



Figure 1. Changes in psychological status of staff in sports service industry

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POSITIVE SIGNIFICANCE OF CHINESE INTERNATIONAL EDUCATION BASED ON PSYCHOANALYSIS IN ALLEVIATING STUDENTS’ LEARNING ANXIETY

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Background: Anxiety is a negative personal experience, which often occurs when an individual is in a high uncertainty and high-risk environment and thinks he cannot effectively deal with these situations. The performance of anxiety psychology is usually divided into external and internal. The external performance includes uncontrollable pacing, trembling, irritability and insomnia. The internal performance is the abnormal changes of individual autonomic nerve, ECG, EEG and so on. According to the different factors that cause individual anxiety, anxiety can be divided into many categories. Among them, anxiety caused by learning and learning related activities and environments becomes learning anxiety. Learning anxiety is a very common anxiety among students. It has been found that more than 26% of the students in primary and secondary schools in a certain area have had learning anxiety. Some psychological theories believe that students’ learning anxiety is a conditional stimulus when learners face pain, and this strong unhappiness will stimulate learners’ behavior and become the internal driving force of learners’ new behavior. Under this theory, to improve students’ learning anxiety, we can start with external stimulation, and the improvement of teaching mode and educational method can effectively change the external stimulation factors of learning activities.

Under the background of the expansion of China’s economic scale, the improvement of China’s comprehensive national strength and the gradual rise of China’s international influence, the scale of Chinese International Education and the number of people receiving such education are also rising. There are two types of international Chinese education in terms of regions. One is Chinese teaching for non Chinese regions, and the other is international Chinese teaching for regions within China. Some studies have investigated foreign language learning and related foreign language learning anxiety problems. The results show that Chinese learners generally believe that the learning difficulty of Chinese is much higher than that of other languages. At the same time, the proportion of Chinese learners with foreign language learning anxiety symptoms is also higher than that of other languages. The reason for this phenomenon is that, on the one hand, the complexity of Chinese characters and pronunciation is higher than that of Indo-European languages. On the other hand, the teaching of international Chinese is faced with the problem of a large gap of Chinese teachers and insufficient localization of teaching materials. The defects in this aspect often lead to greater learning difficulties for international Chinese learners. From the perspective of psychology, in

order to alleviate the learning anxiety of international Chinese learners, it is necessary to make Chinese international education have a positive significance on students' learning anxiety. This can start with the compilation of international Chinese teaching materials and teaching mode, and affect students' psychological state by changing the way of external environmental stimulation.

Objective: To study the influence of Chinese international education on students' foreign language learning anxiety, and to explore whether the improvement of education model can have a positive impact on students' foreign language learning anxiety.

Subjects and methods: 174 students in an international Chinese teaching institution were selected as the research subjects, and their Chinese proficiency and foreign language learning anxiety were measured and recorded before the experiment. After that, the students were divided into two groups with 87 students in each group. One group implemented the current Chinese international education model, which was called the traditional teaching group, and the other group implemented the improved Chinese international education model combined with psychological theory, which was called the improved teaching group. A two-month teaching experiment was conducted on the two groups of subjects. After the experiment, the changes in their Chinese level and learning anxiety level were recorded and compared.

Results: Table 1 shows the changes in foreign language learning anxiety levels of the two groups before and after the experiment. The learning anxiety levels of the traditional teaching group before and after teaching were 34.6 and 32.5 respectively, with no significant difference ($P > 0.05$), while the anxiety levels of the improved teaching group before and after teaching were 33.9 and 29.0 respectively, with a very significant difference ($P < 0.01$).

Table 1. Changes in foreign language learning anxiety level of subjects in the two groups before and after the experiment

Group/item	Before the education	After the education	<i>P</i>
Traditional teaching group	34.6	32.5	>0.05
Improvement teaching group	33.9	29.0	<0.01

Conclusions: The development and expansion of Chinese international education is the general trend, and it is also the only way for Chinese culture to move towards internationalization. Therefore, various psychological problems and learning obstacles encountered by Chinese learners in Chinese international education need to be found and concerned in time. In view of the foreign language learning anxiety of learners of Chinese international education, this study has proved through experiments that the teaching mode of Chinese international education has a significant impact on learners' learning effect and foreign language learning anxiety, and appropriate teaching mode can play a significant positive role in alleviating learners' foreign language learning anxiety.

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ANALYSIS OF THE INFLUENCE OF ENGINEERING ETHICS ON ENGINEERS' MORAL PSYCHOLOGY

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Background: Engineers' moral psychology will have an impact on their work quality and project safety. To a large extent, engineers' moral psychology is related to their social psychological cognition. Therefore, the study of engineers' moral psychology is inseparable from the study of social psychology theory. Social psychology is a discipline that studies the psychological and behavioral conditions of individuals and organizations in the social environment, and summarizes the laws used to solve the corresponding social problems. Social psychology is an interdisciplinary discipline of sociology and psychology. Compared with traditional psychology, it pays attention to the impact of language, friends, family, living environment and learning environment on itself in the process of individual socialization, it also pays attention to the communication mode, group behavior norms, group thinking and habits of group organizations at the social level. Because the research object of social psychology involves human organization. Engineering theory specification is a tool designed to restrict engineers' construction behavior and moral psychology under the premise of taking into account various social psychology of engineers. However, the specific impact of this