

objects in the scale of somatization, compulsion, anxiety and depression decreased by 6 points, 10 points, 18 points and 18 points respectively. The above results show that the mental health status of college students has been significantly improved.

**Table 1.** The scores of some mental health scales of the subjects before and after the intervention of national music education

Timing	Somatization	Force	Anxious	Depressed
Before experiment	12.76±0.27	18.98±0.65	25.43±0.88	29.77±0.64
After the experiment	6.23±0.22	8.53±0.11	7.14±0.24	11.23±0.42

**Conclusions:** In order to actively guide and intervene the psychological problems of college students, we first need to change their misunderstanding of psychotherapy, guide them to pay attention to their own values and feelings, and avoid hiding from doctors. And with the help of various forms to reduce their resistance to the sources and influencing factors of psychological problems, and carry out psychological intervention in an acceptable way. National music education can effectively convey the yearning and pursuit of truth, goodness and beauty with the help of music works, encourage individuals to listen to their own internal voice, adjust their own emotional obstacles and psychological problems with emotional experience, and improve their mental health level. Therefore, college teachers should give full play to the psychological intervention mechanism of music anxiety on students and pay attention to the guidance of their overall situation in the future education methods.

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## A STUDY ON THE POSITIVE IMPACT OF DISCOURSE ANALYSIS ON STUDENTS' READING IN COLLEGE ENGLISH TEACHING CLASSROOM FROM THE PERSPECTIVE OF PSYCHOLOGY

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**Background:** Discourse analysis from the perspective of psychology holds that reality is a social construction with discourse as the medium, and that people use discourse to construct themselves and others, which has the functions of transmitting information, exchanging ideas, expressing emotions and reflecting social phenomena. Discourse analysis is an analysis of ideas and views from different angles and positions. Discourse refers not only to the language used to achieve the purpose of communication, but also to a kind of social practice and process. In the field of sociology, discourse analysis is regarded as a social symbol of the right relationship between the relaxant and the receiver. It can show different ideologies and is based on different discourse situations and discourse roles. The psychological perspective can explore the individual's psychological status and its relationship with influencing factors from multiple angles and aspects, focusing on the attention to human psychology, and the mechanism and psychological relationship of discourse analysis from different psychological angles have different meanings, which makes the two sides of discourse have different psychological characteristics in communication skills and process. Educational discourse refers to the discourse form used by the discourse subject to express the content or significance of educational problems in the educational community, including static written text and dynamic educational time. It is the result of educational speech in a certain time and space and the theme of educational research. It has important practical value for educational practice and educational theory. Discourse analysis includes two parts: text level and discourse practice. It is to think about the meaning and value reflected and conveyed behind the discourse. The learning of knowledge in contemporary college English teaching classroom mostly depends on the students' main body, and the teaching practice teaching method in the teaching classroom is relatively single and fixed, which makes it difficult for students to invest too much interest and initiative in teaching activities, and then unconsciously produce learning difficulties and negative emotions in the process of difficult reading and learning, which brings great obstacles to the improvement of reading teaching activities and students' professional ability, negative emotions will also have an impact on students' mental health. Therefore, the study of discourse analysis theory in psychology to explore its positive impact on students' reading in college English teaching classroom has important practical value.

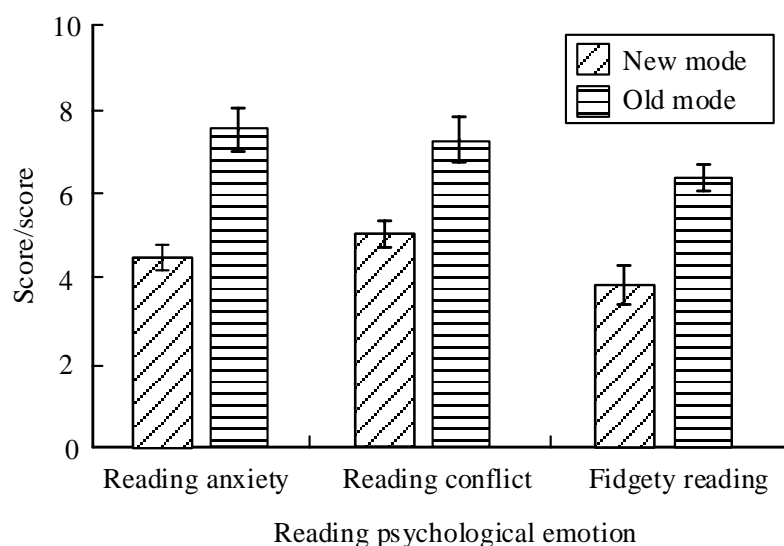
**Objective:** English reading is a comprehensive investigation of students' professional knowledge and

ability in listening, speaking, reading and writing. It can effectively help students feel the charm of language learning in English teaching environment and knowledge language environment. It is also an important tool for teachers to test students' learning mastery. However, in the original classroom teaching practice, teachers do not guide students to read independently, which increases the difficulty of learning. With the help of discourse analysis, teachers can give full play to the charm of language communication and learning on the premise of students' learning characteristics and psychological laws, improve the quality and level of teaching, and then help students improve their reading disabilities and their negative psychological emotions in the process.

