

Table 1. The response of mental disorder community correction management workers

Reaction situation	Number of workers feedback	Percentage of total/%
The object of community correction is self-regulation disorder	27	90
The atmosphere of community correction is not strong	26	86.67
Community residents have low identification with community correction	29	96.67

Conclusions: In view of the management dilemma of the community correction objects with mental diseases, the corresponding solutions are put forward:

(1) In the face of the problems of the community correction objects suffering from mental diseases, the first step is to constantly improve the community correction system. Professional community correction workers have the corresponding knowledge of sociology, psychology, legal science and other aspects of correction, which play an important role in slowing down the execution of judicial punishment and restoring the social function of community correction objects, and more conducive to helping community correction objects solve problems, thus more effective completion of community correction work.

(2) The atmosphere of community correction has a very special impact on the smooth implementation of correction work and the degree of integration of correction objects into the society. The improvement of community atmosphere can not only promote the better integration of correction objects into the society and the re-socialization of their acceptance of social education, but also promote the better communication and exchange between community correction personnel and correction objects, and make them greatly help to integrate into the community environment and prevent recidivism.

(3) Carrying out corresponding mental health education activities is a very necessary measure to eliminate the psychological problems existing in the rectified objects, and good mental health education activities play a very significant role in the community rectification work. Through psychological health education, we can help the rectified object to carry on psychological consultation, and the rectified object can pour out the problems that they face to one by one, at the same time, we can make the rectified object adjust his rectifying emotion constantly, slow down the psychological pressure of the rectified object, and help the rectified object to have a more comprehensive understanding of himself, so as to eliminate the abnormal psychology of the rectified object, so as to reach the goal of rectifying bad cognition and behavior. For individual problems, we should investigate and analyze the situation of the rectified subjects before carrying out the psychological consultation and treatment, and it is better to add the psychological archives to the personal archives, so that the professional psychologist can choose the topics closely related to the rectified subjects, and answer their questions efficiently, and can also carry out one-to-one consultation if necessary, so that the effect of solving problems will be better. It is very appropriate to hold mental health and health education for all the subjects of correction. It is an effective way to achieve the goal of correction by publicizing the basic knowledge of mental health and mental health, helping the subjects of correction to know themselves correctly, to learn the skills of establishing good interpersonal relationships, to set up a correct concept of employment and to have the confidence to return to a normal life in society.

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COUNTERMEASURE ANALYSIS OF PSYCHOLOGICAL ANXIETY IN RESTRAINING COLLEGE STUDENTS' LISTENING ABILITY

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Background: College English listening anxiety is a common phenomenon in college students' English learning. Anxiety is one of the abnormal emotions, also known as psychological abnormalities. It is generally believed that anxiety is a nervous and fearful emotional state caused by an individual's failure to achieve his goal or overcome the threat of obstacles, resulting in a setback in his self-esteem and self-confidence,

or an increase in his sense of failure and guilt. From a clinical point of view, psychologists view the anxiety response as a normal adaptive behavior with an unpleasant mood tone. Describe them as intensely wistful expectations of danger, threats, and the need to make a special effort, but there is nothing you can do about it. The external typical reaction of foreign language learning anxiety can be the general symptoms of anxiety, such as heart rate and pulse acceleration. Can also be displayed through some of the performance, such as tone sandhi, cannot be normal speech and rhythm, or even cannot speak at all. Anxiety has been shown to have a negative effect on listening comprehension. Therefore, it is necessary to fully consider the psychological anxiety of college students in the process of learning English listening, so as to arouse their enthusiasm and improve their psychological state.

Objective: As one of the international common languages, English makes the society put forward higher requirements for English professionals. English majors need not only excellent subject knowledge, but also excellent interpersonal skills and intercultural communication skills. In this context, improving students' English listening ability has become the focus of attention of society, schools and parents. By analyzing the actual situation of college students' English listening, this paper summarizes the causes of students' anxiety in the process of listening, and puts forward some corresponding countermeasures of lexical chunk teaching, aiming at restraining college students' psychological anxiety in listening.

Subjects and methods: Select a college of 100 students of different majors, English listening training. Divided randomly into two groups, one group of 59, as the experimental group, the other group of 41, as the control group, compared the two classes of English normal performance and the two groups of students before the experiment conducted a listening test, showing that the two groups of students in English learning ability and listening ability on the difference is not significant, that is, the subjects before the experiment is not significant. The research instruments included a set of listening tests, a set of questionnaires on listening anxiety and a set of interview questions after the experiment. The questionnaire of listening anxiety is mainly used to test the students' listening anxiety before and after the experiment, and the interview is mainly used to help understand the students' performance of anxiety and feedback after the implementation of anxiety suppression strategies. The questionnaire consists of 33 questions, each of which has 4 alternative answers. In order to avoid the students' misunderstanding and ensure the scientific nature of the experiment, the questionnaires and interview questions on listening anxiety are all presented in Chinese. Before the formal experiment, the author tested the reliability of the Listening Anxiety Questionnaire with an Alpha value of 0.7015, much greater than 0.6.

