

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.

Conclusions: The film “The Great Gatsby”, adapted from a literary work, makes full use of the ironic rhetoric, and makes the language full of strong symbolic meaning through the visual representation of the film, which also makes the entire work has more aesthetic value.

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THE ARTISTIC STYLE OF JAPANESE LANGUAGE UNDER THE LANGUAGE DIFFERENCE OF SPATIAL COGNITION

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Background: The literary language of different nationalities is not only an important link for the emotional communication between the author and the reader, but also represents the unique local folk customs and cultural traditions, so there are obvious spatial cognitive differences.

Subjects and methods: This paper takes the famous scholar Xu Jing’s space and cognition: comparisons of Chinese and Japanese idioms as an example, and compares the artistic style of Chinese and Japanese from the perspective of space and cognition.

Results: In this book of space and cognition: Comparisons of Chinese and Japanese idioms, the historical development of Japanese language art, conceptual metonymy and cultural expression of conceptual metaphor are introduced in detail. It uses cultural consensus to promote the cross-cultural communication of Japanese language and art, makes the Japanese language get rid of the differences of spatial cognition, and analyzes the future development trend of Japanese language from the perspective of language development relevance, so as to provide reference for the development of Chinese language forms.

Conclusions: The literary language of different nationalities carries the extremely important local customs and cultural features of the region. And as an important bridge for the emotional communication between the author and the reader, it has the aesthetic value on the level of language and art.

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ANALYSIS OF THE EFFECT OF SPORTS COMPETITION ON THE PSYCHOLOGICAL CULTIVATION OF SOCIAL GROUP COHESION

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Background: Social psychology is an important branch of psychology, which mainly studies the occurrence and change law of individual and group psychology and behavior in the social interaction. The research entry point of social psychology is mainly divided into two levels, namely, the individual level and the social group level. When exploring interpersonal relations from the individual level, its research content mainly includes the influence of individual socialization process, speech development, communication, partners and living environment on individuals. When analyzing from the social group level, the research contents include attitude, culture, group norms, group communication structure, racial prejudice aggression, etc. As far as the research field is concerned, the research field of social psychology is mainly divided into three fields. One is the individual process, which mainly involves all the psychology and behavior related to the individual, usually including attribution problems, personality and social development, stress and emotional problems, attitudes and attitude changes, achievement behavior and individual work performance. The second refers to the interpersonal process, that is, the interaction between people, which mainly covers the research fields of interpersonal attraction and love, social exchange and social influence, conformity and obedience, nonverbal communication, aggression and helping behavior; The third is group process, which analyzes human psychology and behavior from the perspective of macro environment and group. Its research fields include crowding and environmental psychology, group process and organizational behavior, cross-cultural comparative research, racial prejudice and ethical issues. The cohesion of social groups refers to an important factor that can effectively unite groups. For all single individuals in a group, it can promote their adaptability and mental health.