

position on the campus, but also the retrieval is faster and more convenient. At the same time, the existence of data mining also enables each individual college student to carry out personalized recommendation and other information services according to the information left after reading. Library services such as personalized recommendation of books for college students can not only shorten the time for college students to find the books they need, but also promote their interest in reading, to further improve their comprehensive quality. The convenience brought by these services has a positive impact on the psychology of college students.

Objective: To analyze the influence of personalized service of university library on college students' positive personality, in order to build individual positive personality for college students.

Subjects and methods: 480 students who often go to the school library and have similar psychological conditions were found from the same university. They were divided into two groups according to the principle of equal number. One group of university libraries provided them with personalized information services in their daily study and life. This group was used as the experimental group, while the other group of libraries did not provide personalized information services, and this group was used as the control group. The experimental time is two months, that is, half a semester. During the experimental period, students' positive psychological state is tested and data are analyzed and compared every month, before and after the beginning and end of teaching. The psychological measurement tool used in the study is the Value in Action (VIA), which is used to detect the degree of individual positive personality characteristics. The final score is 1-5 points, in which the higher the score, the more positive the characteristic nature of positive personality.

Results: Table 1 describes the via test results of the two groups of college students before and after the experiment. It can be seen from Table 1 that the positive personality traits of the two groups of students are similar before the beginning of the experiment, while the level of positive personality traits of the experimental group increases significantly after the end of teaching, while the results of the control group do not change significantly. After statistical analysis, it can be found that there is a significant difference in the level of positive personality traits between the two groups after physical education teaching ($P < 0.05$), but not before physical education teaching.

Table 1. Comparison of self-assessment results of positive personality traits between the two groups of college students

	Before the experiment	After the experiment
Control group	3.61	3.58
Experimental group	3.56	4.52

Conclusions: The construction of positive personality is an important link for individuals to maintain physical and mental health and keep positive in study, work and life. The construction of positive personality of college students is closely related to the library in colleges and universities. At present, the psychological state of college students and the personalized information service of university network library have been paid more and more attention. The research aims at the impact of the personalized information service of university library on college students' positive personality under the network environment, and carries out comparative practice on college students' daily study and life. The experimental results show that the personalized information service of university network library plays a significant role in promoting the construction of college students' positive personality.

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THE EFFECT OF REFLECTIVE TEACHING MODEL IN HIGHER VOCATIONAL ENGLISH EDUCATION ON STUDENTS' CHOICE DIFFICULTIES

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Background: As a basic subject, English occupies an important position in the teaching system of higher vocational colleges. The quality of students' learning in English depends on teachers' teaching methods, while reflective teaching is an innovative way in traditional teaching methods. Reflective teaching mode is both teaching and learning. Combining the two, we can solve various problems in the teaching process by constantly learning teaching skills and reflecting on the deficiencies in teaching. In this process, teachers

can gradually improve the personalization, logic and rationality of their teaching methods, and become a new type of scholar teacher. Initiative, practicality and adjustment are the main characteristics of reflective teaching model in higher vocational English education. In order to improve the teaching quality, teachers actively pay attention to the actual effect of students' learning in the classroom, constantly analyze the problems from practical teaching, accumulate teaching experience, and apply the experience methods to practical teaching. Therefore, the effect of reflective teaching is related to the strength of teachers' professional practical ability. Finally, the adjustment of teaching is targeted. Teachers optimize the problems in teaching according to their own experience. In teaching, the emphasis is divided. For example, the teaching of college students with flexible thinking focuses on expanding teaching, while the teaching method of college students with relatively conservative thinking focuses on guidance to help students learn knowledge efficiently. The traditional personalized teaching method takes teachers as the center, and students adapt to teachers' teaching methods. Different teachers have different teaching methods. For students with weak foundation, it will be difficult to choose teaching methods under the pressure of study. For patients with selection difficulties, it is undoubtedly to deepen the etiology of patients. The manifestation of choice difficulty is lack of self-confidence, unable to determine their most important inner needs, so they cannot meet the psychological balance, and are afraid of the consequences after the choice, so they are unable to make their own satisfactory choice. This symptom often appears in modern college students. The reflective teaching method is student-centered. Teachers adjust the teaching method suitable for students through students' learning situation, which can inhibit or alleviate students' choice difficulties to a certain extent.

Objective: Modern college students often fall into a confused state, have no self-confidence in themselves, and under the pressure of learning, it is very easy to induce choice difficulty. This symptom will gradually make patients fear choice, which will have a serious impact on college students' life and psychology. Through the reflective teaching mode, meet the students' learning style, to improve the students' learning quality, build self-confidence for students, and explore its inhibitory and alleviating effect on college students' difficult choice through this process.

