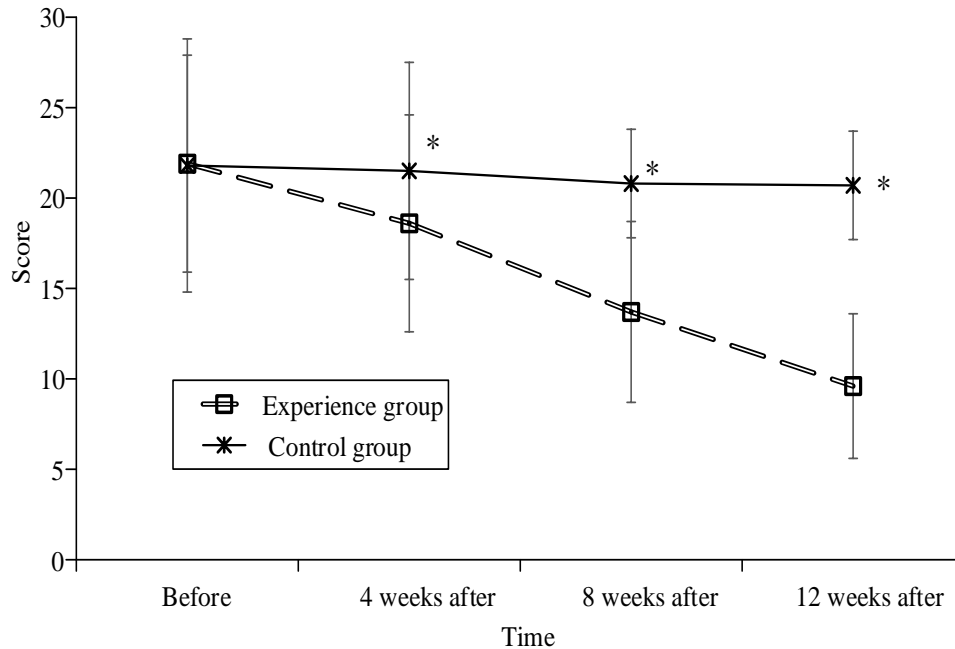


< 0.05), indicating that the education model combined with the guarantee mechanism of mental health education can better improve students' mental health problems.

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Note: \*  $P < 0.05$ .

Figure 1. HAM-D scores of the two groups before and after teaching

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## REFLECTION AND EXPLORATION OF IDEOLOGICAL AND POLITICAL EDUCATION ON RELIEVING COLLEGE STUDENTS' PSYCHOLOGICAL ANXIETY IN THE ERA OF NEW MEDIA

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**Background:** The negative and complex emotional states, such as anxiety, worry, tension and uneasiness, that an individual may have in the face of great dangers, losses and threats in the future are collectively referred to as anxiety. The main clinical manifestations of anxiety psychology include panic disorder and somatic symptoms. The common symptoms of the former include a sense of dying, a sense of loss of control, and a sense of mental breakdown. The common symptoms of the latter include rapid heartbeat, dizziness, diarrhea, etc. At present, the treatment of moderate and mild anxiety symptoms is mainly based on professional psychological guidance, supplemented by exercise, diet, work and rest intervention, while those with serious symptoms are often recommended to use drug treatment. With the rise of new generation communication technology and mass media, new media technology has been more and more applied to other industries besides media itself. In the ideological and political education in colleges and universities, because the teaching content covers a wide range of disciplines and has obvious humanistic attributes, the application of new media technology and functions in the ideological and political education in colleges and universities may have some positive effects on students' psychological problems such as learning anxiety, employment anxiety, depression, social fear, communication barriers, and the most serious of these problems is psychological anxiety. Therefore, this study focuses on exploring the impact of integrating new media methods into Ideological and political education on students' psychological anxiety, and puts forward some feasible strategies to make some contributions to improving the mental health level

of college students in China.

**Subjects and methods:** The research team first learned about the current psychological anxiety of college students in Ideological and political courses, the direct and root causes of anxiety, and the effective application of new media tools and technologies in ideological and political education by communicating with new media practitioners in the industry, teachers with many years of Ideological and political teaching experience, and consulting the literature on the application of Ideological and political teaching and new media technology teaching. The second step is to design the experimental method and find the experimental object. The purpose of the experiment is to explore the effect of integrating the summarized new media intervention measures into the ideological and political course on students' anxiety psychology. Select two universities that are at the average level of domestic universities in terms of students' psychological anxiety level, overall age, learning enthusiasm, graduation and employment, and then select 200 students who are willing to participate in the experiment as the research objects. The students selected from the two schools are mixed together and divided into new media group and traditional group by random sampling, with 100 students in each group. First, test the difference significance of the basic information between the two groups of students. If there is a significant difference in the basic information, it is necessary to adjust the personnel of the two groups until there is no significant difference in the guidance. Note that in this study, counting features are expressed in the form of number, and chi square difference significance test is conducted. Measurement features are expressed in the form of mean and standard deviation, and the difference significance level is fixed at 0.05 The ideological and political teaching experiment was carried out for two groups of students. The experiment lasted for one semester, and the teaching was carried out once a week. Each teaching was carried out according to a standard university course time. The new media group accepts ideological and political teaching integrating new media technologies and tools, such as allowing students to watch high-volume articles, videos, original music, etc. related to teaching content released by new media. The traditional group only accepts the traditional ideological and political teaching, and is not allowed to involve any elements of new media. Before, after and after the experiment, the research team conducted one-on-one offline semi-structured interviews with all experimental personnel. The theme of the interview was to understand their current psychological anxiety. Then, according to the interview content, the students' psychological anxiety level at that time was rated on a ten-point scale. The higher the score, the lower the degree of psychological anxiety. The subjects with scores lower than 2, 4 and 6 were classified as suffering from severe, moderate and mild anxiety respectively.

