

Results: This study investigates the general situation of anxiety psychology of contemporary college students. The specific results are shown in Figure 1.

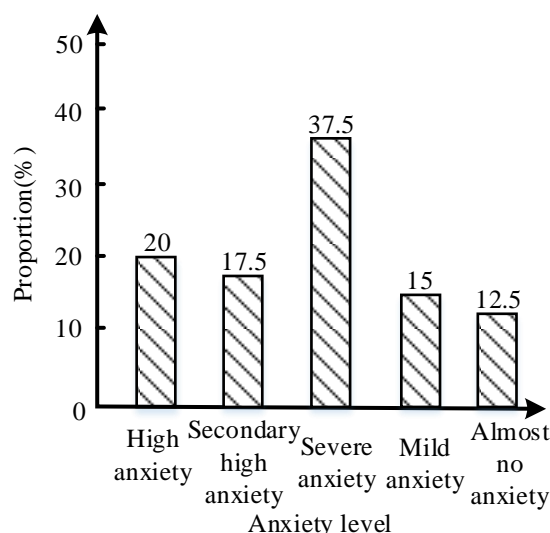


Figure 1. Statistical chart of anxiety degree

As shown in Figure 1, it can be seen that the distribution of Anxiety Psychology among contemporary college students is relatively common, and the number of people with almost no anxiety is the least. Therefore, it is necessary to improve teachers' psychological education level and enrich teachers' knowledge literacy in the process of Ideological and political teaching, which is the basis of improving ideological and political education and psychological education. On this basis, according to the actual situation of anxiety college students, reshape the teaching objectives, establish a perfect ideological and political education and psychological education system, and help students get rid of anxiety.

Conclusions: The anxiety of college students often comes from all kinds of pressures that are difficult to be effectively dredged in their study and life. In view of the mental health status of anxiety students, colleges and universities should actively expand the teaching contents of ideological and political education, innovate teaching methods, combine psychological education with ideological and political education, provide spiritual guidance and psychological counseling for students' study and life through ideological and political education, create a harmonious and interactive teaching environment and help students establish a more perfect personality.

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ANALYSIS OF STUDENTS' AFFECTIVE BARRIERS AND COUNTERMEASURES IN COLLEGE ENGLISH TEACHING

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Background: Compared with other teaching types, English teaching has certain particularity. In the process of English teaching, the high frequency of interaction between teachers and students is rare in other classes. This high frequency of interaction directly determines the complexity of psychological activities in the process of English teaching. In the absence of real language situation, students may make mistakes. In the special public environment of teaching classroom, such mistakes may cause students' negative emotions such as inferiority complex and self-doubt. This negative emotion further leads to psychology such as fear and tension, and once again forces students to make mistakes unintentionally, Form a vicious psychological cycle of English teaching. In efficient English teaching, similar students' emotional barriers are very common. Therefore, in the teaching process, we should not only pay attention to the teaching of knowledge, but also pay attention to emotional education, eliminate students' emotional barriers, and create a comfortable learning environment for students.

In language learning, emotional factors have been concerned for a long time. In view of the impact of emotional factors on language learning, there have been a variety of language learning methods based on emotional training, such as suggestion method, whole-body response method, community practice method

and so on. Affective filtering theory has also pointed out that language cannot be acquired as long as learning, but also the affective barriers in the process of language practice need to be eliminated. Affective barriers determine the efficiency and quality of learners' knowledge input and output. This is the conclusion of humanistic psychology based on the premise that the subject of language learning is human. In College English teaching, eliminating emotional barriers and establishing emotional identity are the decisive factors to promote students to participate in communication and language practice. Emotional identity is a subconscious behavior, which cannot be effectively controlled by relying solely on subjective consciousness. Therefore, this paper analyzes the psychological state of college students in the learning process and helps students establish emotional identity through the educational environment. It is necessary to improve learning efficiency.

Objective: This study analyzes and observes the psychological state of college students in college English learning, then classifies the types of affective disorders, and formulates countermeasures for different types of affective disorders, so as to ensure that college students can better integrate into the English learning and training environment, establish learning self-confidence and improve learning efficiency.

Subjects and methods: Affective barriers in College English learning will seriously affect college students' learning efficiency and form a bad psychological cycle. Therefore, it is necessary to analyze and count the related affective disorders, collect data through personal interview and questionnaire survey, and conduct investigation and Research on college students with different psychological states.

Study design: The content of the questionnaire was drawn up according to the types of different affective disorders. During the experiment, 200 questionnaires were distributed to college students of different majors and grades, 187 valid questionnaires were successfully recovered, and 13 questionnaires were not recovered.

Methods: In this study, the five-level scoring method is used for statistics, and five levels from 0 to 4 are set to quantify the factors in different aspects, in which 0 means no impact, 1 means slight impact, 2 means normal impact, 3 means obvious impact and 4 means full impact.

Results: In the process of college English learning, college students are often affected by various affective disorders, resulting in low learning efficiency and unable to establish a positive learning incentive psychological cycle. Different types of affective disorders are counted through a questionnaire survey. The results are shown in Figure 1.

