

to intervene and relieve individual psychological problems and negative emotions as the main research content, aiming to achieve the overall development of individuals on the basis of exploring human psychological laws. Therefore, the research based on this, with the help of psychological theory, to help colleges and universities do a good job in career planning has achieved the alleviation of college students' employment anxiety.

**Subjects and methods:** The research take the senior graduates of a university as the research object. After collecting information about the employment psychology and mental health status of students and the problems existing in the current employment planning of colleges and universities, the research objects are invited to conduct experimental tests. Add psychological theories to the original employment planning model, that is, help university employment managers to innovate the model through psychological theory learning and psychological testing, so as to better grasp students' employment psychology. With the help of mental health self-assessment scale, anxiety scale and employment psychological assessment scale, the data of middle school students' psychological changes and employment anxiety were collected and sorted out. For the sub items of the scale, the 5-point scoring method is used to quantify the indicators, i.e. 1-5 points are complete nonconformance, basic conformance, uncertainty, basic conformance and complete conformance respectively. The higher the score, the higher the corresponding degree. Subsequently, the subjects were randomly divided into the psychological intervention group and the conventional control group. The active intervention group conducted an experiment on the employment guidance model integrating psychological theory, while the conventional control group did not use any intervention means. After the two-month experiment, the psychological status and the improvement of employment anxiety of the subjects were statistically analyzed. With the help of statistical analysis tools, the experimental data were analyzed and compared between groups.

**Results:** Educational level, professional skill level, employment information and employment channels, individual self-cognition and other factors will cause students' employment pressure, and then produce employment anxiety, which will cause great damage to individual mental health. Table 1 shows the statistics of employment anxiety of students of different genders.

**Table 1.** Statistics of employment anxiety of students of different genders

Degree	Male (%)	Female (%)
Mild anxiety	26.31	31.72
Moderate anxiety	34.25	29.14
Severe anxiety	39.44	39.14

The results in Table 1 show that the degree of employment anxiety of male subjects is higher than that of female subjects, accounting for 34.25% and 39.44% of moderate and severe anxiety.

**Conclusions:** There is a high correlation between employment anxiety and employability. Colleges and universities should actively help graduates make employment planning and guidance, and help students correctly evaluate their professional ability and employment situation on the basis of understanding the current situation and requirements of the employment market. The managers of students' employment work should actively use the relevant theoretical knowledge of psychology to timely intervene and guide the negative emotions of students in the process of employment, reduce the occurrence of their employment psychological problems, and improve their mental health level and employment psychological quality.

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## A STUDY ON THE EFFECT OF BULLYING INTERVENTION ON STUDENTS' LEARNING EVASION FROM THE PERSPECTIVE OF SOCIAL WORK

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**Background:** Students' learning evasion generally refers to students' learning evasion psychology. Under the influence of this psychology, students have negative psychology towards learning-related activities and places, are unwilling to actively participate in learning, and often perform poorly in actual learning activities. Learning avoidance psychology is not uncommon among students. A study has found that more than 32% of primary and secondary school students in a certain area hold this psychology. There are many

factors that affect individual learning avoidance psychology, among which the more important ones are students' learning anxiety, learning burnout and the impact of major negative events encountered in the learning process. At present, researchers have done systematic research on students' psychological problems such as learning anxiety and learning burnout, but there are few studies on how to deal with learning avoidance caused by major negative events in the learning process. The theory of cognitive psychology holds that individual behavior is affected by their cognition, and cognition will change due to the external stimuli received by individuals, and the environment that brings external stimuli will change due to the interference of individual behavior, thus forming a circulatory system. Based on this theory, in order to reduce the problem of learning avoidance caused by major negative events, we can change the external bad environment of individuals to affect their cognition, so as to improve their psychological state.

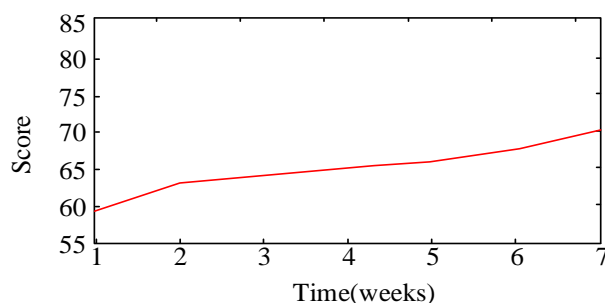
Campus bullying generally refers to the phenomenon that a student is exposed to the negative influence led by other students or other subjects related to the campus for a long time and repeatedly under the campus-related subordinate scenes. The common types of bullying on campus include physical bullying, mental bullying, sexual bullying and financial bullying, which are diversified in nature and form. In recent years, the problem of campus bullying has gradually attracted public attention. In some of the incidents, the means of the perpetrators are more brutal, causing serious physical and mental harm to the victims, and also having a great negative impact on the society. In addition, because most schools lack an effective mechanism to detect and deal with such incidents, the injured students often have no way to ask for help, which often has had a bad impact at the time of the incident. Some studies have shown that the phenomenon of campus bullying is universal, especially in primary and secondary schools in economically backward areas, and such areas often do not pay much attention to the mental health of students. Therefore, the victims of campus bullying in such areas often face a more severe and dangerous environment. Some studies believe that students' learning evasion behavior is greatly affected by the negative events in their study and life on campus. As a universal and serious campus negative event, whether the intervention of campus bullying can improve students' learning evasion behavior is worth studying.

