

patients with depression was designed. The psychological nursing satisfaction was scored through the depression of the elderly and the subjective evaluation of the elderly. The system can directly reflect the effect of psychological nursing and provide an important basis for the improvement of psychological nursing means.

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ON ANXIETY FACTORS OF CODE SWITCHING IN COLLEGE ENGLISH CLASSROOM TRANSLATION

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Background: According to statistics, English has become the most widely used language. It is the official language of more than 70 countries, with more than 1 billion users. It is the second most used language in the world, second only to Chinese with more than 1.5 billion users. With the development of economy, science and technology and the advent of the era of economic globalization, cultural and economic exchanges among countries are becoming more and more frequent, the demand for international talents is increasing, and the requirements for talents' ability are also higher and higher. In the era of economic globalization, English level is an important indicator to measure talent ability. Therefore, students' English level is largely related to future development. Nowadays, English curriculum has become one of the three main courses in China. Parents, schools and society are paying attention to the English level of college students. Many education experts are paying more and more attention to English, and have conducted in-depth discussion and Research on how to improve students' English level.

Language transcoding is a common phenomenon in college English classroom translation, which usually causes students' anxiety and attacks students' self-confidence. Therefore, the discussion on the psychological factors of code switching in college English classroom translation will help to improve college students' psychological quality and improve their English level. Code switching refers to the use of more than one language in the same conversation. Some scholars classify code switching into sociolinguistics. In recent years, the English teaching methods of colleges and universities in China have gradually changed, advocating the use of intrusion method in English Teaching for college students. The specific way is to use English teaching as much as possible in classroom teaching. However, there is a certain gap in the English level of college students in a classroom, and some of them have poor English listening level. Therefore, the phenomenon of code switching is inevitable in college English classroom translation. In the process of college English classroom translation, students' language transcoding will lead to tension, embarrassment and anxiety, seriously affect students' mental health, interfere with students' normal play, and then affect students' English level. The research puts forward strategies to improve and optimize the College English teaching model, including teachers' appropriate use of mother tongue to supplement teaching and alleviate students' tension; formulate bonus measures to improve students' motivation intensity; put aside the thinking pattern and innovate the teaching content and teaching methods. The improved college English teaching model can effectively alleviate college students' anxiety when code switching occurs in English classroom translation, improve students' learning enthusiasm, improve students' English performance, and provide high-quality talents for the society.

Objective: To explore the anxiety psychological factors of code switching in College English classroom translation, put forward strategies, improve and optimize the College English teaching model, effectively alleviate the anxiety of college students in the phenomenon of code switching in English classroom translation, improve students' learning enthusiasm, improve students' English performance, and provide high-quality talents for the society.

Research objects and methods: 65 students were selected from a university, including 32 boys and 33 girls. Self-rating Anxiety Scale (SAS) was used to evaluate students' anxiety. Students' English test scores and students' satisfaction with the teaching model are used to evaluate the teaching effect.

Study design: 65 students were randomly divided into study group and control group, including 33 in the study group and 32 in the control group. The students in the research group adopted the improved English teaching model; The students in the control group used the traditional English teaching model. After 4 months, the mental health status and test scores of the two groups were compared.

Methods: The corresponding data were processed and analyzed by software SPSS 17.0.

Results: After teaching, the SAS score of the study group was significantly lower than that of the control group ($P < 0.05$), and the English score of the study group was significantly higher than that of the control group ($P < 0.05$). The English achievement of the two groups is shown in Table 1.

Table 1. Students' English scores

Timing	Communication ability score		<i>t</i>	<i>P</i>
	Research group	Control group		
Before teaching	57.1±10.2	56.4±11.1	0.246	0.752
After teaching	85.3±8.4	57.9±12.4	8.572	0.001
<i>t</i>	8.72	0.453	-	-
<i>P</i>	0.001	0.654	-	-

Conclusions: Language transcoding is a common phenomenon in college English classroom translation, which usually causes students' anxiety and attacks students' self-confidence. Therefore, the discussion on the psychological factors of code switching in college English classroom translation is helpful to improve college students' psychological quality and their English level. This study discusses the anxiety psychological factors of code switching in college English classroom translation, puts forward strategies, improves and optimizes the college English teaching model, effectively alleviates the anxiety of college students in the phenomenon of code switching in English classroom translation, improves students' learning enthusiasm, improves students' English performance, and provides high-quality talents for the society.

