

improvement of students' social psychological mechanism and mental health level in Japanese language and literature teaching.

Table 1. The scoring trend of each level index of self-designed scale for students in Japanese language and Literature Teaching

Evaluation index of the scale	Before integration	After 1 month	After 2 months	After 3 months
The beauty of sorrow	9.24	17.29	24.57	27.13
Natural interest	7.95	14.78	18.83	21.63
Mysterious art	8.02	14.12	17.56	19.24
Home consciousness	7.36	15.04	19.29	21.65
Total score	32.57	61.23	80.25	89.65

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EXPLORING THE POSITIVE EFFECT OF JAPANESE LITERARY WORKS ON IMPROVING COLLEGE STUDENTS' PSYCHOLOGICAL WELL-BEING

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Background: Psychological well-being is one of the orientations of well-being. From the perspective of positive psychology, well-being mainly includes subjective well-being and psychological well-being. Different from subjective well-being, psychological well-being takes the realization theory as the theoretical basis. In the judgment criteria for happiness, it emphasizes that it should not be limited to individual subjective emotions, but should pay more attention to the realization of self-potential, and pay attention to individual perfect experience in different aspects. Compared with subjective well-being, psychological well-being can help individuals reflect their own value and improve their abilities in various aspects. For individuals, the higher the level of psychological well-being, the higher their tolerance, resilience and optimism, and they can deal with various difficulties in their living environment more calmly. At present, the average level of psychological well-being of college students is low. The reasons for this phenomenon are different and diverse, including but not limited to various influencing factors, such as heavy academic tasks, fierce employment competition, confusion about the unknown future and so on. College students are in a critical period of sound mind, experiencing the role change process from students to social personages. Under the negative influence of various external factors, it is often difficult to properly carry out various learning and life activities, resulting in certain negative emotions, reduce their psychological well-being, and form a huge obstacle to their personal comprehensive and all-round development. For college students, the level of their psychological well-being determines their mental health level and comprehensive quality ability level. Therefore, it is very important to improve students' psychological well-being. In recent years, the spread of Japanese literary works has become more and more extensive, attracting more and more Chinese readers and having an important impact on them. Japanese literary works can be divided into two types: Japanese classical literature and Japanese modern literature. Both of them have a euphemistic and implicit narrative style, highlight the strong characteristics and aesthetic characteristics of Oriental literature, and have a high degree of consistency with the aesthetic views of Chinese readers. For college students, the unique aesthetic appeal of Japanese literary works has strong literary charm and artistic attraction, which can have a certain impact on their psychological well-being.

Objective: The psychological well-being of college students is extremely important and has a significant impact on their normal learning activities and daily life. The purpose of this study is to improve the psychological well-being and mental health level of college students and help them achieve comprehensive and all-round development by exploring Japanese literary works and their influence.

Subjects and methods: 42 college students were randomly selected from each of the four universities, a total of 168, as the research object. By means of grey correlation analysis, this paper explores the positive role of Japanese literary works in improving college students' psychological well-being, and excavates the key factors that play a decisive role. All the subjects were divided into two groups: the regular reading group and the Japanese literature reading group. The effects of the two different reading modes on college students' psychological well-being were compared and analyzed. The self-designed psychological well-being evaluation scale for college students mainly includes different indicators of five dimensions, namely

autonomy, personal growth, good relationship, life goal and self-acceptance. The scale includes 20 items and the total score of the scale is 120. Using the evaluation standard of 6 points, 1-6 points respectively represent 6 different options from “completely disagree” to “fully agree”. The total score of the scale is positively correlated with the level of students’ psychological well-being. For all evaluation data in the study, Smartbi software and MATLAB software are used for statistics and analysis.

Results: In the conventional reading group, the psychological well-being level of college students is always at a low level, which will not increase significantly with the extension of reading intervention time, and always fluctuates in the range of 40-50 points. In the reading group of Japanese literary works, the score of psychological well-being scale of college students continued to improve with the increase of reading time, from about 39.85 to about 99.84. This shows that under the positive influence of Japanese literary works, the psychological well-being level of college students continues to improve, as shown in Figure 1.

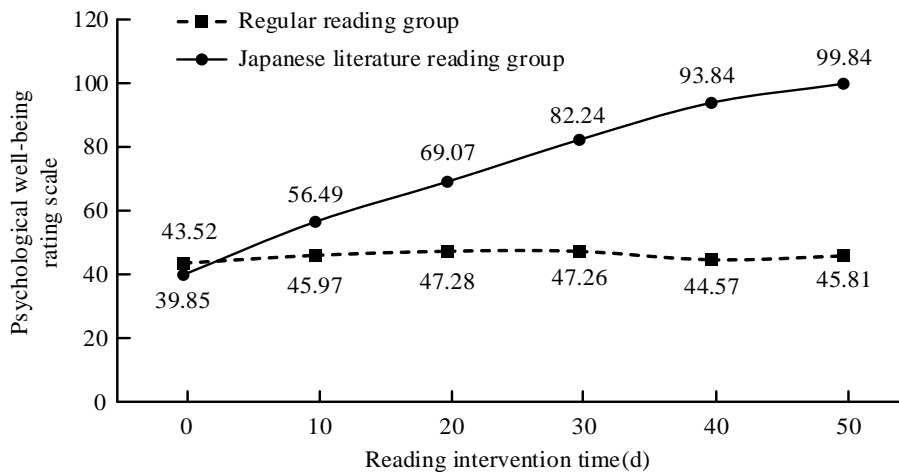


Figure 1. Scores of psychological well-being scale of college students under the influence of reading different literary works

Conclusions: Psychological well-being can help individuals reflect their own value and improve their abilities in all aspects to varying degrees. For college students, the higher the level of psychological well-being, the higher their tolerance, resilience and optimism, and they can deal with and solve various difficulties in their living environment more calmly. Japanese literary works can play a significant positive role in promoting the improvement of college students’ psychological well-being.

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THE POSITIVE INFLUENCE OF RURAL CHILDREN’S TRADITIONAL CULTURAL EDUCATION ON AUDIENCE ANXIETY

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Background: Anxiety is a common negative psychological emotion. Moderate anxiety can stimulate people to carry out positive development to a certain extent, but if anxiety cannot be effectively controlled, it will worsen and produce excessive anxiety. Excessive anxiety will not only significantly hinder or affect the development of individuals’ normal learning, life and other activities, but also make them in negative anxiety for a long time and reduce their mental health level. Anxiety is mainly divided into two types: realistic anxiety and pathological anxiety. The former refers to an emotional response adapted to the real threat, and its anxiety intensity is consistent and adaptive with the degree of real threat. Reality anxiety in the normal range can enhance the individual’s potential to deal with the real threat to a certain extent, and then realize the control or elimination of the real threat. Pathological anxiety refers to individuals who continuously feel nervous without specific reasons and realistic basis, show certain symptoms such as autonomic nerve dysfunction, and then lead to individual subjective pain and impairment of social function.