

mental health based on blended teaching, it may help to improve their comprehensive English application ability and cultivate college students' mental health. Try to avoid teachers' rigid implantation of mental health education in college English courses, but imperceptibly and systematically integrate college students' mental health elements such as moral cultivation, responsibilities, culture, patriotic feelings, spirits into college English teaching. In the process of teaching, college English teachers should apply various appropriate and positive themes and contents on the elements of mental health education in teaching materials. Mental health education can be naturally and organically combined with English teaching through blended teaching methods based on different teaching contents so as to improve college students' recognition of mental health, form positive life values and sense of social responsibility.

2) The cultivation of college students' mental health based on the blended college English teaching can enable college students to redefine mental health and deeply understand the personal value connotation, social connotation and national connotation of mental health. How to improve the mental health teaching efficiency of college English course based on the blended teaching methods is more urgent and important. Taking college English Course *New Vision College English I* as an example, the theme of *Towards A Bright Future for All* in unit 1 is effort, struggle and responsibility. Through the students' active participation in blended learning forms such as discussions on the topic "responsibility" or essay-writing in mental health before-, in-and after- class, the students realize that they should make full use of the four years of the university to achieve their personal accomplishments and shoulder their responsibilities. In particular, students are called upon to cherish the time and bear in mind their responsibilities as community, country and world citizens.

Conclusions: Therefore, on the basis of emphasizing language points, teachers need to guide students to deeply understand the theme of each unit, take humanistic education as the starting point, pay more attention to cultivating college students' mental health. Students are led to deeply think about the current college students' sense of value and responsibility and the sense of value and responsibility of becoming a member of society in the future. In multidimensional teaching of mental health, teachers should focus on cultivating students' critical thinking, inspire students' divergent thinking and cultivate students' optimistic attitudes, hard work and responsibility spirits.

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THE INFLUENCE OF PHYSICAL EDUCATION BREAK ON MIDDLE SCHOOL STUDENTS' PHYSICAL AND PSYCHOLOGICAL HEALTH FACTORS

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Background: With the rapid development of society, the role of sports in improving students' physical and mental health has become more and more important. That is, through sports activities, it can not only promote students' physical strength, but also cultivate good psychological, so as to lay a good foundation for improving social adaptability. However, at present, many schools set up a large number of courses in the middle school stage, and in order to meet the educational needs, most of the students' time in school is reserved for teaching activities, resulting in the continuous reduction of the time for middle school students to participate in sports, and the physical and psychological quality can not be effectively cultivated. At the same time, many students pay less attention to the sports break, which is mainly reflected in the fact that they still use the traditional 5-minute break exercise, and the activity form is relatively fixed, which is difficult to achieve the purpose of enhancing students' physical and psychological quality in practice. It can be seen that in order to truly achieve the purpose of improving students' physical and mental health, we must pay attention to the correct understanding of the impact of sports break on students' physical and psychological factors.

Objectives: The research objective of this paper is to clarify the impact of sports break on middle school students' physical and psychological factors, which can help reasonably optimize the construction of sports break, fully break the short board of short time and single form of traditional sports break, and promote the effective application of games, martial arts, aerobics, modern dance and other items in sports break, so as to form a richer and more diverse form of sports activities, Help can play an important

role in significantly improving middle school students' physical and psychological quality and social adaptability. It can also achieve the purpose of strengthening the quality of education and lay a good foundation for promoting the all-round development of middle school students.

Subjects and methods: The research objects are middle school students aged 11-16 years old, and the students are divided into experimental group and control group according to the needs, so as to reasonably analyze the impact of the combination of research.

The research method is that this paper mainly uses the literature method and mathematical statistics to achieve the research purpose. Among them, the literature method is to find the relevant materials related to the research on the impact of physical and psychological factors of middle school students during the break of physical education, and analyze the experimental data information contained in it in combination with the literature of quality education, sports theory, sports kinematics, sports psychology and educational psychology, and take the results as the main argument. Mathematical statistics takes the data information in relevant materials as the core, and obtains the experimental data by means of statistics and calculation. Then calculate the scores of all the sixteen card personality tests, calculate the standard deviation and average value, and compare the results of the two groups to verify whether the argument is tenable.

Result: According to the results of relevant data statistics and calculation, there are significant differences between the experimental group and the control group in the physical fitness test results of 50 meters, 800 meters, standing long jump, sit ups and vital capacity before and after the sports break. The results of the sixteen personality factors in the card test have no obvious difference. The detailed results of physical fitness test are that before the break of physical education, the results of five physical fitness tests of male and female students in the control group are slightly higher than those in the experimental group. However, one year after the experimental period, the physical fitness test results of male and female students in the experimental group have significantly exceeded those in the control group. After another one-year experiment, the physical fitness test results have changed greatly, which is still higher in the experimental group. As for the personality test results of card type 16, there are significant differences between the experimental group and the control group in terms of music group, intelligence, stability, excitement and constancy, and the overall improvement is also relatively large. There is no significant difference in the results of experiment and independence.

Conclusions: According to the obtained results, we can know that the physical education break can have a great impact on the physical and psychological health factors of middle school students. In terms of physical fitness and psychological health, the difference between the experimental group and the control group in the five test results before the experiment is mainly affected by the differences of students, that is, each student has different physiological characteristics, and it is also very common to have low test results. When the experimental cycle lasted for two years, the test results of the experimental group were significantly higher than those of the control group. The main reason is that the physical fitness of middle school students can be continuously enhanced through the sports break, so that their endurance, explosive power and speed can be greatly improved. However, the change of human function needs to go through a long process, and although the physical education break can effectively enhance students' physique and psychological health, it does not have strong pertinence in training students' physical fitness, and the cycle of promoting the purpose of improving middle school students' physical fitness through the physical education break will be relatively long. As for the impact of sports break on middle school students' psychological factors, for example, the test results with high music group show that students can be willing to get along with others after participating in sports break, like to integrate into the group, and their social adaptability can be significantly improved. In terms of stability, they can also have strong self-confidence and stable emotions, actively think and learn to cooperate with others.

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STRATEGIES IN COPING WITH PSYCHOLOGICAL ANXIETIES IN COLLEGE ENGLISH LISTENING CLASS

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Background: In listening class in college English, psychological anxieties have long been a problem for both teachers and students. Anxieties make many students less likely to participate in class activities actively or even worse, have no response in class activities at all. According to a survey in the