**Objective:** To study whether the phenomenon of campus bullying has a great impact on students' learning evasion, and to explore how to improve students' learning evasion through the intervention of campus bullying.

**Subjects and methods:** 146 students who had suffered from campus bullying were selected from primary and secondary schools in a certain area to measure their learning avoidance psychology, and the results were compared with the norm of learning avoidance psychology of primary and secondary students in this area. After that, the intervention strategy of campus bullying was implemented for the subjects. The strategy included psychological intervention and environmental intervention. The psychological health and learning avoidance level were measured after the intervention. The results were compared with the measurement results before the intervention and the norm.

**Results:** Figure 1 shows the changes in the learning enthusiasm of the subjects from the first week to the seventh week after the campus bullying intervention. The Figure mainly scores students' learning anxiety, learning burnout and actual learning performance. It can be seen that the total score showed a stable upward trend within seven weeks, rising from 59 to 70 in the first week after the intervention.

**Conclusions:** Campus bullying is one of the more serious campus and social problems in recent years, which has been continuously concerned by the public, parents and students. In addition to serious bloodshed, campus bullying has a subtle negative impact on students' study and life. This study analyzed the correlation between campus bullying and students' learning avoidance psychology, and designed corresponding intervention strategies for campus bullying. The experimental results show that there is a strong correlation between the students' learning avoidance psychology and the situation of campus bullying, and the students' learning avoidance psychology has been significantly improved after the intervention of campus bullying.



**Figure 1.** Changes in learning enthusiasm within seven weeks after the intervention

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## THE USE OF LANGUAGE EDUCATION PSYCHOLOGY IN ENGLISH LANGUAGE TEACHING IN OPEN EDUCATION

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**Background:** Language educational psychology is a branch of educational psychology, which belongs to the interdisciplinary of psychology, pedagogy and linguistics. The psychology of language education mainly studies the psychological process, behavior and response to external stimuli of each subject in the process of language teaching. The research subjects of language education psychology include not only learners, but also teachers, guardians and teaching staff. From the perspective of language education psychology, the difference between foreign language teaching and other arts and sciences subjects is that language requires learners to have a long time contact with the language environment. However, the difference between foreign language learning and mother tongue learning is that foreign language learners usually lack the opportunity to contact the foreign language environment. Therefore, in foreign language teaching, all subjects need to pay attention to this problem and take targeted measures. In addition, according to some researchers of language education psychology, people's behavior and consciousness are not directly affected by external environmental stimuli. Individuals' original will and views on external things will determine their emotions and attitudes towards external stimuli, and then affect their cognition and behavior. In foreign language teaching, students often have a great sense of strangeness or even resistance to foreign languages and foreign cultures. According to the perspective of language education psychology, in the process of foreign language teaching, in addition to imparting knowledge, we should also pay attention to eliminating students' strangeness or even hostility to foreign languages.

Open education is an open and universal education concept and form. The teaching mode is divided into academic education and nonacademic education. Based on the concept of being close to the market, industry and profession, open education has set up various applied and skilled disciplines, and is also developing in the direction of internationalization. In foreign language teaching, open teaching faces many challenges. In addition to the universal problems of open education, such as low student attendance, low learning enthusiasm and weak learning motivation, foreign language teaching in open education often faces such problems as students' greater resistance to foreign languages, extreme lack of self-confidence and refusal to cooperate with teaching. From the perspective of language education psychology, these problems are caused by learners' wrong cognition and attitude towards foreign languages, which will have a huge negative impact on their learning enthusiasm and effect, resulting in learners' foreign language learning effect being far lower than their learning ability. In view of this, the research, based on the theory of language education psychology, designs and improves the teaching models and methods of English language teaching in open education in order to improve various problems in English teaching in open education.

**Objective:** Combined with the psychology of language education, this paper improves the teaching mode of English teaching in open education, and explores whether this improvement has a positive impact on learners' English attitude and learning performance through experiments.

**Subjects and methods:** 514 learners who are conducting open education in a certain area were selected to evaluate their foreign language learning attitude and learning anxiety. After that, the subjects were divided into two equal groups. One group was given an improved teaching model combined with the psychological theory of language education. This group was used as the observation group. The other group was given the traditional English teaching mode as the control group. Three months later, the foreign language learning attitude and learning anxiety of the two groups were measured and compared.

**Results:** Table 1 shows the changes of English learning burnout of the subjects in the observation group and the control group before and after receiving the improved open teaching mode. Before the teaching, the scores of the two groups are relatively close, but after the teaching, the scores of the observation group are significantly lower than those of the control group. At the same time, from the changes of the same group before and after the experiment, the learning burnout score of the observation group after the experiment was also significantly lower than that before the experiment, while there was no significant