

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.

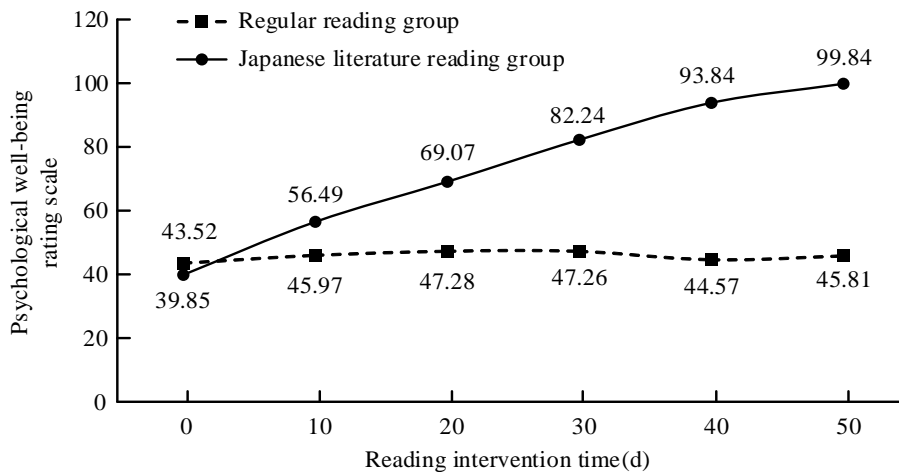


Figure 1. Scores of psychological well-being scale of college students under the influence of reading different literary works

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.

In the process of social sustainable development, the excellent Chinese traditional culture with a long history plays an important and positive role. With its own unique national characteristics and value system, traditional culture contributes to the construction of people's core values and the sustainable development of society. Carrying forward traditional culture is the demand of social development, and everyone is duty bound. Therefore, it is very important to integrate the corresponding traditional culture into rural early childhood education, which will help to realize the inheritance and development of traditional culture. The traditional cultural education of rural children is different from the conventional early childhood education. Through diversified teaching forms and psychological guidance, it can enhance children's national self-confidence and pride and establish a strong sense of patriotism. For children, receiving the corresponding traditional culture education in the process of children's teaching can not only help them develop good living and learning habits, but also improve their knowledge reserve and cultural literacy, and enhance their national self-confidence. Because children's mental development is in the primary stage, it is difficult to deal with various measures in learning and life independently, resulting in negative emotions such as anxiety, boredom and tension, and finally anxiety.

Objective: In the process of receiving enlightenment education, because the school does not pay enough attention to the traditional cultural education, and the children's physical and mental development has certain particularity, their psychology is likely to be negatively affected by external factors, resulting in anxiety. The research will make an in-depth analysis of rural children's traditional cultural education in order to explore its positive impact on the audience's anxiety.

Subjects and methods: In a rural area, 132 children were randomly selected as the research object by using the random number table method, and they were treated with different types of educational intervention, namely early childhood enlightenment education and traditional culture education. In different time stages of the implementation of educational intervention, Hamilton Anxiety Scale (HAMA) was used to evaluate them, and the corresponding HAMA scores of rural children were obtained. HAMA mainly includes 14 evaluation items and adopts 5-level evaluation criteria of 0-4. If the HAMA score of children is less than 7, it indicates that they have no anxiety. If the HAMA score is more than 7 but less than 14, it indicates that it may be accompanied by anxiety. If the HAMA score is 14 or above, it indicates that it is accompanied by varying degrees of anxiety, and the score is positively correlated with the severity of anxiety. For all the data in the study, MATLAB software and Smartbi software are used for calculation and analysis.

Results: The anxiety state of children is closely related to their education. Before educational intervention, their HAMA score level is high, indicating that they are accompanied with different degrees of anxiety. After the intervention of rural children's traditional culture education, the average HAMA score of children in this group showed a continuous downward trend, and finally decreased to about 5.27. Under the intervention of early childhood enlightenment education, there was no significant change in HAMA score of children in the group, which was still accompanied by a certain degree of anxiety, as shown in Table 1.

Table 1. Changes of HAMA scores of rural children under different educational intervention treatments

Group	Number of young children (%)	Before intervention	After intervention
Early childhood enlightenment education group	66 (50)	23.57±0.85	22.98±1.04
Traditional culture education group	66 (50)	24.19±1.37	5.27±0.79*

Note: Compared with before intervention, * $P < 0.05$.