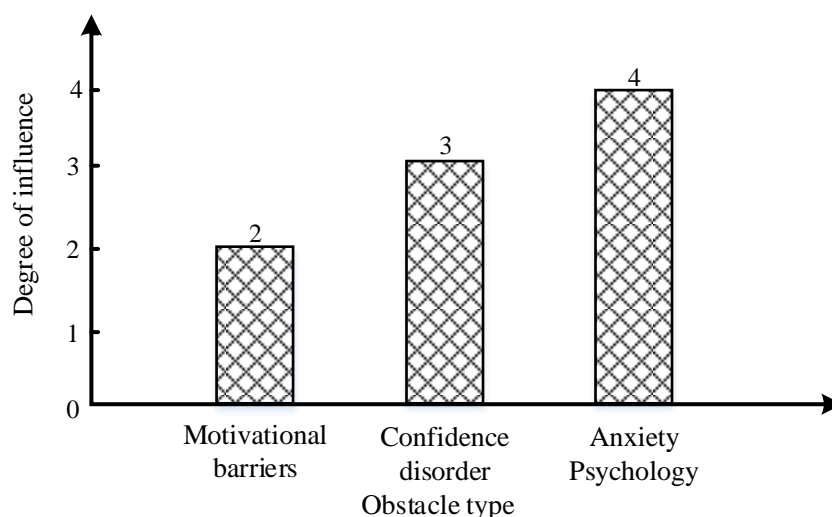


Figure 1. Influence degree of different affective disorder types

As shown in Figure 1, anxiety has the greatest impact on College Students' English learning, followed by confidence barriers and motivation barriers with the least impact.

Conclusions: College students face a variety of affective barriers in the process of English learning. Different types of barriers will affect college students to varying degrees. By stimulating learning interest, enhancing students' self-confidence, improving English learning and practice environment, changing English teaching methods and achievement evaluation system, college students' emotional barriers in the process of English learning can be eliminated to a great extent. In the process of English teaching, colleges and universities should make investigation and judgment according to the actual situation of students, so as to create a more harmonious and pleasant learning environment for students.

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PATH ANALYSIS OF THE REFORM OF MENTAL HEALTH EDUCATION CURRICULUM IN UNIVERSITIES UNDER INTERNET PLUS PERSPECTIVE

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Background: Internet plus technology is developing like a raging fire. Internet + has promoted the innovation and development of all walks of life. The Internet plus mainly combines the Internet industry with other traditional industries through the information network platform, making full use of the advantages and advantages of information and communication technology, and then opens up new development ecology. In the age of Internet plus, the mental health education in universities has been positively affected, especially in the reform of mental health education courses in universities. As far as mental health education in colleges and universities is concerned, its core purpose is to establish morality and cultivate people, and improve the mental health level of college students by setting up relevant courses of mental health education, carrying out mental health education activities, adding mental health counselors and so on. The content of higher education should not only include the cultivation of students' knowledge and skills, but also include the shaping of their personality and the cultivation and improvement of their psychological quality. College students are in the critical stage of mental maturity. In this process, college students have a certain cognitive ability, but their views on right and wrong, values and outlook on life have not been fully established, and they are very vulnerable to the influence of the external environment. Therefore, it is very necessary to vigorously carry out mental health education in colleges and universities. From the perspective of "Internet plus", we can optimize and reform the mental health education courses in colleges and universities. We can keep abreast of the trend of development of the times and society, grasp the psychological changes of college students, and give timely targeted psychological health education and guidance to enhance the mental health level of college students, and ensure the harmony and stability of universities.

Objective: The reform of mental health education in universities under the perspective of "Internet plus" is aimed at changing the traditional mode of mental health education, adding various experiential mental health education courses through Internet technology, and creating different psychological health education simulation scenarios. In the context of "Internet plus", we should reform the mental health education curriculum, and make full use of the advantages of Internet technology such as openness and interaction to improve the mental health level of college students.

Research objects and methods: In three universities, 150 college students were selected by random selection, and their psychological quality performance in college mental health education courses was explored. There are two types of mental health education courses for college students. One is the traditional theory of mental health education; the other is the innovation mental health education which is completed from the perspective of Internet plus.

Research design: 150 students from different universities were divided into two groups according to the random number table method, namely the control group and the experimental group, with 75 people in each group. For the college students in the control group, the mental health education model is still the traditional mental health education curriculum, mainly based on theoretical indoctrination. For the college students in the experimental group, they give their mental health education courses under the "Internet plus" perspective. After one semester of intervention, the mental health status of the two groups of college students was compared and analyzed by using SCL-90 symptom checklist.

Methods: Before and after the implementation of mental health education course in colleges and universities, the mental health level of college students was evaluated, and the evaluation data were counted and analyzed by Excel software and SPSS 20.0 software.

Results: The scores of SCL-90 scale of college students in the two groups were compared. The results showed that the mean values of SCL-90 factors of college students in the control group were higher than those in the experimental group. There was only difference in the scale score of terror between the two groups ($P < 0.05$); There was significant difference in the scores of other items ($P < 0.01$). See Table 1 for comparison and analysis results.

Conclusions: Mental health education occupies an important share in the educational work of colleges and universities, and has a positive impact on the mental health status of college students. In the "Internet plus" field, the reform of mental health education course can further enhance the effectiveness of mental health education. Completing the reform of college mental health education curriculum in different ways can maximize students' mental health problems and significantly improve their mental health level.