Study design: (1) Before the experiment, the experimental group and the control group were given listening tests and listening anxiety questionnaires respectively;

(2) Start the experiment and cultivate the teaching strategies of lexical chunks. Normal teaching to control group;

(3) One year after the implementation of the experiment, the second questionnaire survey on listening anxiety was conducted to understand the situation of the experimental group and the control group;

(4) Comparing the data before and after the experiment, and analyzing the differences between the subjects before and after the experiment;

(5) Interview the individual typical experimental subjects in the experimental group.

Methods of statistical analysis: SPSS software was used to analyze the original data of the two questionnaires, and the changes of listening anxiety before and after the experiment were examined.

The differences and changes of learning motivation of control group before and after the experiment were examined.

Results: Before and after the experiment, the students in the experimental group and the control group were compared in listening test scores and anxiety, and the results were shown in Table 1.

Before and after the experiment, the experimental group had obvious progress, while the control group had little difference. After the experiment, it was found that the experimental group used the lexical chunk teaching method to reduce the students' anxiety effectively.

Table 1. Comparison of the anxiety of hearing before and after the experiment.

Groups	Listening test score		Psychological anxiety score	
	Before experiment	After the experiment	Before experiment	After the experiment
Experimental group	65.3	82.3	46.53	58.59
Control group	64.7	69.8	47.65	38.81

Conclusions: Students' "high anxiety" psychology is a factor that cannot be ignored in English listening

teaching. Only by overcoming these obstacles and possessing good psychological quality can we improve our listening ability. The experiment found that college students can effectively relieve their listening anxiety after proper training of anti-anxiety strategies.

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APPLICATION OF BASKETBALL AND AEROBIC EXERCISE IN ADULT PSYCHOLOGICAL ANXIETY

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Background: Anxiety refers to a state of anxiety and fear in which a person's self-esteem and self-confidence suffer setbacks, or feelings of failure and guilt increase, as a result of a failure to achieve a goal or to overcome the threat of obstacles. Since the intensity of anxiety can only be directly assessed by experienced individuals, the researcher must have an indirect way to assess his or her phenomena and physiological characteristics. Competition in various fields has become a social phenomenon. The psychological pressure borne by people is increasing. Especially, the psychological health of college students is on the rise, especially anxiety. Physical exercise has a positive effect on improving people's mental health. Physical exercise can improve people's benign mood and decrease their negative mood. Short-term (immediate) physical exercise can reduce state anxiety. Long-term physical exercise can reduce trait anxiety. But it is not very clear what kind of exercise form should be adopted, what kind of exercise intensity should be adopted, and whether the changes of state anxiety of different exercise groups are different.

Objective: Anxiety is a kind of common negative emotional state, which is caused by feeling nervous, worried, uneasy and unable to cope with the external pressure. It hinders the individual's psychological adjustment. Anxiety will affect the daily behavior and life enthusiasm, the long-term existence of anxiety tendency as a negative emotional response. Research shows that the current college students have anxiety, anxiety disorders accounted for 5 to 1 in 1000 of the totals. But they seldom take the initiative to go to the hospital, so they have great concealment. At the same time, they will cause serious harm to the students' body and mind, reduce their study efficiency and quality of life, and have a bad influence on their adaptation to the university life and their own healthy development. Therefore, the effective alleviation of psychological anxiety of college students is one of the focuses of current research.

Subjects and methods: The subjects were 60 (23.15±1.48) years old, all right handedness. No color blindness, normal or corrected vision is more than 0.8; The standard score of self-rating anxiety scale is more than 50. The subjects were all from ordinary colleges and universities. The subjects were randomly divided into 30 subjects with age (23.22±1.43), BMI=21.33±2.64, and 30 subjects in the control group (23.08±1.53), BMI=21.45±1.54. Except for demographic variables, there was no significant difference in emotion regulation ability, executive function, emotion and anxiety at baseline. Before the trial, the subjects shall be informed that the contents of the trial may include basketball and other aerobic exercise, and shall be reminded of their right to freely withdraw at any time. The trial shall be started after signing the informed consent form, and certain remuneration shall be given after the trial.

Study design: The test group had regular basketball and other aerobic exercise, other types are not limited, every day for 2 to 3 times exercise, each exercise is 20 to 60 minutes, during the professional teacher movement guidance; The control group did not have any exercise program and no teacher guidance. The whole experiment lasted 3 months.

Methods: Two groups of college students' anxiety status after 3 months were tested by self-rating anxiety scale, and data were collected by SPSS18.0 and Excel.

Results: It has been shown that aerobic exercise can affect the emotional processing of stressful events. In physiological response, aerobic exercise can weaken stress response and make individuals return to pre-stress state more quickly. In subjective perception, aerobic exercise can improve subjective evaluation under emotional stress, and then help individuals recover from negative emotions quickly, unaffected by stress events. After 3 months of this study, the statistical results are shown in Table 1.