Conclusions: Different from the conventional early childhood enlightenment education, rural children's traditional culture education can make children feel the charm of traditional culture and deepen their impression of traditional culture through diversified teaching forms and appropriate psychological guidance. Rural children's traditional culture education can significantly enhance children's national self-confidence and pride, make them establish a strong sense of patriotism, and then effectively alleviate their anxiety and eliminate the negative impact of anxiety on children to the greatest extent.

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THE CONSTRUCTION OF ENGLISH TEACHING ABILITY EVALUATION MODEL FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY AND ITS ALLEVIATING EFFECT ON TEACHERS' ANXIETY

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Background: Educational psychology is a type of psychology proposed according to the current situation of education. The purpose of educational psychology is to solve the problems of traditional teaching schemes in innovative design. Educational psychology believes that in the educational situation, human learning behavior is affected by psychology, and in the design of teaching methods, it advocates paying attention to students' learning habits and development space. In psychology, educational psychology can be divided into pedagogy and psychology. It is considered that the combination of the two forms educational psychology, that is, combining the teaching practice in pedagogy theory and the characteristics of teachers' and students' learning psychological activities in psychology theory. In educational psychology, pedagogy and psychology integrate and influence each other, that is, teachers can take psychology as the theoretical basis to formulate the teaching curriculum plan, and can also give psychological support in teaching practice to gradually improve the teaching plan. With the needs for social development, the research objects of educational psychology also began to increase. From previous studies, we can know that early educational psychology focused on the research of students' psychology and learning rate, and focused on the cultivation of students' professional knowledge by using students' psychology. With the change of social education concept, college education is not only the cultivation of students' basic professional knowledge, but also the psychological induction of teachers to promote the positive changes of teachers' psychology, so as to improve the quality of teaching.

In college teaching, English teaching is a more important subject. However, under a large number of work tasks, not only students will be affected by different degrees of psychological negativity, but also teachers will have anxiety to a certain extent. Teachers' anxiety is the uneasiness that teachers show in teaching planning. When teachers have anxiety, their inner thoughts will change greatly, which will seriously lead to teachers' behavioral cognitive fear. Anxiety is a psychological factor that regresses individual ability. Under the influence of anxiety, the decline of teachers' ability level will also lead to more serious mental diseases, and then produce mental side effect feedback, leading to the further decline of teachers' ability level. In addition, teachers' psychological changes are an important factor in the process of English teaching, and from the perspective of psychology, teachers' psychological anxiety will also produce communication, that is, the anxiety between teachers will aggravate and spread anxiety, which will eventually lead to serious psychological problems in the environment of college teachers. In order to alleviate teachers' anxiety, a large number of studies have proposed to build evaluation models to promote teachers' continuous improvement of their ability and reduce their fear of English teaching. Therefore, this study analyzes the role of the English teaching evaluation model formulated from the perspective of educational psychology in alleviating teachers' anxiety, so as to put forward the path of teachers' psychological training.

Objective: This paper explores the current situation of teachers' anxiety in college English teaching and its external performance, analyzes the application of educational psychology in college teachers' teaching, and analyzes the impact of English teaching ability evaluation on teachers' anxiety from the perspective of educational psychology.

Subjects and methods: Twenty English teachers from five colleges and universities were selected as the research object. Through the follow-up survey, the anxiety performance of teachers in the teaching process was understood. At the same time, the interview method was used to understand the teachers' cognition of English teaching and teachers' English teaching ability, and the educational psychology was used to formulate the evaluation model of English teaching ability. Twenty teachers were evaluated on a regular basis. The results of teachers' English teaching ability were counted by Excel. The correlation coefficient was used to evaluate the impact of the English teaching ability evaluation model on teachers' anxiety, and the effect of alleviating teachers' anxiety under the English teaching ability evaluation model was analyzed.

Results: See Table 1 for the differences of anxiety of English teachers under the influence of English teaching ability evaluation model before and after teaching. The Table shows that the teachers of the three colleges and universities can get obvious anxiety relief under the influence of the English teaching ability evaluation model, and the score difference before and after is statistically significant.

Conclusions: College English education can not only improve students' communicative competence, but also an important way for students to broaden their horizons. Therefore, it is very important to improve the quality of college English teaching. In order to improve college English teaching ability, the research takes educational psychology as the main theory, puts forward the evaluation model of English teaching ability