

performance evaluation model, and pay attention to the effective communication between employees.

* * * * *

RESEARCH ON THE RELIEVING EFFECT OF PROFESSIONAL AND FINANCIAL INTEGRATION EDUCATION FOR FINANCIAL MAJORS IN COLLEGES AND UNIVERSITIES ON STUDENTS' EMPLOYMENT ANXIETY

Ying Kai

Jiangsu Vocational College of Medicine, Yancheng 224005, China

Background: The employment anxiety of college students is an extremely normal psychological phenomenon. It refers to the anxiety of students in an increasingly competitive environment. It usually has the following characteristics. First, the gap between reality and expectation is too large. Most students hope to get high salary, good treatment and good environment, but the reality is often not fully satisfied. Second, students' psychological endurance is low. Most of the students grew up in a comfortable environment, and they did not bear too much suffering, which led to their confusion and weakness when dealing with difficulties. Third, they do not have enough self-confidence, mainly because their own evaluation is not accurate or their own personality characteristics. Fourth, the ability of self psychological adjustment is low, and there is no correct and reasonable psychological adjustment method and mental health knowledge. Fifthly, there is no clear goal and clear career planning. Sixth, their own skills are not enough and they do not have their own core competitive advantages.

Combined with the current reasons for college students' employment anxiety, the research puts forward an industry finance integration education mode for college finance majors aiming at employment anxiety. The specific strategies are as follows. First, the financial department of colleges and universities should actively promote the integration of industry and finance, complete the sorting and docking of information processes, sort out compound talents, and define the responsibilities after intelligent integration. Then, improve the setting of basic financial information in colleges and universities. Finally, build an efficient and real-time accounting statement system. The integration of industry and finance has the characteristics of predictability, dynamism and objectivity. Objectivity means that the basic financial information and specific business caliber are consistent with each other. Dynamism means that real-time dynamic statements are added on the basis of time point statements. Predictability means that under the premise of dynamism and objectivity, the financial system completes prediction and analysis according to relevant models to provide a fundamental basis for top-level decision-making. Sharing through information technology is the integration of business process and financial process, which is a problem to be overcome at this stage. The goal of industry finance integration in colleges and universities is to meet the modern governance concept and the reform of financial management system. From the perspective of industry finance integration, colleges and universities can realize the centralized management and collaborative application of asset management, scientific research management, personnel management, government procurement management and other businesses and finance through the smart campus platform, forming an organic combination of management process, finance and business, which can improve management efficiency. The importance of financial integration in colleges and universities is specifically reflected in meeting the needs of the big data era, improving the core competitiveness of colleges and universities, and meeting the needs of financial system reform.

Objective: In order to analyze the effect of the industry finance integration education mode on students' anxiety, aiming at improving students' employment anxiety.

Subjects and methods: The study selected 200 students majoring in accounting in the University as the research object, and set up blank group and observation group A, B and C, with 50 students in each group. The blank group adopts the regular professional course education, and the observation groups a, B and C adopt three teaching strategies: actively promoting the integration of industry and finance, improving the setting of basic financial information in colleges and universities, and building an efficient and real-time accounting statement system. The test lasted for 6 months. After the experiment, the data were analyzed by statistical data analysis software. Students' employment anxiety was assessed by Self-rating Anxiety Scale (SAS). In order to show the effect of different teaching modes of finance major on students' employment psychology more emotionally, this study evaluates the anxiety level through neural network algorithm to evaluate the improvement of different teaching modes on students' employment anxiety psychology.

Results: Table 1 refers to the anxiety of the four groups of students at different intervention times. On the whole, the anxiety of the three groups in the observation group gradually eased with the increase of teaching time, while the psychological phenomenon of employment anxiety in the blank group did not significantly improve with the increase of teaching time, but there was still a certain degree of relief.

Table 1. Anxiety of four groups of students at different intervention times

Group	Before teaching	After 1 month	After 3 months	After 6 months
Blank group	67.39±3.26	63.25±3.16	57.26±2.69	52.48±1.98
Observation group A	65.64±3.68	50.23±3.14	43.26±2.98	37.1±1.87
Observation group B	65.57±3.56	49.36±3.25	42.12±2.87	36.51±1.86
Observation group C	64.96±3.57	48.35±3.28	41.36±2.68	35.11±1.96

Conclusions: The main promoter of financial integration in colleges and universities is the financial department of colleges and universities. The education of financial integration plays an extremely important role in the employment anxiety of financial students. In view of the psychological problems of college students majoring in finance, the research needs to optimize the current teaching mode of professional courses to help students cope with possible employment problems in the future, improve their psychological endurance and professional ability, and then make certain contributions to the training of high-quality financial personnel.

Acknowledgement: The research is supported by: Jiangsu Social Science Fund Self-Raised Program “Research on socialist core values education in Jiangsu colleges and universities under the new media environment” (No. 16JYD012).

* * * * *

A STUDY ON COPING STRATEGIES OF OVERSEAS CHINESE WRITERS’ CREATIVE ANXIETY

Zhisong Yao

Zhumadian Preschool Education College, Zhumadian 463000, China

Background: In the process of writing, overseas Chinese writers will have anxiety for various reasons. There are many factors that cause anxiety among overseas Chinese writers. First of all, English is the main language system in overseas writing, which will have a great negative impact on Chinese writers who are not good at English. For example, they are unable to accurately express their feelings and words fail to express their ideas, which leads to the unsatisfactory sales of overseas writers’ creative works and the anxiety of overseas Chinese writers. Secondly, overseas Chinese writers often have foreign language anxiety. If overseas writers want to create, foreign language learning is inevitable. In the process of foreign language learning, overseas Chinese writers often have foreign language anxiety because of poor learning effect and high learning cost. Foreign language anxiety means that in the process of foreign language learning, individuals will produce a series of unique self-perception, beliefs, feelings and behaviors. When the effect of foreign language learning does not reach the expected results of individuals, it will lead to a series of negative self-perception, beliefs and feelings, which will cause individuals to have greater psychological pressure and form anxiety. Anxiety will affect the foreign language learning process of overseas Chinese writers, and then affect the creative process of overseas Chinese writers. However, the influence on the creation will further deepen the anxiety of overseas Chinese writers, thus forming a vicious circle. Finally, when overseas Chinese writers are writing, they are easy to encounter creative bottlenecks because of different languages, customs and cultures. The bottleneck of creation will make writers fall into the psychology of self-reproach and inferiority, which will lead to anxiety. Based on the psychological perspective, this study analyzes the anxiety of overseas Chinese writers in the process of writing, and puts forward solutions to alleviate the anxiety of overseas Chinese writers and improve their creative efficiency. First of all, overseas Chinese writers need to relax their mentality, face foreign language learning with a positive attitude, face up to their own shortcomings, and strive to make up for and improve. Secondly, in the process of writing, overseas Chinese writers can invite critics or local people to select the language defects in their works, and ask for advice with an open mind and actively revise them. Then, when creating, you can play some soothing and relaxing music, relax your mood through music therapy, and avoid falling into anxiety due to the bottleneck of creation. Finally, enrich your knowledge, collect more creative materials in your