RESEARCH ON EFFECTS OF SPORTS AS AN AUXILIARY THERAPY TO PATIENTS WITH ANXIETY

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SUMMARY

Background: According to the survey data in 2019, the period prevalence of anxiety disorders in China has reached 4.98%, and the rate of depression and anxiety disorders is close to 7%. When anxiety and depression problems become more severe nowadays, sports as a way of improving patients' physical condition and meanwhile alleviating mental problems, have been proposed and aroused more attention.

Subjects and methods: This study carries out a *t* test by three steps using SPSS 18.0 analysis tool. The three steps are pre-intervention testing, sports therapy, and post-intervention testing. Two groups of subjects were tested before and after sports therapy and their scores were collected based on different scale of each item.

Results: After sports therapy, the SAS scores of the experimental group and the control group were significantly different at the level of 0.001 ($t = 9.674, P = 0.000$). The total BDI scores of the experimental group and the control group were significantly different at the level of 0.01 ($t = -2.828, P = 0.015$). The total PSTR scores of the experimental group and the control group were significantly different at the level of 0.001 ($t = -7.71, P = 0.000$). The SCL-90 data of the experimental group and the control group were significantly different at the level of 0.05 ($t = -2.507, P = 0.028$).

Conclusions: After intervention of sports therapy, the subjects' anxiety decreased to a mild anxiety level, depression to a mild level, and stress to a moderate level. The proportion of subjects with obvious psychological problems had decreased. Physical exercise turns out to have positive effects in alleviating anxiety, depression, and stress.

Key words: sports therapy - anxiety - therapy effects - depression level

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INTRODUCTION

Generalized anxiety, also known as generalized anxiety disorder (GAD), is a chronic anxiety disorder characterized by persistent significant nervousness, accompanied by autonomic nervous function excitement and hypervigilance (Rudaizky & MacLeod 2014). This kind of anxiety has nothing to do with any specific surroundings, but is generally caused by excessive worry. The typical manifestation is often excessive worry or show worries about certain problems in daily life, such as worrying about unpredicted illnesses or accidents on oneself or on their families/relatives, and excessive worry about one's economic condition, about work or social ability (Hofmeijer-Sevink et al. 2012). This nervousness, excessive worry or frustration is an overreaction to the real situation. Patients always feel unbearable of this overreaction, but unable to get rid of it. Symptoms often include autonomic hyperfunction, motor tension and excessive vigilance (Bareket-Bojmel et al. 2021). Generally, the anxiety symptoms of GAD patients are changeable, including a series of physical and psychological problems. Patients with generalized anxiety disorder often have some specific shared facial or body appearances such as twisted facial muscles, frowning, nervous posture, and restlessness, even

trembling, pale skin, and sweating on palms, soles of feet, and armpits (Drake & Kearney 2008). Generalized anxiety disorder is very common in our life and affects 3% to 5% of the population just within one year. It is often related to stress, and usually starts in childhood or adolescence, but also starts at any age. The survey in this paper shows that the contemporaries' anxiety includes, but is not limited to the following aspects, failure to meet expectations in their study or career development, financial pressure, unsatisfactory intimate relationships and unsatisfactory on one's looks, difficulty in achieving personal value, loss of presence, difficulty in raising children, health problems, etc. Among these issues, peer competition, external pressure, and social anxiety further aggravate people's anxiety (Pizzie & Kraemer 2019). The stronger the perception of uncertainties and the lower the tolerance, the more anxiety a person feels (Viana et al. 2018).

According to data released by the State Council Information Office, the prevalence of anxiety disorders in China has reached 4.98% in 2019, and disorders of both depression and anxiety have reached nearly 7%. A study by the University of Washington in the United States and the University of Queensland in Australia shows that the global increase of major depression and anxiety disorders are respectively 28% and 26% in 2020. Prevalence in countries that are subject to severe impact