

life, and ensure your own creative progress.

Objective: In the process of writing, overseas Chinese writers will have anxiety for various reasons. Anxiety will affect the foreign language learning process of overseas Chinese writers, and then affect the creative process of overseas Chinese writers. 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.

Subjects and methods: Through E-mail, website recruitment and other means, 20 overseas Chinese writers were selected as the research objects for the control experiment. Through information technology and computer technology, 20 overseas Chinese writers were randomly divided into two groups, group A and group B. For group overseas Chinese writers, the strategies proposed in the study are used to create, while group B overseas Chinese writers use the general creation mode to create. After a period of time, the anxiety of the two groups of overseas Chinese writers was compared. The anxiety of overseas Chinese writers was assessed by Self rating Anxiety Scale (SAS).

Results: The scores of the SAS of the two groups of overseas Chinese writers before and after the experiment were statistically analyzed. The statistical results showed that before the experiment, the scores of the SAS of group A and group B were basically the same. After the experiment, the scores of the SAS of overseas Chinese writers in group a decreased significantly, while there was no significant change in group B. After the experiment, the scores of the SAS of group A were significantly lower than those of group B. The scores of the SAS of the two groups of overseas Chinese writers are shown in Figure 1.

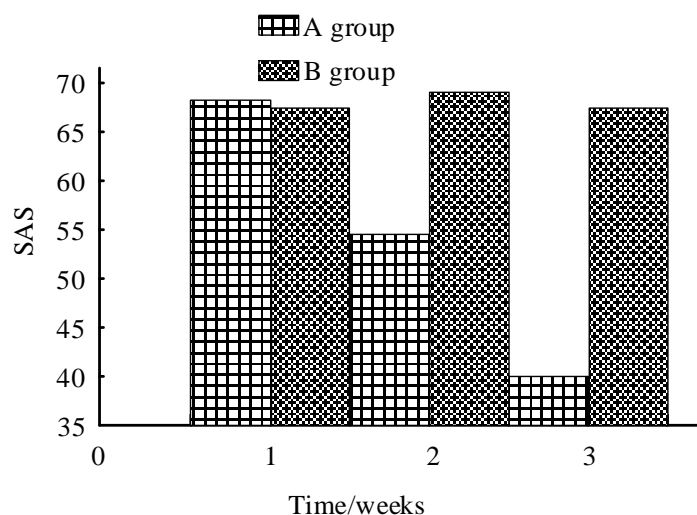


Figure 1. The changes of SAS scores of two groups of overseas Chinese writers

Conclusions: In the process of writing, overseas Chinese writers will have anxiety for various reasons. 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. 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. The results showed that before the experiment, the scores of the SAS of group A and group B were basically the same. After the experiment, the scores of the SAS of overseas Chinese writers in group a decreased significantly, while there was no significant change in group B. After the experiment, the scores of the SAS of group A were significantly lower than those of group B. The above results show that the proposed strategy is feasible.

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RESEARCH ON THE INFLUENCE OF THE MORAL EDUCATION WORK OF HEAD TEACHERS IN HIGHER VOCATIONAL COLLEGES ON STUDENTS' PSYCHOLOGICAL ANXIETY FROM THE PERSPECTIVE OF NODDINGS CARING THEORY

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Background: Anxiety is a response of human beings to unknown risks. Specifically, when an individual's assessment of the loss caused by an unknown risk exceeds a certain level, anxiety may occur. The common clinical manifestations of anxiety include obsessive-compulsive thinking, anxiety, panic disorder, such as a sense of dying, a sense of loss of control, a sense of mental breakdown, as well as physical symptoms of panic attacks, such as trembling, rapid heartbeat, asthma, etc., followed by generalized anxiety disorder, which is divided into mental anxiety, physical anxiety, and motor restlessness of nerves and muscles. The treatment of moderate and mild anxiety symptoms is generally psychological guidance or comprehensive treatment based on psychological guidance. The patients with severe symptoms can be treated with medication. Noddings' caring theory was put forward by American Educational Philosophers in the 1980s. The core of this theory is caring, that is, having a certain sense of responsibility in spirit and being willing to take the initiative to care about or care about something or someone. Noddings' caring theory opposes taking students as rational learning machines, and advocates that caring moral education should be relationship centered and pay attention to the respect for the educated in the process of moral education. It can be seen from the above content that in the environment of the deterioration of students' psychological anxiety in higher vocational colleges, the use of Noddings' care theory and the moral education work carried out by the head teachers in higher vocational colleges have the potential to improve students' anxiety psychology. Therefore, this study attempts to use the Noddings care theory to train the class teachers in higher vocational colleges, let them carry out moral education and psychological intervention on students in combination with the Noddings care theory, analyze the impact mode and principle of this measure on students' psychological anxiety, and provide more feasible methods to improve the psychological health level of students in higher vocational colleges.

