

Some studies directly point out that the character psychology in literary works is the main carrier for the author to express his creative ideas, that is, the author's creative psychology can be understood by interpreting the character image psychology in literary works. As an important writer in China, Lu Xun has rich characters in his works. At the same time, under the background of the times, Lu Xun's creative thought has remarkable characteristics under the influence of the surrounding environment. Therefore, it is very important to analyze the author's creative thought from the psychological connotation of Lu Xun's characters, and on this basis to induce the readers to produce good psychological values.

Objective: As the classic works in modern Chinese literary works, the research on the social connotation and literary thought in many of Lu Xun's works has been quite mature, and scholars often ignore the psychological connotation and psychological creative thought of Lu Xun's characters in the research. Therefore, from the perspective of psychology, the research further analyzes and expands on the basis of the research on the literary connotation of traditional Lu Xun's works, examines the psychological connotation and psychological creative thought of characterization in Lu Xun's works from the perspective of psychology, and hopes to provide help for promoting the research progress of modern Chinese literary works and promoting the mutual integration and development of literature and psychology.

Subjects and methods: Taking a university student as the research object, 100 students were randomly selected from the school library as the experimental object. All the students participating in the experiment understood the experimental content and steps, and signed the informed consent form. All the students who participated in the study read Lu Xun's literary works in turn within four months. During this period, all the students were given regular psychological tests to evaluate the changes of students' psychological emotions such as inferiority complex, delusion and anxiety expectation, and analyze the influence of Lu Xun's characters on readers' psychological emotions.

Results: The changes of psychological emotions such as inferiority complex, delusion and anxiety expectation shown by students in Lu Xun's literature reading are shown in Table 1. 0-10 points are used to indicate the mild to severe degree of psychological emotions in turn. Table 1 shows that the inferiority complex, delusion and anxiety expectation of all students show a gradual easing trend during reading.

Table 1. Changes of students' negative emotions in the process of reading

	0 month	1 month	2 months	3 months	4 months
Inferiority	7.21±0.37	6.78±0.61	5.84±0.28	5.17±0.43	4.07±0.36
Delusion	6.68±0.49	6.02±0.46	5.38±0.42	4.52±0.35	3.11±0.49
Anxiety expectation	7.06±0.81	6.65±0.33	6.02±0.49	5.37±0.55	3.12±0.32

Conclusions: College students will inevitably produce unpredictable psychological negative emotions in their growth. Most students will find emotional resonance by reading, but few students will control their emotions with the help of the character image psychology in excellent literary works and the author's creative ideas. Taking Lu Xun's literature as an example, this paper analyzes the psychological connotation of Lu Xun's characters, infers Lu Xun's creative thought, and analyzes the impact of Lu Xun's literary thought on students' negative emotions. The results show that in the process of Lu Xun's literature reading, students can also alleviate their inferiority, delusion, anxiety and expectation by emphasizing their understanding of the ideological connotation. The above results show that the literary thoughts in literary works can help students alleviate their negative emotions and promote their healthy development.

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PRACTICAL RESEARCH ON IDEOLOGICAL AND POLITICAL EDUCATION IN COLLEGE ENGLISH COURSE AND ITS IMPACT ON STUDENTS' PSYCHOLOGICAL OBSTACLES IN COMMUNICATION AND ADAPTATION

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Background: A message or opinion is disturbed by language or other factors in the transmission process, which distorts or distorts the information, so that the communication cannot receive the expected effect.

These factors affecting the transmission or acceptance of information are communication obstacles. There are four main aspects of communication barriers: the first is the language barrier, which is mainly manifested in direct communication or interpersonal communication. It is the expression distortion or failure caused by language factors such as accent, grammar and dialect. The second is the ideological barrier, which is extremely complex. If people have different views, experiences, values, roles and upbringing, they will all have different views. The third point is emotional disorder, which is not only a psychological disorder with situational and accidental nature, but also the most difficult to control. The typical manifestation is the intentional distortion and complete reversal of information caused by abnormal emotions in interpersonal communication. People's personality factors also affect the communication of information. The last is the technical barrier, which is mainly reflected in indirect communication. There are obstacles such as "noise" and "distortion" in communication with technical means, and there is also distortion of information transmission caused by grammatical errors in written expression. In the process of Ideological and political teaching in domestic colleges and universities, due to the difficult teaching content, inappropriate teaching methods, students' past experience and other reasons, some English majors suffer from a certain degree of communication and adaptation psychological disorders. The traditional coping or treatment methods are to provide them with psychological counseling or drug services, but these methods have high treatment costs, are not suitable for large-scale promotion, and will consume a lot of time, it is also not conducive to students to maintain their studies. Therefore, this study attempts to integrate the ideological and political practice teaching content with college English teaching courses, and analyze whether it helps to alleviate the psychological obstacles of communication and adaptation of English majors.

