

**Results:** Based on the questionnaire, 400 teachers and students were randomly selected from a university for distribution. The specific questionnaire data are shown in Table 1 below.

According to the importance of the results of the questionnaire on the correlation between positive psychology and oral English output, the methods and approaches of the application of positive psychology and oral English output can be further obtained. Specific methods and approaches to improve positive psychology and oral English output are as follows.

**Table 1.** Survey results of the correlation between positive psychology and oral English output.

Investigation content	Total number of people investigated	Valid questionnaire	Number of people	Proportion
The importance of emotional maintenance between people	400	372	120	22.4
Students' academic success or failure			126	33.9
Positive feelings are conducive to individual happiness			126	33.9

(1) Positive psychology and influencing factors of oral English production: Methods of positive psychology and oral English production.

(2) The importance of emotional maintenance between people: First, respect the personality of each student; Second, respect the rights of every student; Third, in the process of classroom interaction, guide students to cooperate with each other and encourage their success; Fourth, combine teaching with fun, change the boring and boring teaching content, and give students a favorite form of English learning.

(3) Students' academic success or failure: If a student attributes the failure of an exam to the lack of learning ability, he will fail in the next exam. If an individual feels that his ability is insufficient, he will subconsciously feel that he can't do anything; However, if the failure of the test is attributed to the external factor-bad luck, the possibility of failure in the later test is small, because luck is unstable, like gambling; On the contrary, students with strong learning motivation will think that their own efforts have contributed to their success in learning. On the contrary, they are attributed to their insufficient efforts. At the same time, they are not willing to fail and will encourage themselves to continue their efforts in failure.

(4) Positive feelings are conducive to individual happiness: In the process of English teaching, teachers should treat students patiently, sincerely and enthusiastically, give students sufficient thinking time in class, and encourage students to express their views and give affirmation. There are always some students in the class who are introverted or have low self-esteem. When they encounter difficulties in learning, they are also unwilling to take the initiative to communicate with teachers and students. For this kind of students, first of all, teachers should actively pay attention to their learning dynamics after class, understand their learning troubles through communication and observation, so that students can feel the care of teachers, so as to actively exchange their learning situation with teachers, so as to help students get out of their learning difficulties; In class, teachers can encourage and affirm students by creating some teaching situations and guiding them to raise their hands to answer, whether they are right or wrong.

Through the above four methods, positive psychology and spoken English are combined to complement each other's strengths, and play the role of positive psychology in spoken English, improving students' psychological quality and learning efficiency at the same time.

**Conclusions:** To sum up, the application of positive psychology in oral teaching classroom in middle school can not only enhance students' interest in learning and establish a harmonious relationship between teachers and students, but also lay a positive oral English environment, increase the happiness index of teachers and students, and facilitate the formation of students' perfect personality. In teaching, teachers should implement positive psychology in an all-round way, deepen students' enthusiasm and autonomy in oral training, tap students' English potential, evaluate and encourage students actively, and highlight the effect of oral teaching.

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## THE INFLUENCE OF MASS ENTREPRENEURSHIP AND INNOVATION EDUCATION INTEGRATED INTO AUTOMOBILE SPECIALTY TEACHING ON ALLEVIATING COLLEGE STUDENTS' EMPLOYMENT PSYCHOLOGICAL ANXIETY

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**Background:** “Mass entrepreneurship and innovation” was first proposed at the summer Davos Forum in Tianjin in 2014. Premier Li Keqiang stressed the need to adhere to the innovation driven development strategy, solidly promote “mass entrepreneurship and innovation”, and constantly stimulate market vitality and social creativity. On February 18, 2016, the guiding opinions of the general office of the State Council on accelerating the development of maker space and serving the transformation and upgrading of the real economy proposed to promote the professional development of maker space, provide low-cost, all-round and professional services for promoting “mass entrepreneurship and innovation”, implement the innovation driven development strategy, and fully release the innovation and entrepreneurship vitality of the whole society. We will accelerate the transformation of scientific and technological achievements into real productive forces and enhance new momentum for the development of the real economy.

As a huge driving force to promote social and economic development, “mass entrepreneurship and innovation” is a strong support to expand social employment space. Innovation and entrepreneurship have brought about the continuous emergence of new economic forms, created more and higher quality employment opportunities for workers, met the employment needs of workers, and transformed China’s huge population pressure into human resources needed for social and economic activities. Young and middle-aged groups, especially college students who have received higher education, have higher acceptance of new things, stronger learning ability of new knowledge, dare to try and work hard, which is a force that can’t be ignored in practicing the concept of “mass entrepreneurship and innovation”. Under the new situation, only by integrating mass entrepreneurship and innovation education into the teaching of automobile professional courses and allowing automobile professional college students to make psychological adjustment for employment in time, can they meet challenges and seize opportunities more actively. Based on the analysis of the current employment situation of automobile professional college students under the situation of “mass entrepreneurship and innovation”, this paper explores how to integrate mass entrepreneurship and innovation education into automobile professional courses, and how to solve the main psychological problems in the employment process of automobile professional college students. Combined with the author’s peer psychological counseling experience in recent two years, this paper discusses how to make employment psychological adjustment, some suggestions are put forward to alleviate psychological anxiety.

