

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

50 indicates that the subjects have mild negative emotions; Between 50 and 75, it means that the subjects have moderate negative emotions. Between 75 and 100, it indicates that the subjects have severe negative emotions. The experimental effect is reflected according to the change of the number of people in each interval before and after correction.

Results: The number of students with severe negative emotions increased significantly in the first three weeks of the experiment, and the number of students with mild negative emotions decreased significantly in the remaining three weeks of the experiment.

Table 1. Changes in the number of Beck Anxiety Inventory before and after the experiment

Score interval	Number of people				
	Before experiment	The first week	The second week	The third week	The fourth week
[25,50)	58	60	68	80	102
[50,75)	77	79	82	95	105
[75,100]	189	185	174	149	117

Conclusions: In the application of the inherent cognitive correction experiment on the Japanese book of songs, the Beck Anxiety Scale for college students decreased gradually over time. Therefore, the experiment alleviated the state of college students' negative emotions on the basis of helping Japanese majors treat the Japanese book of songs correctly and objectively, so as to inhibit the phenomenon of related reading disabilities.

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STUDY ON THE INFLUENCE OF THE ORGANIC COMBINATION OF TRADITIONAL CULTURE AND IDEOLOGICAL AND POLITICAL EDUCATION ON COLLEGE STUDENTS' LEARNING ANXIETY

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Background: China's thousands of years of development history has precipitated and inherited a large number of excellent traditional culture, which is the crystallization of Chinese national culture. Under the condition of the gradual loss of contemporary Chinese national excellent culture, the education system of Chinese national traditional culture urgently needs to be combined with ideological and political education. Ideological and political education combined with traditional culture has good teaching effects, enriches ideological and political teaching contents, and improves the level of cultural exchange. Through in-depth study of the connotation of China's excellent traditional culture, it is important to carry forward the excellent culture of the Chinese nation, appreciate the Chinese culture and feel the edification of national emotion, enhance students' sense of national honor and national self-esteem, and play an important role in shaping college students' personality. It plays an important role in establishing college students' cultural self-confidence, enhancing college students' self-confidence and cultivating college students' mental health. Contemporary college students often have anxiety state before academic pressure and life pressure. Anxiety is people's instinctive emotion. This state is a good medicine for feeling boring and indifferent to life, preventing their stagnant state, and plays an important role in promoting personal development. However, when the psychology is in a state of anxiety for a long time, it will affect mental health and cause mental diseases. In serious cases, it will affect their normal life and have an extremely adverse impact on personal development. Anxiety can be regulated by enhancing personal security, enhancing self-confidence and diverting attention. Therefore, higher vocational colleges organically combine traditional education with ideological and political education to improve college students' self-confidence, so as to alleviate the anxiety symptoms of contemporary college students.

Objective: Colleges and universities shoulder the burden of cultivating the backbone of society, and the psychological state of college students is the focus of colleges and universities. Contemporary college students generally have the phenomenon of psychological anxiety. Higher vocational colleges organically combine traditional culture with ideological and political education to show the unique charm and strong