Subjects and methods: Modern college students often fall into a confused state, have no self-confidence in themselves, and under the pressure of learning, it is very easy to induce choice difficulty. This symptom will gradually make patients fear choice, which will have a serious impact on college students' life and psychology. Through the reflective teaching mode, meet the students' learning style, to improve the students' learning quality, build self-confidence for students, and explore its inhibitory and alleviating effect on college students' difficult choice through this process. 45 college students with selection difficulties were selected from each of the five higher vocational colleges, and 225 of them took part in the 4-month higher vocational English reflective teaching training intervention experiment. Before the experiment, the degree of selection difficulties of each student was evaluated and recorded through the self-designed selection difficulties scale. The self-designed selection difficulty scale contains 24 evaluation items, and the evaluation level is divided into 5 levels to evaluate the selection difficulty, in which the level of "5" indicates that there is serious selection difficulty. A grade of "grade 4" indicates severe selection difficulties. A grade of "grade 3" indicates that the degree of selection difficulty is in a medium state. A grade of "grade 2" indicates mild selection difficulties. A grade of "grade 1" indicates mild selection difficulty. After that, the symptom assessment was carried out every month, and the effect of the research method was analyzed through the change of the number of people.

Results: Table 1 shows the comparison table of the changes in the number of people with selection difficulties before, during and after the intervention experiment. From the results of Table 1, it can be seen that there is no significant change in the selection difficulties of college students in the previous month. In the following time, the number of patients with higher level selection difficulties shows a gradual decreasing trend, which is alleviated from serious patients or more serious patients to moderate or mild symptoms. In terms of the results of choice difficulty scale, reflective teaching model can help college students improve their choice difficulty.

Table 1. Changes in the number of patients with selection difficulties in the intervention experiment

Grade	Number change				
	Before start	First month	The second month	The third month	The fourth month
Level 5	47	47	40	32	23
Level 4	59	61	55	48	38
Level 3	78	79	77	86	99
Level 2	35	36	45	48	53
Level 1	6	2	8	11	12

Conclusions: Through the reflective teaching training intervention experiment, the number of symptoms measured and evaluated in the first month has no significant change from that before the beginning. This situation may be due to the factors that students have not adapted to teaching methods and learning efficiency has not been significantly improved in a short time. English is a subject that needs long-term learning accumulation, and the establishment of students' self-confidence cannot be eager for success. Therefore, through the application of reflective teaching mode, students' self-confidence can be established, to effectively alleviate the symptoms of choice difficulties.

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INTERVENTION AND COUNTERMEASURES ON JAPANESE MAJORS' READING DISABILITY AND PSYCHOLOGICAL EMOTIONS IN LITERARY INTEGRATION OF JAPANESE BOOK OF SONGS

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Background: As one of the main representatives of Chinese culture, the book of songs has become the main object of Overseas Sinology research year by year. Among them, Japan's research on the book of songs has reached the international leading high level, and has formed its own book of songs. In this study, the study of the Japanese book of songs refers to the study of the Japanese book of songs by Chinese scholars, rather than the study of the book of songs by Japanese scholars. Through the analysis of Japanese classics of poetry, we know that Chinese cultural elements have profound significance and important theoretical guidance for its development. Therefore, Japanese classics of poetry has developed rapidly with the integration of Chinese culture. Nevertheless, Japanese poetics is still a new thing for Chinese poetics. Therefore, such cognition makes domestic scholars have more reference and less original prejudice against Japanese book of songs. It is easy to have dyslexia and stimulate some negative emotions when studying Japanese book of songs. Dyslexia is a dyslexion caused by the brain's inability to coordinate the processing of visual and auditory information. There are many manifestations of dyslexia. Among them, dyslexia caused by bias or inherent cognition is mainly manifested in that you can only grasp part of the information you see and cannot fully obtain it. From the perspective of biological factors, the process of reading needs the coordination of multiple psychological functions. Therefore, the information obtained from knowledge can affect psychological emotion to a certain extent. College students are in the period of thinking expansion, and their subjective consciousness is easy to be affected. Therefore, the reading disorder caused by inherent cognition is more likely to cause college students to have negative emotions. Negative emotions include anxiety, anger, depression, sadness and other emotions. Long-term negative emotions make people feel uncomfortable physically and mentally, and then affect their living conditions and even mental health. Through the parallel study of Chinese and Japanese classics of poetry, this study fully considers the unique characteristics and core values of Japan, changes students' inherent cognition of Japanese classics of poetry, and correctly and objectively understands Japanese classics of poetry, to alleviate the reading obstacles and negative emotions caused by it.

Objective: At present, higher vocational colleges ignore the unique characteristics of Japanese economics in the research of Japanese classics of poetry, and only see the imitation and reference of Japanese classics of poetry to Chinese classics of poetry, so they cannot obtain the real value of Japanese classics of poetry. Therefore, by adopting the method of comparative research between Chinese and Japanese classics of poetry, we can correctly analyze Japanese classics of poetry, understand the core values of Japanese classics of poetry, and lead students to objectively view the integration of Japanese classics of poetry and Chinese cultural elements, to solve or alleviate college students' reading barriers and negative psychological emotions.

Subjects and methods: In three higher vocational colleges, 324 college students with related reading disabilities and negative emotions were selected according to the survey results. 324 college students were selected as the experimental objects to carry out the inherent cognitive correction experiment of Japanese classics of poetry for 4 weeks. By comparing the reading disorder state and emotional state of college students before and after inherent cognitive correction, this paper discusses the alleviating effect of correcting the inherent cognition of Japanese classics of poetry on college students' reading disorder. The psychological emotion of college students was evaluated by Beck Anxiety Inventory (BAI). There are 4 items in the "A" and "B" rating scales, each of which has 3 items and 4 items respectively. A score between 25 and