Subjects and methods: Through one-on-one and off-line communication with English Majors in many colleges and universities, understand the current situation of English teaching in colleges and universities in China and the problems in teaching, and then design a teaching experiment on this basis. The subjects were 200 undergraduate English majors who were willing to participate in the study and suffered from communication adaptation disorder. These students were divided into intervention group and control group on average. Before the experiment, comparative statistics and significance test were conducted on the personal information related to the study and the experiment. Only when there is no significant difference between all the basic information of the two groups of students can the teaching experiment be carried out, otherwise it needs to be grouped again. In the experiment, the control group received traditional English course teaching and the intervention group received English teaching combined with ideological and political practice education, but the English teaching contents of the two groups were completely consistent. The experiment lasts for one semester, and a questionnaire survey of communication adaptation disorder needs to be conducted for students before and after the experiment. The questionnaire is designed by the research team. The score is in the range of "more than 60", "40-60", "20-40" and "0-20", which respectively represents that the severity of communication adaptation disorder of the subjects is accessibility, mild disorder, moderate disorder and severe disorder. All measurement type features in the study are displayed in the form of mean \pm standard deviation for *t*-test, and counting type features are displayed in the form of number or proportion of number for Chi square test. The significance level of difference is set to 0.05.

Results: After the intervention experiment, the statistical questionnaire data are obtained in Table 1.

Table 1. Statistical results of questionnaire data before and after the intervention experiment

Investigation time	Intervention group	Control group	<i>P</i>
Before intervention	54.2 \pm 3.8	54.9 \pm 4.3	1.530
After intervention	67.0 \pm 4.1	55.2 \pm 4.5	0.014

It can be seen from Table 1 that the difference in the severity score of communication adaptation disorder between the two groups of college students before the experiment is not statistically significant, and they are in the severity of mild disorder as a whole. However, after the experiment, the data difference between the two groups became significant. The average questionnaire scores of the intervention group and the control group were 67.0 and 55.2 respectively. The former increased by 1.8 compared with the latter, and was in the severity level of accessibility as a whole.

Conclusions: Aiming at the problem that some college English majors suffer from different degrees of communication cognitive impairment, this study attempts to analyze whether the integration of Ideological and political education practice into English curriculum can alleviate or treat the disease. The results of the intervention experiment showed that there was no significant difference in the severity score of communication adaptation disorder between the two groups before the experiment, and they were in the severity of mild disorder as a whole. However, after the experiment, the data difference between the two

groups became significant. The average questionnaire scores of the intervention group and the control group were 67.0 and 55.2 respectively. The former increased by 1.8 compared with the latter, and was in the severity level of accessibility as a whole. It shows that this way of Integrating Ideological and political practice education with English teaching can indeed play a role in treating students' communication and adaptation barriers.

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THE INFLUENCE OF INFORMATION INNOVATION AND DEVELOPMENT OF IDEOLOGICAL AND POLITICAL EDUCATION IN COLLEGES AND UNIVERSITIES ON ALLEVIATING COLLEGE STUDENTS' MENTAL ANXIETY

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Background: Anxiety disorder, also known as anxiety neurosis, is the most common kind of neurosis, which is mainly characterized by anxiety emotional experience. It refers to the negative and complex emotional states such as tension, uneasiness, worry and worry caused by personal possible dangers, losses and threats in the future. Its main clinical manifestations include panic disorder, such as sense of near death, sense of loss of control, sense of mental collapse, and physical symptoms of panic attack, such as rapid heartbeat, diarrhea, dizziness, etc., followed by generalized anxiety disorder, which is divided into mental anxiety, physical anxiety symptoms of motor restlessness of nerves and muscles. At present, the treatment of anxiety symptoms is mainly based on professional psychological guidance, and those with serious symptoms can be treated with drugs. With the advancement of domestic economic development and social reform, the pressure of employment competition in society has increased. For college students, they are faced with the economic pressure brought by learning costs, the employment pressure brought by fierce competition in the human resources market, and the learning pressure of survival of the fittest, which lead to the aggravation of their psychological load. Some college students even have mental anxiety symptoms. At present, the common treatment method is to provide them with psychological counseling or drug services, but these methods are expensive and time-consuming, and are not suitable for large-scale promotion. It is also not conducive to students to maintain their studies. Therefore, this study attempts to integrate information technology into Ideological and political education, and analyze whether this teaching method can help to alleviate students' mental anxiety while teaching ideological and political knowledge.

Subjects and methods: Conduct SAS (Self-rating Anxiety Scale) test on domestic college students who are willing to participate in the experiment, and stipulate that subject with test scores of 50-59, 60-69 and greater than 69 suffer from mild anxiety, moderate anxiety and severe anxiety. From the test results, students with scores greater than 50, that is, students with varying degrees of mental anxiety, were selected as the research objects. It is divided into experimental group and control group. Before the experiment, the general demographic information statistics are carried out for the two groups, and then the ideological and political teaching is carried out for the two groups of students. The professional content of the teaching is completely the same, but the experimental group is required to integrate information-based teaching means and tools into the teaching content. The whole experiment lasted for one semester, and two teaching experiments were carried out on 2 and 4 every week, 45 minutes each time. After the experiment, SAS survey was carried out again for all subjects to understand the changes of students' mental anxiety before and after the experiment. In addition, all measurement type features in the study are displayed in the form of mean \pm standard deviation for *t*-test, and counting type features are displayed in the form of number or proportion of number for chi square test. The significance level of difference is taken as 0.05.

Results: After the teaching experiment, collect the questionnaire, remove the invalid questionnaire, input the effective questionnaire data into the computer, and use SPSS23.0 software to carry out statistics and get the results in Table 1.

It can be seen from Table 1 that the value of the difference significance test of the SAS score data of the two groups of students before the experiment is 1.638, which is far greater than the significance level of 0.05. It is considered that the data difference is not statistically significant, and the average SAS scores of the experimental group and the control group are 53.6 and 53.2 respectively, which are in a state of mild