

dimension of the stage anxiety questionnaire in group a decreased significantly, while the scores of each dimension of the stage anxiety questionnaire in group B did not change significantly. After the experiment, the scores of each dimension of stage anxiety scale in group A were significantly lower than those in group B. It shows that the proposed teaching model is feasible.

Table 1. Scores of each dimension of the stage anxiety questionnaire of the two groups

| Timing | Content | Dimension score | |
|-----------------|-----------------------------|-----------------|---------|
| | | Group A | Group B |
| Before teaching | Stage fear | 4.2 | 4.0 |
| | Afraid to face the audience | 4.1 | 3.9 |
| | Inferiority | 4.5 | 4.3 |
| Before teaching | Body trembling | 3.9 | 4.2 |
| | Stage fear | 2.1 | 3.8 |
| | Afraid to face the audience | 1.9 | 4.2 |
| | Inferiority | 1.7 | 3.7 |
| | Body trembling | 2.0 | 3.8 |

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ANALYSIS ON THE IMPROVING EFFECT OF COLLEGE FOOTBALL GAME TEACHING METHOD ON ALLEVIATING COLLEGE STUDENTS’ ANXIETY

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Background: Anxiety is a common mental disease. Anxiety is mainly caused by excessive worry about the safety or future destiny of oneself or relatives and friends. Under the influence of negative emotions such as restlessness, panic, worry and worry, abnormal anxiety occurs. Anxiety is mainly divided into two types: realistic anxiety and pathological anxiety. The former refers to an adaptive response of individuals when facing events or situations beyond their control. Its characteristics are that the intensity of individual anxiety is consistent with the degree of threat of real events. Once the real threat disappears, individual anxiety will be significantly relieved. The latter refers to a persistent negative emotion without specific reasons. Without any practical basis, individuals are inexplicably accompanied by a strong sense of nervousness or imminent disaster, mainly manifested in autonomic nervous dysfunction, motor anxiety, impaired social function, subjective pain and other symptoms. Different from realistic anxiety, pathological anxiety cannot disappear with the disappearance of external threats. It is a non-adaptive mental disease. With the fierce competition in the current society, many college students bear various pressures, including academic, employment, interpersonal communication and so on. On the other hand, college students are at the critical stage of changing their social roles. In addition, their mental development is not yet complete. Therefore, when faced with too many threatening events, such as heavy academic tasks, fierce employment competition, and interpersonal relationships that are difficult to properly handle, college students with low psychological quality are very likely to have a sense of self-doubt or self-denial, unable to face and solve a series of learning or life difficulties with a stable state of mind, resulting in anxiety. As an effective way to relax the body and mind, sports can alleviate the anxiety of college students to a certain extent, and the football game teaching method has the most significant effect. Football is a popular and sought-after collective sport all over the world. College football training can not only cultivate college students’ physical fitness, but also improve their psychological quality. Traditional football training is often easy to ignore the alleviation of college students’ anxiety, while college football training combined with game teaching method can play a miraculous role.

Objective: In the process of the continuous reform of college teaching system and the intensification of social competition, many disadvantages of traditional college football teaching and training are becoming more and more obvious. It is difficult to improve the mental health level of college students on the basis of

enhancing their physical quality. This research focuses on the causes and negative effects of college students' anxiety psychology, and makes an in-depth study on the college football game teaching method, hoping to explore the alleviating effect of college football game teaching method on college students' anxiety psychology.

Subjects and methods: 106 college students were selected from two colleges and universities by using random number table method to evaluate and analyze their anxiety psychological state before and after the implementation of football game teaching method in colleges and universities. Liebowitz Social Anxiety Scale (LSAS) and Manifest Anxiety Scale (MAS) were used as the main evaluation standard scales. The total score of LSAS ranges from 15 points to 75 points. The higher the score, the higher the anxiety level of the subjects. 60 points is used as the standard to judge whether the subjects have social anxiety. If the MAS score of the college students is greater than 40, it means that they are accompanied by serious anxiety. If his MAS score is within the range of 15-40, it means that he is accompanied by mild anxiety. If the MAS score is less than 15, it means that the college student is not accompanied by emotional anxiety.

Results: As shown in Table 1, before the implementation of the football game teaching method in colleges and universities, the LSAS scores and MAS scores of 106 college students were at a high level, indicating that they were accompanied by serious anxiety. One week after the implementation of the football game teaching method in colleges and universities, the LSAS scores and MAS scores of the tested college students have decreased, but due to the small-time difference, the decrease is less. After the implementation of football game teaching method in colleges and universities for one month, LSAS scores and MAS scores of college students continued to decrease. Three months after the implementation of the football game teaching method in colleges and universities, the LSAS score and MAS score dropped to about 17.25 and 11.23 respectively, indicating that their anxiety has been effectively alleviated, and all the college students are no longer in a state of anxiety.

Table 1. Evaluation results of college students' scale before and after the implementation of football game teaching method in colleges and universities

| Evaluation items | LSAS score | MAS score |
|------------------------------|-------------|-------------|
| Before intervention | 64.32±5.62 | 49.67±3.28 |
| After 1 week of intervention | 61.07±4.98* | 41.48±3.65* |
| 1 month after intervention | 47.23±5.08* | 24.59±2.96* |
| 3 months after intervention | 17.25±4.11* | 11.23±3.77* |

Note: Compared with before intervention, * $P < 0.05$.

Conclusions: College students' anxiety will not only have a great negative impact on their normal study and life activities, but also affect their mental health level and hinder their comprehensive development. The study used the college football game teaching method as an intervention means to effectively reduce the LSAS score and MAS score level of college students, and significantly improve the anxiety of college students.

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INTERPRETATION OF IRONY IN ENGLISH LANGUAGE

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Background: "The Great Gatsby" is a film text adapted from the literary work of Fitzgerald, a famous American writer. Many dramatic ironies are used in the content narration of the film. From Nick's third person perspective, the film tells the stories of the people related to Gatsby. This unique narrative perspective also provides more possibilities for the irony modification of English language.

Subjects and methods: The irony language features of "The Great Gatsby".

Results: In the film "The Great Gatsby", firstly, the spiritual characteristics of the characters are portrayed through the representative language of them, especially when depicting the image of Mettle, it inherits the verbal irony strategy of literary texts. Secondly, in the definition of the names of the characters, it satirizes the personality of the characters with intimate words such as "Daisy" and "Mumble", so that the work can be expressed in rich language forms, so as to achieve the purpose of irony, and to flog and expose the real state of the rampant materialism in the United States.