Subjects and methods: To study the impact of the application of Noddings' care theory with the head teacher as the core to the moral education of students in higher vocational colleges on students' psychological anxiety and anxiety. Now, a teaching experiment based on moral education is designed, and a higher vocational college whose teaching ability and students' moral level are at the middle level as a whole is selected in the country. 320 college students of different grades are selected as the research objects to carry out the teaching experiment. The selected college students were divided into Noddings care group and control group, with 160 students in each group. Before the experiment, on the one hand, the research team needs to learn the Noddings' care theory and the content of moral education of head teachers in higher vocational colleges, and on this basis, design strategies to integrate the Noddings' care theory into the daily moral education of head teachers in higher vocational colleges. On the other hand, it is necessary to make statistics on the basic data of the subjects in each group and confirm that there is no significant difference in the basic data of the students in each group before carrying out the follow-up experiment. Otherwise, it is necessary to adjust the existing groups. The two groups of students are divided into four classes with 80 students in each class. The same head teacher team carries out moral education. However, the difference is that the head teacher of the Noddings' caring group needs to receive the training of Noddings' caring theory, pass the examination, and integrate the Noddings' caring theory into moral education to care for students in terms of students' life and psychology, based on the respect of students' personality. Each group continued to carry out moral education experiment for one semester in the way of 30 minutes of moral education twice a week. Before and after the experiment, all subjects were tested by Self rating Anxiety Scale (SAS) to understand the changes of students' psychological anxiety. Finally, the measurement type indicators that need to be counted during the experiment are described by the combination of mean and standard deviation, and need to accept the t-difference significance test. The difference significance level is set to 0.05

Results: The SAS score data of each group of students in each test are counted to get Table 1.

It can be seen from Table 1 that at the first survey, the *P* value of SAS score *t*-test of the two groups of higher vocational students were 1.406, which was far greater than the significance level of 0.05. It is considered that the data difference is not significant. However, in the second survey, the SAS scores of the two groups were significantly different, and the average score of the Noddings care group was 43.0, which was significantly lower than 53.6 of the control group.

Table 1. SAS score statistics of Nottingham care group and control group

Survey no	Nottingham care group	Control group	Effective sample ratio	<i>P</i>
First survey	56.9±4.2	55.4±3.9	160:160	1.406
Second survey	43.0±3.2	53.6±3.7	160:160	0.008

Conclusions: To study the impact of the application of Noddings' caring theory with the head teacher as

the core to the moral education of students in higher vocational colleges on students' psychological anxiety and anxiety. This study carried out a group intervention experiment based on moral education. The experimental data showed that before the experiment, there was no significant difference in SAS scores between the two groups. However, after the intervention, the SAS scores of the two groups were significantly different, and the average score of the Noddings' care group was 43.0, significantly lower than that of the control group (53.6). It shows that the application of Noddings' caring theory to the moral education of head teachers in higher vocational colleges can alleviate students' anxiety.

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THE EFFECT OF PSYCHOLOGICAL CLASSROOM TEACHING REFORM IN HIGHER VOCATIONAL COLLEGES ON THE MENTAL HEALTH OF TEACHERS AND STUDENTS

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Background: In the research of psychology, mental health is a kind of positive mental state. There is no clear definition of mental health. In the current field of psychology and mental health, it is generally believed that people with mental health are more conducive to the healthy development of body and mind and the achievement of activity tasks. In human development, health is defined as physical health, mental health and moral health that can adapt to social development. Many people have misunderstandings about health. The health of task body is health. This understanding is wrong. In the explanation of modern health, besides physical and mental health, people need to have healthy morality and cultivation to meet the requirements of scientific and stable development in society. Mental health is a good state of harmony and unity from the inside out. In modern education, students are not only required to have the cultural literacy of social development, but also need to have good physical and mental health. Teachers and students should have good physical and mental health, including normal cognition, be able to view themselves correctly, and have stable emotions when getting along with others. In participating in teaching tasks, students with mental health have a firm will, can effectively deal with various problems in learning and life, and can adjust their personal mentality to maintain a healthy and stable development effect with the environment. Therefore, it is not difficult to develop. In modern education, teachers and students need to have good mental health. Good mental health is conducive to the stability and healthy development of education, and promotes the development of education. In higher vocational psychology class, we should strengthen mental health guidance to ensure that teachers and students have good physical and mental health.

With the reform and development of modern education, educational work pays more and more attention to the mental health problems of teachers and students. Ensuring that teachers and students have good mental health will be more conducive to the development of education and teaching. Therefore, many higher vocational colleges have set up psychological classroom teaching content to bring psychological knowledge to the educational environment, more systematically carry out psychological health education, and help students solve various problems in psychology and teaching. However, many higher vocational colleges offer psychological health teaching content with general response effect. In actual teaching, due to more theoretical concepts of psychology courses and less interaction between teachers and students, many students have no interest in psychological classroom performance, which is not conducive to the healthy and scientific development of education. Therefore, in view of the current psychological classroom teaching problems in higher vocational colleges, reform suggestions will be put forward for teaching, including improving teaching methods, adopting flexible teaching contents, increasing psychological practice activities, strengthening the interaction between teachers and students' practice, and building an online platform for psychology. Through five reform measures to improve the current unfavorable situation of psychology class in higher vocational colleges, ensure that teachers and students have a good mental health, so as to promote the healthy and scientific development of modern education.

Objective: This paper probes into the concept and connotation of mental health, analyzes the impact of mental health on teachers and students in higher vocational colleges, and then discusses the role of psychological classroom teaching reform in higher vocational colleges on the mental health level of teachers and students, in order to promote the healthy development of teachers and students in higher vocational colleges and promote educational reform.