**Subjects and methods:** This paper investigates the current situation of newly graduated college students majoring in automobile in our university, forms a report on the existing problems, analyzes the causes of the problems in the report, obtains the current situation of college students majoring in automobile under the background of “mass entrepreneurship and innovation”, and finally puts forward the countermeasures to alleviate the psychological anxiety of College Students ‘employment through the integration of mass entrepreneurship and innovation education into the teaching of automobile professional courses.

**Study design:** The questionnaire designed in this paper is to analyze the current situation, existing problems and causes of automobile college students after employment under the background of mass entrepreneurship and innovation education.

**Methods of statistical analysis:** This study uses the method of comprehensive data analysis to analyze the final results of the questionnaire.

**Results:** There are about 2500 newly graduated college students majoring in automobile in our university. The annual recruitment quota of major enterprises and employers is relatively limited. In order to select the best for admission, the employment threshold is naturally higher and higher. The employment situation of college students is very severe. The employment difficulty of college graduates is prominent, and there are obvious structural employment problems.

College students have different views on job choice: in terms of gender, male college students prefer units that are conducive to displaying their personal talents; Female college students mainly consider the stability of professional posts and whether they can realize the dual tasks of career and family. In the environment of mass entrepreneurship and innovation, it is returning from ideal to reality. The concept of job choice is becoming more and more rational. The employment environment is not optimistic. Many college students choose to start their own businesses; However, some college students have low goals and high goals, and do not establish correct values, which affects the improvement of employability.

**Table 1.** Employment status of college students majoring in automobile.

	Quantity/person	Proportion/%
Different views on job choices	2453	98.12
Many employment difficulties	2367	94.68
The structural employment problem is obvious	2287	91.48

There are many difficulties in the employment of college students: Although there are a large number of college graduates, some college students have too high job-hunting goals, do not have correct self-awareness, pursue jobs with high salary and strong stability, locate job-hunting in first tier cities and some mainstream industries, and are unwilling to choose grass-roots posts or non-mainstream industries, aggravating the employment problem; On the other hand, in the past two years, China is in the stage of accelerating the clean-up of excess capacity. In the environment of circular economy, energy enterprises and traditional processing and manufacturing enterprises restructure and stop production. The demand for talents is also declining, so there is no new recruitment demand, which also increases the difficulty of employment.

The structural employment problem is obvious: with the industrial upgrading, the labor market has higher and higher requirements for skills. College students lack of application skills, and the quality of talent training in colleges and universities can't meet the quality needs of the job market in the new era. On the one hand, the number of college students is increasing. On the other hand, the quality of college students is backward, and college students lack applied knowledge and high skills, so it is difficult to adapt to the new requirements of the labor market.

In the "mass entrepreneurship and innovation" environment, the improvement of College Students' employability involves government policies, industrial enterprises, colleges and universities, families and college students. This paper mainly puts forward the countermeasures to improve their employability from the perspective of colleges and universities. Colleges and universities need to speed up reform and transformation, carry out the combination of vocational mental health education and curriculum, and promote the close connection between vocational education and social needs, pay attention to the innovation and entrepreneurship education of college students, strengthen the career planning education of college students, and strengthen the practical education of college students.

**Conclusions:** (1) Carry out occupational mental health education. In the "mass entrepreneurship and innovation" environment, college students need to establish a correct concept of employment, colleges and universities need to actively carry out vocational mental health education for college students, and guide college students to correctly deal with the difficult problem of employment. College employment guidance teachers and psychological counseling teachers cooperate to carry out group professional psychological counseling for college students, or carry out individualized psychological counseling according to students' individual differences, so that college students can maintain a healthy state of mind and improve their adaptability to employment. (2) Pay attention to the innovation and entrepreneurship education of college students. In the "mass entrepreneurship and innovation" environment, entrepreneurial ability is also employability. Improving college students' entrepreneurial ability and guiding and supporting more college students to succeed in entrepreneurship are not only to solve the employment problems of college students, but also to promote the employment of other college students. Colleges and universities need to carry out effective innovation and entrepreneurship education for college students, not only provide relevant theoretical courses for college students, but also build a comprehensive innovation and entrepreneurship practice teaching system, organize all kinds of College Students' employment and entrepreneurship assistance action training and entrepreneurship simulation practice for college students, improve college students' business operation experience and encourage college students to start their own businesses, Provide resources to support college students' entrepreneurship. (3) Strengthen the career planning education of college students. Strengthen the career planning education of college students in the college stage. When cultivating college students, colleges and universities need to introduce the concept of "career" to college students, strengthen their "career consciousness", so that college students can think and plan in advance. Through career planning education and career assessment tools, college students can have a certain correct understanding of themselves, including college students' self-interest, personality and values, have a certain understanding of employment policies, employment situation and employment environment, and actively carry out employment policy introduction, interview skills training and resume making guidance, Establish a tracking and feedback mechanism for graduates' employment, and use new media to release job search information and skills, so as to create a growth plan for college students. (4) Strengthen the practical education of college students. Practical ability plays an important role in college students' employability. Therefore, colleges and universities need to strengthen college students' practical education, build an all-round and whole process practical education system, actively guide college students to participate in various social practice activities during school, and guide them to combine professional knowledge learning with the improvement of practical ability in participating in social practice activities, All majors in Colleges and universities need to strengthen school enterprise cooperation and create a number of specialty related internship bases, so that college students can understand job needs and improve their employability through internship.

