

Build a good organizational atmosphere and create a harmonious and friendly interpersonal relationship. Provide career planning guidance, determine the path of employees' career development.

Table 1. Correlation between psychological stress resistance of scientific and technological personnel in Shaanxi aerospace enterprises and aviation science and technology project strategy

Psychological factor	Strategy 1	Strategy 2	Strategy 3	Strategy 4
Mental health	0.586	0.652	0.612	0.529
Pressure response	0.786	0.631	0.632	0.598
Work and career stress	0.532	0.521	0.621	0.536

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A STUDY ON THE INFLUENCE OF ANXIETY ON NON-LITERAL LANGUAGE TEACHING OF FOREIGN STUDENTS IN CHINA

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Background: Anxiety psychology is a kind of negative emotion. When individuals face more difficult problems, they will have negative emotions such as anxiety, tension and panic. Among these negative emotions, anxiety is the main performance. Psychological factors, family factors and other factors related to anxiety. If a person is cowardly and has poor psychological tolerance, when he encounters difficulties that are difficult to solve, he is prone to anxiety, loss of control, confusion of thinking, don't know how to solve the problem, accompanied by rapid heartbeat, difficulty in concentrating, even emotional collapse and irritable temper. Among the environmental factors, the work, study and life environment of individuals will also have an impact on their emotions, making individuals anxious. For example, in colleges and universities, students with poor academic performance try to listen to the class, but they can't understand what the teacher is talking about, while other students around can keep up with the rhythm of the teacher and even get the praise of the teacher, which will bring great psychological pressure to students with poor academic performance, let him have anxiety about his study, worry about his study, fear that he will not catch up with the teacher's teaching progress, and don't want to become the one with the worst performance among his classmates. Anxiety psychology has two sides. Appropriate anxiety psychology will promote the good development of individual work and learning, while excessive anxiety psychology will hinder individual learning and work, and even affect individual physical and mental health, make individuals have mental diseases and cause physical health problems.

In colleges and universities, there are many problems in the non-literal language teaching of foreign students in China. The review form of teachers is single, and teachers do not pay enough attention to the review of knowledge. Even in the process of teaching new knowledge, a few sentences pass through the previous learning content. There are few review links in listening and speaking classes. Students' operations are not enough and there are few related activities. Teachers will spend a lot of time explaining new knowledge, but there is little time left for students to practice language. The knowledge learned by students cannot be well consolidated, which makes students' learning effect poor. Over time, students will not keep up with the teacher's lecture progress, resulting in anxiety. And in the teaching process, teachers mostly rely on textbooks and blackboard writing for teaching, do not make full use of multimedia facilities, the diversity of language teaching means is not enough, students' enthusiasm is not high, classroom participation is not strong, and cannot achieve the ideal teaching effect. In addition, in the explanation of non-literal expression in Chinese language, the teacher's explanation is not clear enough, and the students can't understand the meaning and don't know how to use it. For example, the use of homonyms in Chinese is a learning difficulty for foreign students in China. Many students can't understand the correct usage of homonyms and often confuse words.

Objective: To understand the current situation of non-literal language teaching of foreign students in colleges and universities, students' views on non-literal language teaching and students' anxiety psychology, and analyze the problems existing in students' learning and the causes of anxiety psychology. On this basis,

the review forms of non-literal language teaching are diversified. The review contents are classified according to the part of speech, and the students' mastery is understood through word selection and filling in the blank. Small games such as card matching, drawing and guessing words are used to deepen the students' understanding of non-literal expression in a relaxed atmosphere and alleviate the students' anxiety. Improve teachers' professional knowledge, so that teachers can solve students' doubts through easy-to-understand expression, improve students' academic performance and alleviate students' anxiety about learning.

Subjects and methods: The research objects are foreign students in China. 286 foreign students in China are randomly selected from three universities. These students come from different grades, majors and countries. Understand the psychological status, Chinese learning and understanding of non-literal expression of these students, and analyze the problems existing in non-literal language teaching and the causes of anxiety of foreign students in China. After the reform, these foreign students in China will be taught for two semesters, and relevant data will be recorded during the teaching period. Through statistical software, this paper studies the changes of anxiety psychology of students studying in China before and after the reform of teaching, and adopts grade 1-5 score. The higher the score, the more serious the students' anxiety psychology is.

Results: Due to the differences between Chinese and western cultures, foreign students in China have some difficulties in non-literal language learning, and the teaching means are single. The learning effect of students in China is not ideal, resulting in anxiety. Through the reform of non-literal language teaching, students' learning situation has been improved and their anxiety has been significantly alleviated. Among them, freshman male students studying in China scored 2.34 for learning anxiety. The results are shown in Table 1.

Table 1. Anxiety scores of different grades of students studying in China

Grade	Gender	Learning anxiety	Learning uneasiness
Freshman	Male	2.15	2.34
	Female	2.10	2.05
Sophomore	Male	1.37	1.06
	Female	1.69	1.05

Conclusions: By enriching the forms of review and increasing the means of teaching, foreign students in China have deepened their understanding of non-literal language, significantly improved their learning enthusiasm and alleviated their anxiety.

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THE INFLUENCE OF MIXED TEACHING MODE ON STUDENTS' COGNITIVE PSYCHOLOGY IN COLLEGE ENGLISH CURRICULUM

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Background: As an active group, college students will rapidly expand their field of social life in the university stage. During this period, there will be certain changes in the physiology and psychology of college students, and the psychology of college students will mature rapidly. The psychology of college students has two sides and contradictions. The psychology of college students is not yet fully mature, and there are still deficiencies in the ability of emotional control. When facing setbacks, they are prone to emotional collapse or out of control, and there will be bold and foolhardy behavior. When the psychological development is mature, college students will be good at thinking, dare to think, energetic and other positive aspects. Contradictory psychology is manifested in the contradiction between independence and dependence, the contradiction between strong thirst for knowledge and low recognition. These psychological conflicts will cause college students to have some negative emotions, such as anxiety and anxiety, but they will also actively promote the psychological development of college students and accelerate the process of psychological development. In this process of psychological development, students' cognitive psychology will develop rapidly, showing obvious characteristics in thinking, emotion,