

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

tool on engineers' moral psychology is not clear at present. Therefore, this research attempts to study the relationship between the two through various ways including carrying out social experiments, so as to provide some useful methods for improving the moral quality of engineers and improving the quality of engineers' work in China.

Subjects and methods: The research team first collected the research literature and books on the moral psychology of engineers published at home and abroad in the past 7 years, which were highly cited and sold, so as to understand the moral psychological characteristics and current situation of the engineer group and prepare for the design of follow-up experiments. Select 400 engineers who have more than 5 years of working experience in civil engineering, machinery, vehicles and other fields and have at least the title of intermediate engineer, and divide them into blank control group, shallow intervention group, moderate intervention group and deep intervention group, each group contains 100 engineers. Before the experiment, the basic information of each group of personnel shall be counted. The statistical items include age, educational background, IQ, working years, professional title, professional ethics and other factors related to the experiment. If the statistical results show that there is a significant difference in the basic information between the two groups, it is necessary to adjust the personnel or even re select the research object until there is no significant difference. Note that in the experiment, the measurement features are displayed in the form of mean value combined with standard deviation by using *F* test, and the counting features are displayed in the form of number by using chi square test. The significance level of difference is taken as 0.05. In the experiment, all the engineers in the intervention group were given the engineering ethics education intervention in their own work industry, but the degree of intervention in the shallow intervention group, the moderate intervention group and the deep intervention group increased in turn. The degree of intervention was distinguished by the duration of education, the frequency of education and the degree of brain use. The blank control group did not receive any engineering ethics intervention. The intervention experiment lasted for 3 months. According to different groups, the weekly intervention times of each group were 1-3, and the time of each intervention was 10-30 minutes. Before and after the experiment, a moral and psychological questionnaire was carried out for each group of personnel. The questionnaire was designed by the research team. It is a 100-point system. The higher the score, the higher the psychological level of professional ethics.

Results: Collect the effective samples of the two questionnaires and obtain Table 1. The *P* value in Table 1 is obtained from the *f* difference significance test. According to Table 1, there is no statistically significant difference in the moral and psychological scores of the personnel in each group before the experiment, but after the experiment, there is statistically significant difference in the professional moral and psychological scores between the blank control group and the intervention groups, and the greater the degree of psychological intervention based on the observation ethics, the higher the overall score.

Table 1. Statistics of two questionnaires of four groups of engineers

Survey time	Blank control group	Shallow intervention group	Moderate intervention group	Deep intervention group	<i>P</i>
Before experiment	71.4±3.5	71.5±3.2	70.8±4.8	71.6±3.9	1.325
After experiment	71.2±3.7	76.4±2.6	82.0±3.1	88.7±3.4	0.007

Conclusions: In order to further improve the professional ethics and psychological level of engineers in China, the research team designed a set of questionnaires to evaluate the moral and psychological level of engineers after studying the academic literature of Xinguan, and conducted a group social experiment with 400 front-line engineers as the research objects. The results showed that there was no statistically significant difference in the moral and psychological scores of each group before the experiment. After the end of the experiment, the difference in the psychological score of professional ethics between the blank control group and the intervention groups was statistically significant, and the greater the degree of psychological intervention based on observation ethics, the higher the overall score. It shows that the moral and psychological intervention measures based on engineering ethics can improve the moral and psychological level of engineers.

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THE INFLUENCE OF COLLEGE PHYSICAL EDUCATION CURRICULUM REFORM ON COLLEGE STUDENTS' COGNITIVE PSYCHOLOGY OF SOCIAL RELATIONS