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# THE RELATIONSHIP BETWEEN PHYSICAL EXERCISE LEVELS AND ANXIETY OF COLLEGE STUDENTS DURING THE COVID-19 PANDEMIC

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## SUMMARY

**Background:** Subjective anxiety is one of hot spots in the field of positive psychology. It can not only evaluate a person's quality of life, but also measure a person's mental health and psychological development level. Therefore, it has important theoretical significance to study the relationship between physical exercise and subjective anxiety.

**Subjects and methods:** In order to examine the relationship between physical exercise and the subjective anxiety among college students, a questionnaire survey method was completed by 1,000 college students in Zhengzhou University. After psychological construction and empirical exploration, the psychological construction model of the subjective anxiety of college students is proposed, and the method of structural equation modeling is used to verify the model.

**Results:** There is a significant correlation between the duration of exercise and the subjective anxiety among college students. Duration of exercise and body satisfaction have the highest correlation with a correlation coefficient of 0.331, which has a significant negative correlation with negative emotions. Exercise intensity is significantly correlated with positive emotions and physical satisfaction. There is a significant positive correlation between exercise intensity and duration of exercise and the various levels of physical self-esteem, but the correlation with the coping style is not significant. The duration of exercise is significantly negatively correlated with conversational disturbances and social barrier. The exercise intensity is significantly negatively correlated with social barrier. The duration of exercise is significantly negatively correlated with neuroticism, and the amount of exercise is significantly positive with introverted personality. Related. The various levels of subjective anxiety among college students are significantly related to physical self-esteem, positive coping, interpersonal relationships and personality characteristics.

**Conclusions:** The subjective anxiety among college students who participate in physical exercise is stronger than that of college students who do not exercise. This difference is manifested in the emotional component and special life satisfaction between the two. Short-term physical exercise has no effect on the subjective anxiety of college students. Light and moderate exercise intensity have a deeper impact on the subjective anxiety among college students with the increase of exercise duration. Physical exercise can not only directly affect subjective anxiety among college students, and but also affect college students' subjective anxiety through intermediary variables such as physical self-esteem, interpersonal relationships, and personality characteristics.

**Key words:** physical exercise - subjective anxiety - college students - psychological mechanism

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## INTRODUCTION

Substantial studies on emotion regulation support that regulation of cognitive reappraisal is more effective than expression suppression. Guided and spontaneous cognitive reappraisal can well reduce participants' emotion experience. Cognitive reassessment can be used to help individuals generate more positive emotions in stressful situations (Andreotti 2013). Goldin et al. used cognitive reassessment for psychotherapy of 75 adult patients with anxiety disorder. The results showed that participants' social anxiety was significantly reduced (Goldin et al. 2012). According to the laboratory study of expression suppression by Goldin et al., the main trial instruction asked the subjects to suppress the negative emotions of aversion stimulus, and the negative emotional experience reported by the subjects was relatively fewer than non-inhibitors, but more than the participants under cognitive reappraisal conditions (Goldin et al. 2008). Research from physiological psychology further supports

the idea that cognitive reappraisal is better than expression inhibition. The brain areas related to emotion regulation mainly include the amygdala (amygdala), medial orbitofrontal cortex (mOFC), bilateral prefrontal lobes (PFC), and anterior cingulate gyrus (Bush et al., 2000). Some studies argue that cognitive reappraisal can reduce the activation of the amygdala, but also the activation of the ventromedial orbitofrontal cortex (Phan et al. 2005, Schaefer et al. 2002). However, expressive suppression does not reduce the activation of amygdala; on the contrary, it increases the activation of the medial orbital frontal lobe (Ohira et al. 2006). ERP study by Cheng Li et al. (2011) on the regulation of fearful emotions showed that cognitive reappraisal started earlier and lasted longer than that of expressive suppression in regulating negative emotions, which again verifying that cognitive reappraisal is better than expressive suppression.

Generally speaking, previous research on emotion regulation focus on weakening the adjustment methods (evaluation neglect and expression inhibition), yet few