**Results:** All interview information collected in the experiment was extracted and sorted out to obtain Table 1.

**Table 1.** Comparison of psychological anxiety scores between new media group and traditional group

Statistical time	New media group	Legacy group	<i>t</i>	<i>P</i>
Before teaching experiment	5.32±1.45	5.34±1.52	0.095	0.924
After the teaching experiment	7.68±1.72	5.30±1.83	9.477	0.001
<i>t</i>	8.549	0.087	-	-
<i>P</i>	0.001	0.916	-	-

It can be seen from Table 1 that there is no significant difference between the two groups of students' psychological anxiety scores before the experiment, which are within the range of 5-6 partitions, and the overall level of mild psychological anxiety. After the experiment, there were significant differences in the psychological anxiety interview scores between the new media group and the traditional group, and the average scores were 7.68 and 5.30 respectively, the former was significantly higher than the latter.

**Conclusions:** In view of the increasingly serious psychological anxiety of college students, this study designed and carried out a group teaching experiment. The results showed that after the experiment, there were significant differences in the psychological anxiety interview scores between the new media group and the traditional group, and the average scores were 7.68 and 5.30 respectively, the former was significantly higher than the latter. It shows that the application of new media technology and tools to ideological and political teaching in colleges and universities can alleviate the psychological anxiety of college students.

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## THE INFLUENCE OF GERMAN CULTURE INTEGRATING INTO GERMAN LANGUAGE AND LITERATURE TEACHING ON IMPROVING COLLEGE STUDENTS' POSITIVE PSYCHOLOGY IN LEARNING

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**Background:** Positive psychology is a new discipline, which studies the psychological state and psychological change law of human beings under various environments and conditions from a positive perspective. Positive psychology adopts scientific principles and methods to study happiness, advocates the positive orientation of psychology, studies human positive psychological quality, and pays attention to human health, happiness and harmonious development. Specifically, positive psychology absorbs most of the research methods and means of traditional mainstream psychology, such as scale method, questionnaire method, interview method and experimental method, and combines these research methods and means with humanistic phenomenological method, empirical analysis method, etc. At the same time, positive psychology takes a more inclusive attitude. It focuses on empirical research methods and does not reject non empirical research methods, which is also its superior to humanistic psychology. That is to say, positive psychology inherits the reasonable core of humanistic and scientific psychology, and corrects and makes up for some shortcomings of psychology. Instead of the pessimistic view of human nature, it turns to pay attention to the positive aspects of human nature. Because of these characteristics, this discipline is widely used in the fields of education, management and so on. German is a language with high learning difficulty among all human languages in the world, which is not a small challenge for Chinese college students studying German. Some college students have the interest and motivation to learn German, but they are afraid of the difficulty of learning German and are unable to maintain a good and positive learning psychology. From the perspective of positive psychology, blending German culture, especially the more attractive part of German culture, into the German teaching process may have a positive impact on students' learning positive psychology and subjective initiative. However, this kind of research on German teaching is relatively few, and most of it stays at the level of theoretical analysis and lacks the support of experimental data, which is one of the values of this research.

**Subjects and methods:** The subjects of the study are determined to be domestic students majoring in German. Therefore, 328 students who are willing to participate in the study and have insufficient positive psychology in German learning are selected from foreign language universities. They are divided into the cultural and language mixed teaching group and the traditional mode teaching group. Each group contains 164 students. Carry out general demographic information statistics and significant difference test on the two groups of students to confirm that their general demographic information is sufficiently representative and there is no significant difference between the groups before starting the follow-up experiment. The two groups of students are taught in German with the same content, but in the teaching process of the mixed culture and language teaching group, teachers need to blend in the appreciation and recommendation of a variety of German cultural elements loved by students, such as German pop music, German classic films, German classic literary works, etc. The traditional model teaching group carries out German teaching according to the teachers' previous teaching methods. The teaching experiment lasts for 4 months, and the teaching content arrangement is decided by the management of the selected school, but it is necessary to ensure that the teaching content arrangement of the two groups is consistent. After the German teaching experiment is started and completed, the teaching team is required to conduct a quantitative evaluation on each student's learning positive psychology. The evaluation results are expressed in scores. Scores 1, 2, 3, 4 and 5 respectively represent the students' positive psychology levels as very negative, negative, neutral, positive and very positive. In order to ensure the credibility of the experimental results, it is necessary to ensure that the teaching teams of the two groups of students are consistent.

**Results:** According to the scores of teachers on the positive psychology of the two groups of students, Table 1

**Table 1.** Comparison of positive psychological evaluation scores between the two groups of students

Statistical time	Mixed culture and language teaching group	Traditional mode teaching group	<i>t</i>	<i>P</i>
Before teaching	3.05±0.26	3.09±0.33	0.952	0.342
After teaching	4.21±0.16	3.11±0.23	50.278	<0.001

It can be seen from Table 1 that before the experiment, there was no significant difference in the teachers' scores on the positive psychology of the two groups of German majors, but there was significant