

mechanism, unreasonable salary and treatment, which lead to the complex management structure and large personnel mobility in the management of migrant workers. In order to protect the interests of migrant workers and eliminate their anxiety, human resource management needs to be improved and innovated.

Objective: At this stage, there are many problems in the management system of migrant workers. In view of the existing problems, enterprises should take corresponding measures to improve or innovate the human resource management system in order to ensure the self-interests of migrant workers and alleviate the anxiety symptoms of migrant workers.

Subjects and methods: 100 migrant workers from the two regions were selected as the experimental objects, and 200 migrant workers participated in the experiment of the effect of innovative human resource management on anxiety. The experiment was divided into two groups with 100 people in each group. The first group was the control group of conventional enterprise human resource management methods, and the second group was the experimental group of innovative human resource management methods. The experimental period was set as April. The experiment was evaluated with Self rating Anxiety Scale (SAS). SAS includes 20 evaluation items. Anxiety symptoms are judged according to the evaluation score. The frequency of indicators is divided into four levels, namely “no or little”, “less”, “more”, “many or all”. The positive scoring items correspond to 1 point, 2 points, 3 points and 4 points respectively. The reverse scoring questions correspond to 4 points, 3 points, 2 points and 1 point respectively. SAS sums the scores of each statistical item and multiplies it by a coefficient of 1.25 to obtain the final result score. The result score is divided into four levels, with 50 points as the critical point. 0-49 indicates no anxiety, 50-59 indicates mild anxiety, 60-69 indicates moderate anxiety, and more than 70 indicates severe anxiety. In order to ensure the reliability of the experimental results, the change of the overall number of people is used to judge the results, so as to avoid the error caused by the subjective consciousness of migrant workers, and the data are analyzed with jmppro15 data statistical analysis software.

Results: Table 1 shows the data results of innovative human resource management on the psychological relief of migrant workers' anxiety. From Table 1, under the conventional human resource management, the number of migrant workers with anxiety in the first group is positively correlated with time, and the number of migrant workers with moderate anxiety and severe anxiety gradually increases with time. In the second group, 82 migrant workers with mild anxiety were significantly reduced after the first month, and the number without anxiety symptoms reached 77 after the fourth month.

Table 1. The effect of innovative human resource management on the anxiety of migrant workers

Number of experimental groups		Number (pcs.)			
		First month	The second month	The third month	The fourth month
Control group	No anxiety	0	0	0	0
	Mild anxiety	86	85	80	72
	Moderate anxiety	14	15	19	25
	Severe anxiety	0	0	1	3
Experience group	No anxiety	0	25	53	77
	Mild anxiety	82	63	40	21
	Moderate anxiety	17	12	7	2
	Severe anxiety	1	0	0	0

Conclusions: Improve and innovate the conventional human resource management problems of enterprises, get the innovative human resource management, manage migrant workers more carefully, alleviate and eliminate the anxiety symptoms of migrant workers for the protection of their own interests, ensure the physical and mental health of migrant workers, and improve the quality of migrant workers.

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INFLUENCE OF MUSIC THERAPY ON STUDENTS' PSYCHOLOGICAL IMMUNITY TO NEGATIVE EMOTIONS

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Background: In psychology, negative emotion is the general term of anxiety, tension, anger, depression, pain and other emotions. Such emotions are generated by people's negative experience, which will lead to physical discomfort, affect their work and life state, and then cause physical and mental harm to themselves. Negative emotions can be seen everywhere in college students. Interpersonal pressure, examination pressure and employment pressure are the direct causes of college students' negative emotions. College students' negative emotions are mainly manifested in anxiety, anger and depression. Anxiety is a very common phenomenon. It is the psychological state of college students when they suffer setbacks in study and life or worry that they need to make great efforts and mental state. Anger is a violent emotional reaction when the development of objective things is contrary to their own subjective wishes and cannot be realized. The symptoms of depression are not only various feelings, but also the characteristics of emotion and behavior. Depression is often accompanied by anxiety and anger. It is not interested in activities and prefers to be alone. It will also lead to problems such as inattention and memory decline. These negative emotions directly affect the mental health of college students and have a great impact on their future development.

Music therapy is an emerging discipline that includes multi-disciplinary knowledge such as medicine, psychology and music art. It is a scientific and systematic treatment process, using music related activities as a means to treat patients' interpersonal, physiological, psychological and emotional problems. Music has a strong impact on people's physiology, can adjust sleep, relieve pain and other functions, and can help people release their emotions, relax their body and mind, improve their personality, enhance their social ability, and enrich people's imagination and creativity. Music therapy mainly intervenes in two aspects. One is to help dredge the interests of individuals with adaptation barriers, and alleviate and eliminate the emotional problems of patients by experiencing music to express their emotions. The second is to change the patients' cognition of the new environment, use music to interact, and fully express the patients' anxiety or fear of stressors.

Objective: Facing the current situation that college students generally have negative emotions and continue to be serious, colleges and universities carry out targeted music therapy to explore the impact of music therapy on students' negative emotional psychology, in order to help students alleviate and eliminate negative emotions, cultivate a sound personality, and promote students' positive understanding of life and learning.