**Subjects and methods:** The research take college English students with reading disabilities as the research object. Firstly, it collects the basic information about their current situation of English reading, reading disabilities and existing problems. Then, starting from their current situation and problems, it improves the English teaching classroom with the help of discourse analysis in psychology, that is, it intervenes students through reading guidance, psychological suggestion, discourse communication and other ways to build a new teaching model. The subjects were randomly divided into different groups, that is, the intervention group adopted the new English teaching mode, and the control group adopted the original teaching mode for the experiment. The experimental time was eight weeks. After the experiment, the data of the subjects' reading ability and psychological status were collected and sorted out by means of mental health self-assessment scale and reading evaluation. With the help of statistical analysis tools, the experimental data are sorted and analyzed and the difference statistics are carried out.

**Results:** The experimental results show that the combination of discourse analysis from the perspective of psychology and English teaching classroom can effectively improve students' reading disabilities, improve their negative emotions and psychological problems in the process of learning, and improve their English reading level and mental health. Figure 1 shows the scores of students' negative emotions in reading under the new and old teaching modes after the experimental intervention.

The results in Figure 1 show that there are differences in the improvement of reading negative emotions between the old and new teaching modes after the experimental intervention. The scores of anxieties, resistance and irritability of students in the intervention group under the new teaching mode in reading are 4.42, 4.5 and 3.89 respectively, which are significantly lower than the psychological emotions of 7.45, 7.02 and 6.43 in the control group under the old teaching mode. The above results show that the new English teaching model can give full play to the charm of discourse analysis and achieve the improvement and intervention effect on students' reading ability and psychological emotion.



**Figure 1.** After the experimental intervention, the scores of students' negative emotions in reading under the new and old teaching modes

**Conclusions:** Discourse analysis reflects the profound impact of the “linguistic turn” of philosophy on educational research. It is the specific application of discourse analysis in the field of educational research. Bringing discourse analysis into teaching practice can effectively realize the intervention and improvement of teaching objects, teaching models, teaching positions, teaching standards and teaching methodology, and then provide new teaching ideas for educators. It is a new paradigm of educational research. The results show that discourse analysis under psychology can provide positive influence and psychological guidance mechanism for college students in English reading practice.

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## THE INFLUENCE AND INTERVENTION OF JAPANESE LANGUAGE AND LITERATURE EDUCATION ON STUDENTS' PSYCHOLOGICAL AESTHETIC AND COGNITIVE DIFFERENCES

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**Background:** Aesthetic psychology refers to the free mood that people perceive objects with aesthetic attitude in aesthetic practice and obtain emotional pleasure and spiritual happiness in aesthetic experience. It is the subjective reflection of the beauty of objective objects, including people's aesthetic perception, emotion, imagination, understanding and so on. People's aesthetic view plays a guiding role in aesthetic psychology. Aesthetic view originates from the practice of human production and social life, and has the characteristics of class consciousness, individual difference and diversity. The aesthetic psychology of different individuals in different stages has great changes, and the phased characteristics are obvious, which is affected by individual age structure, social experience, mental health status and cognitive level. Cognition is the most basic psychological process for people to acquire knowledge and the process of information processing, including feeling, perception, memory, thinking, imagination and language. At the same time, cognition is also a process of psychological activity change and subjective objectification. Cognitive level and ability also have the characteristics of individual differences, which are greatly affected by their own mental health adjustment ability and external objective things. As the main body of teaching, students' main participation activities are learning activities, and their aesthetic ability and cognitive level mostly depend on teachers and classroom activities. Their main knowledge education comes from teachers. Therefore, there is a close relationship between teachers' professional level, teaching ability and mental health and students. In the current Japanese language and literature education, the imperfect teaching discipline system and the incompleteness of teachers' professional knowledge and ability make Japanese teaching face many difficulties. In addition, affected by the language environment, most Japanese languages ignore the cultivation of students' literary literacy and level in the teaching process, which makes it difficult for students to understand the essence of language learning and its cultural connotation in a better teaching environment. Therefore, it is difficult to improve the learning ability in literature teaching.

**Objective:** In order to help Japanese majors, improve their mental health, cognitive ability and overall quality, this study explores its impact on students' psychological aesthetic and cognitive differences through Japanese language and literature education, that is, whether literature education pays attention to the intervention mechanism for students.

**Subjects and methods:** The research take the students majoring in Japanese in a university as the research object. Firstly, it collects the basic information about their psychological status, aesthetic ability and cognitive level differences, and then designs a Japanese language and literature education intervention model with the help of the relevant theoretical knowledge of educational psychology, that is, it intervenes and guides their teaching activities from the individual characteristics and psychological change law of the research object, so as to improve their classroom harvest and self-growth. The subjects were randomly divided into intervention group and routine group. The intervention group used Japanese literature education model to carry out teaching design and activities, while the routine group used conventional teaching methods to carry out teaching design. The experimental intervention time was three months. The psychological aesthetic and cognitive status of the subjects in the experimental process were collected with the help of psychological status evaluation tools, and the data information was processed and analyzed with statistical analysis tools.

**Results:** The experimental results show that the research objects with different teaching methods show great differences in aesthetic psychology and cognitive level, and the degree of cognitive improvement is also different. Table 1 shows the score statistics of psychological and aesthetic differences of the subjects before and after the intervention.

In Table 1, aesthetic perception and aesthetic evaluation refer to the individual's ability to perceive and judge the aesthetic object. It is an important expression of aesthetic psychology and an important part of aesthetic outlook. It is the channel for individuals to discover, explore and understand beauty. To a certain extent, it can reflect the individual's aesthetic consciousness and aesthetic ability. It can be seen from Table 1 that there is no significant difference between the two groups in the score levels of psychological and aesthetic dimensions before the experimental intervention. The value in the table shows the score level. There is a large gap in the scores of the research objects under different teaching paths after the