSROOM

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Background: With the continuous advancement of educational reform, many traditional teaching methods are facing the fate of being eliminated because they cannot meet the needs of the new era, which requires educators to constantly explore new teaching methods, and the birth of innovative teaching methods depends on brand-new teaching theories. In English teaching classroom, due to many factors, such as small vocabulary, poor sense of English language, less opportunities for daily oral practice, and some resistance to English learning, students are very likely to feel great difficulty in the process of English learning, especially English reading. At present, the biggest problem student's face in English teaching classroom is the psychological barrier to English text reading. There are various reasons for students' psychological barriers to English reading, among which the language environment is inconsistent, so that students can be widely exposed to English only in English classroom and lack of oral English practice environment. The teaching application based on the concept of multimodal discourse analysis is mainly to organically integrate students' visual, auditory, tactile and other sensory functions, and realize the transmission of information through language or sound. This new theory can effectively meet the needs of English Teaching in the new era, and then provide support for English teaching reform. Modal discourse analysis aims to provide feedback through hearing, vision and touch, and communicate with the identification system in a variety of ways. Modal English classroom teaching is an inevitable requirement of the development of contemporary society. It meets the diversified standards of global culture and plays a certain role in promoting the reform and innovation of English teaching. The connotation of multimodal discourse analysis theory is the object of discourse communication analysis of language, text, sound, video, action and other symbols and means through people's multiple senses, including hearing, vision, touch and smell. The application of this theory can form a new understanding mode in people's hearts. Language is not only a symbol for communication, but also represents the individual's inner feelings.

Objective: In the teaching process of language courses, the methods adopted in China for a long time are too rigid and rigid, and the charm of language has not been fully displayed. Due to the lack of vividness and representativeness of information transmission, it is difficult for students to effectively understand and grasp all information, which has a certain negative impact on students' learning interest and enthusiasm, and there are problems of reading psychological barriers. The main purpose of this study is to use multimodal discourse analysis to effectively improve students' reading psychological barriers in English teaching classroom, improve students' English learning enthusiasm and ensure their learning quality.

Subjects and methods: 84 students with English reading psychological disorder were randomly selected from two schools and grouped. 42 subjects in each group were obtained from the research group and the control group. For the control group, the traditional English classroom teaching mode is adopted. Aiming at the students in the research group, an improved English classroom teaching model integrating multimodal discourse analysis is carried out. The psychological evaluation of the two groups before and after the English teaching was compared to alleviate the students' reading obstacles.

Research design: Using the self-designed reading psychological disorder scale for middle school students in English classroom, this paper evaluates the level of English reading psychological disorder of the two groups of students, compares and analyzes the score changes of the two groups of students under different teaching intervention modes, and then obtains the improvement effect of their English reading psychological disorder. The higher the score of the scale, the better the alleviation effect of students' English reading psychological disorder.

Methods: Using MATLAB software and SPSS26.0 software to calculate and analyze the relevant data obtained from the scale evaluation.

Results: According to Table 1, there was no significant change in the scale scores of the control group students who accepted the traditional English classroom teaching mode before and after the teaching intervention, indicating that their English reading psychological disorder had not been effectively improved. The improved English classroom teaching model integrating multimodal discourse analysis can quickly improve the scale scores of the students in the research group, and significantly improve their psychological barriers to English reading.

Table 1. Changes of students' self-designed scale scores under different teaching intervention modes

Time	Control group	Research group
Before intervention	58.05	61.03
1 month after intervention	62.02	75.20
2 months after intervention	69.90	84.23
3 months after intervention	68.06	97.04

Conclusions: With the development of the times and the popularization of Internet information technology, people's sensitivity to information continues to improve, and the information expressed by limited text content becomes more and more rich and diversified. For example, the use of multimedia information technology can enrich the form of information expression and make the expression effect more remarkable. This study applies the theory of multimodal discourse analysis to the process of English classroom teaching, effectively improves the score level of students' self-designed scale and the quality of English classroom teaching, and effectively alleviates students' psychological barriers to English reading.

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ANALYSIS OF THE INFLUENCE OF STUDIO BASED ART DESIGN TEACHING MANAGEMENT MODE ON STUDENTS' MENTAL HEALTH

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Background: Since the reform and opening up, China's socialist economic construction has developed rapidly, the socio-economic level has been continuously improved, and all industries have shown a vigorous development trend. Under this environment, the market demand for all kinds of technical talents has also been expanding. In order to meet the social demand for talents, major universities have expanded their enrollment, and more students have the opportunity to enter the university for further study. However, in the process of continuous enrollment expansion in colleges and universities, some problems have gradually been exposed. There are too many students majoring in art and design, and college counselors can't cover all aspects, so it's difficult to carry out effective teaching management for all students, which makes it difficult for some college students to carry out effective self-control when facing the negative guidance of heavy academic tasks, huge pressure on job hunting and employment, and adverse social factors, and then produce a series of mental health problems. As an important discipline in colleges and universities, art and design majors have played an important role in the cultivation of talents in socialist construction. With the expansion of enrollment, art and design majors have also developed rapidly. The vast majority of higher