Table 1. Experimental results of intervention of music therapy on psychological immunity of psychological negative emotions

Intervention experiment		Proportion of employees (%)			
		First week	The second week	Third week	Fourth week
Before intervention	No effect	82	83	83	84
	A little effect	18	17	16	16
	Better effect	0	0	1	0
	Obvious effect	0	0	0	0
After intervention	No effect	75	32	4	0
	A little effect	18	43	6	12
	Better effect	7	17	58	43
	Obvious effect	0	8	32	45

Subjects and methods: 75 college students were selected from each of the four higher vocational colleges as the experimental objects, and 300 of them participated in the intervention experiment of the psychological immune effect of music therapy on psychological negative emotions. The experiment was divided into two groups before and after the intervention of music therapy. The experimental period was set as 8 weeks. The study used Expectation Maximization algorithm (EM) and SASD data to statistically analyze the improvement effect of music therapy on psychological negative emotions. The experiment was evaluated by Symptom Checklist 90 (SCL-90). SCL-90 has 90 evaluation items, mainly evaluating obsessive-compulsive symptoms, depressive symptoms, anxiety symptoms, fear symptoms, paranoia, somatization, interpersonal sensitivity, sleep and diet. The experiment adopts five levels of evaluation, which are "none", "light", "medium", "heavy" and "serious". The experimental results are also divided into four levels, which are "no effect", "a little effect", "good effect" and "obvious effect". In order to

ensure the reliability of the experimental data, the change of the number of people divided by grade is taken as the final result of the experiment.

Results: The experimental results of the intervention of music therapy on the psychological immunity of psychological negative emotions are shown in Table 1. It can be seen from Table 1 that in the 4-week experiment before music therapy intervention, the proportion of “no effect” reached 82%, and there was no significant change. In the 4-week experiment after music therapy intervention, the proportion of “no effect” decreased significantly, and the proportion of “good effect” and “obvious effect” reached 43% and 45% respectively.

Conclusions: In the group of college students full of negative emotions, the music therapy adopted for this group can significantly improve the negative emotions, help college students alleviate and eliminate all kinds of bad emotions and mental health problems, promote college students to shape a sound personality and maintain a positive attitude towards learning and life.

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RESEARCH ON THE INNOVATION PATH OF CHINESE EXCELLENT TRADITIONAL CULTURE INHERITANCE AND INTERNATIONAL COMMUNICATION UNDER THE LANGUAGE BARRIER

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Background: With the globalization and diffusion of culture and economy, China’s higher education began to gradually put forward the path of communication and innovation for the world. In college education, teachers constantly try different teaching schemes to adapt to the changes of students’ thoughts, so as to expand the spread of culture. With the increasing emphasis on traditional culture in China, students can receive more and more cultural impact. On this basis, college teachers began to focus on Chinese traditional culture, aiming to realize the international communication of culture with the help of the cultural spirit and thought in traditional culture, so as to broaden students’ vision and build good values. Chinese traditional culture is an important spiritual heritage in China. In China’s Millennium inheritance, traditional culture, as an important spiritual food, continues to affect the development of the Chinese nation. Therefore, taking traditional culture as a key part of daily teaching can help protect and inherit traditional culture to a certain extent. In the cultural education of colleges and universities, the cases of teachers integrating traditional culture into cultural communication have also begun to increase, but a large number of teaching practices have not been able to analyze the specific role of traditional culture in cultural communication and its specific impact on students’ thoughts. And some studies have found that due to the global spread of culture, students are vulnerable to the impact of other languages when accepting the impact of cross-border culture, resulting in mental diseases such as language barriers.

Among personal mental disorders, psychologists point out that the changes of students’ self-esteem and self-confidence in foreign language learning in colleges and universities will lead to language disorders. Generally speaking, students will care about the views of their surrounding students in college study, but students’ background differences will lead to students’ fear of communication, so they show personal language anxiety disorder. Language negative evaluation barrier believes that students will reduce their own evaluation under the teacher’s evaluation when they accept the teacher’s evaluation. Therefore, students who produce negative evaluation often have the psychology of avoiding failure, and finally the phenomenon of continuous circulation and aggravation of negative emotions, which further deepens the language barrier of students. Communication barrier is also one of the main reasons for students’ language barrier. For students, foreign language learning in colleges and universities is very difficult. In foreign language communication, the communication between students and students and between students and teachers is the key to test students’ foreign language expression ability, and students’ poor foreign language pronunciation will lead to communication barrier, resulting in students’ poor communication and expression and language barrier. Finally, withdrawal anxiety is also the main reason for language barriers in the process of foreign language communication among middle school students in cultural communication. From the current situation of students’ learning, in the international communication of culture, students often have doubts in the face of the integration of different cultures. At the same time, in the international communication of culture, if the language expression is inaccurate and insufficient, students are prone to withdrawal anxiety under the negative evaluation of teachers. The personality of self-expression leads to the emergence of language barriers.