

THE RELATIONSHIP BETWEEN LITERARY AESTHETICS AND COLLEGE STUDENTS' PSYCHOLOGICAL HEALTH EDUCATION

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With its search, revelation, construction and expression of beauty, literature satisfies the needs of human soul for beauty, enriches our spiritual world and cultural life, and thus establishes the necessity and value of its own existence. Literature has always played the role of a medicine for the human soul. The ancient Greek philosopher Aristotle believed that the appreciation of literature and art could play a "purifying" role in human daily emotions. Psychologists have introduced literature into the field of psychotherapy and developed it into a reading therapy theory and technique. However, reading therapy technology is a problem-oriented psychological counseling method, which pays less attention to the aesthetic attributes of literary works, limiting or even erasing the role of literary aesthetics in the overall development of people. This article analyzes the characteristics of literary aesthetics: subjectivity, resonance, and re-creation, and then expounds the educational role of literary aesthetic appreciation: it can cultivate sentiments, shape noble and healthy minds; it has the role of making people distinguish between right and wrong and distinguishing between good and evil; it can inspire people's imagination and open up people's thinking ability; it can make people feel the inner beauty of aesthetic objects and deepen their sense of beauty; it can make people feel the beauty of nature, cultivate the soul, and pin noble ideals. In summary, it can be concluded that literary aesthetics can make people's spirit be subtly educated, and play a positive role in promoting the mental health of college students, so we can organically combine the mental health education model infiltrated by disciplines with the aesthetic appreciation of literary works, and try in disciplines with rich aesthetic attributes to explore a kind of mental health education for college students based on literary aesthetics.

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A STUDY ON THE CURRENT SITUATION AND RELATIONSHIP OF ANXIETY AND SELF-EFFICACY IN ENGLISH LEARNING.

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Background: Now, due to the "Belt and Road" and the construction of a "community with a shared future for mankind", higher requirements have been put forward for the English learning of students in colleges and universities. Modern society has increasingly high requirements for English skills, and cultivating students' interest in learning English, improving students' efficiency in learning English and improving their Ability to Apply English has become one of the important tasks of English education and teaching. In the process of learning a foreign language, learners may show anxiety such as exhaustion, apathy, and decreased self-efficacy, which in turn will produce learning anxiety. Traditional English teaching attaches importance to the mastery of students' basic Knowledge of English and the training of basic skills, while ignoring emotional and cognitive factors has become one of the main obstacles to the development of English teaching and the effective improvement of students' English ability. Self-efficacy and English learning anxiety, as two important emotional factors, play an important role in the effectiveness of English learning, so they are concerned by English teaching and researchers.

Foreign language learning anxiety arises from the language learning process and is a unique syndrome of self-perception, belief, emotion, and behavior associated with language learning in the classroom. Foreign language learning anxiety is a specific type of situational anxiety, distinct from trait anxiety and state anxiety, but there is a connection between the two. The emergence of foreign language learning anxiety is mainly due to the inability of foreign language learners to express themselves freely and to communicate effectively with others with limited language knowledge. There was a significant negative correlation between this psychosocial factor and the effectiveness of foreign languages. Self-efficacy is an important variable that affects and predicts student achievement. Researchers define self-efficacy as a subjective assessment of an individual's ability to achieve a goal. In the process of language learning, self-efficacy is an important part of students' self-confidence, and it is their expectation of the level of language they can achieve. There is a significant positive correlation between self-efficacy and foreign language performance, which is a significant predictor of foreign language learning performance. Foreign

researchers used correlation scales to examine the interrelationship between learning anxiety and self-efficacy. Domestic researchers drew on relevant scales from abroad to investigate the relationship between college students' English learning anxiety and self-efficacy. Relevant studies have shown that foreign language learning anxiety is significantly negatively correlated with self-efficacy, and test anxiety is significantly negatively correlated with self-efficacy.

Methods: Through the study of the relevant literature, it is found that the Foreign Language Classroom Learning Anxiety Scale (FLCAS) and the Self-Efficacy Energy Scale (GSES) each have good reliability and validity, and are widely used to study English learning anxiety and self-efficacy. This survey uses the above two scales to analyze and explore the current situation of English learning anxiety through a questionnaire survey conducted by first-year university students to understand the existence of their English learning anxiety and the likely factors that cause this anxiety, and to discuss strategies to reduce their English learning anxiety. The questionnaire is completed in the form of collective testing on a multiple-time basis. Before the questionnaire is distributed, students are required to carefully read the questionnaire guidance, emphasize that the answer is not right or wrong, good or bad, and ask students to fill in according to the real situation, do not miss any item, cannot communicate with classmates, and complete the questionnaire independently. Students complete the entire questionnaire according to their actual situation. After the test, the questionnaire was collected by the researchers on the spot. A total of 300 students who attended the course before and after this study participated in the answer sheets, and 300 valid questionnaires were recovered, and the recovery rate reached 90%.

Results: College students' self-efficacy in English learning is at a moderate level, and among its three dimensions, the level of effort is the highest and the level of ability is the lowest. Anxiety about English learning among college students is also at a moderate level, with the highest level of self-assessment and the lowest level of reading attitude among its five dimensions. English learning self-efficacy was significantly positively correlated with English scores, and English learning anxiety was significantly negatively correlated with English learning self-efficacy and English scores, respectively. Both English learning self-efficacy and English learning anxiety can significantly predict English scores, and English learning self-efficacy has a stronger predictive power for English scores. This study found that there are some implications for both English learners and English teachers. For English learners, having a certain amount of confidence and excessive anxiety about English learning can help learners improve their English learning performance; It is very important for English teachers to help students increase confidence in English learning and alleviate anxiety about English learning, such as teachers can design difficult and appropriate learning tasks for students in English teaching.

Conclusion: This study reveals the relationship between self-perceived English proficiency, anxiety and self-efficacy, which has theoretical and practical significance. Theoretically, it provides a new research perspective on reducing anxiety and self-efficacy among English learners. Practically, it provides advice for teachers to maintain students' motivation to learn and reduce anxiety.

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THE TRAINING MODEL OF INTELLIGENT MENTAL HEALTH ELDERLY CARE SERVICES AND MANAGEMENT TALENTS FROM THE PERSPECTIVE OF INDUSTRY-EDUCATION INTEGRATION

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China's aging degree is continuing to deepen, and the "14th Five-Year Plan" period will enter a moderate aging stage. In order to cope with the increasing pressure on the elderly, China proposed the "9073" pension model, focusing on the construction of a home community institution coordination, medical and health care combined with the old-age service system, to achieve 97% of the old-age service directly or indirectly rely on the community old-age service system to provide. How to make the elderly mentally and physically healthy is the key to ensuring the quality of life of the elderly and the health and longevity. In this study, 300 elderly people in smart elderly care centers were selected as research objects. Research Contents: Questionnaire on General Living Conditions, Life Happiness Measurement Scale (MUNSH), Clinical Symptom Self-Assessment Scale (SCL-90), And the Influence of Manager Service Methods on the Mentality of the Elderly. The survey data were descriptive statistics, t-test and analysis of variance, correlation analysis, linear regression analysis, multiple stepwise regression analysis and path analysis through SPSS14.0. Through the analysis, it is found that the mental health of the elderly in the smart