

inquiry method. The experimental results show that the expert group believes that the countermeasures of “allowing students to use cloud computing for free learning” and “virtual teaching case display” have the most significant positive impact on students’ thinking logic, “Integrating virtual modeling topics in online courses” has the least impact. The number of expert groups with “significant impact” from the above countermeasures is 22, 20 and 10 respectively. The experimental results show that the application of cloud computing and virtualization technology in the teaching of science and engineering majors in universities can improve the learning effect and cognitive ability of students with thinking logic obstacles and thinking logic defects to a certain extent.

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A STUDY ON COPING STRATEGIES OF LANGUAGE ANXIETY IN THE PROCESS OF CHINESE LANGUAGE AND LITERATURE LEARNING

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Background: Language learning mainly includes two kinds of emotional factors: the emotional factors of individual language learners and the psychological emotional factors generated by the interaction between students and teachers. Among them, language anxiety is one of the individual emotional anxiety factors of language learners. Language anxiety is a type of individual specific situational state anxiety. It is one of the unique situational anxieties in the process of second language learning. Language anxiety is one of the main factors that lead to certain learning and communication difficulties in the process of second language learning and second language communication. Language anxiety will make language learners unable to concentrate, deal with the language input from the outside in time, and it is difficult to output large-scale effective language communication, and even produce short-term language memory defects, there are many symptoms related to the impairment of individual cognition and memory, such as the impairment of long-term language intake. Language anxiety shows different anxiety characteristics in different individuals. These individual differences are mainly concentrated in many aspects, such as gender, education level, language adaptability and so on. At present, some studies have shown that the total score of language anxiety of boys is much higher than that of girls, in which the anxiety degree of boys in reading anxiety is significantly higher than that of girls, while the anxiety degree of girls in writing anxiety is significantly higher than that of boys. In addition, the severity of the external environment on immature second language learners, the psychological value evaluation of second language learners and the psychological response to negative evaluation information will also have a significant impact on individual language anxiety. Intervening the language anxiety of middle school students in the learning process of Chinese language and literature can effectively reduce the psychological burden of students, improve students’ academic performance and establish a positive learning psychological cycle.

Objective: By exploring the language anxiety coping strategies in the process of Chinese language and literature learning, this study helps language majors reduce the generation of anxiety psychology in language learning, improve students’ mental health level, and then improve students’ language learning and application enthusiasm and learning effect.

Subjects and methods: This study combines decision tree algorithm with anxiety intervention experiment. In the research process, the experimental method of anxiety intervention is mainly used as the main data source, and the decision tree algorithm is used as the main data classification and comparative analysis method. The research is mainly aimed at students majoring in Chinese language and literature, and on this basis, a psychological anxiety intervention teaching method of Chinese language and literature is formed. The duration of the study is 8 weeks. Before and after the experiment, the researchers will collect the psychological data of the experimental students, and evaluate the students’ language learning performance during the experiment. In this study, excel tables are used to sort out and count the data of experimental students, and the crime is classified and analyzed by calculation

Results: The analysis of language anxiety dilemma of students majoring in Chinese language and literature is shown in Figure 1.

As can be seen from Figure 1, the attention difficulties and language cognitive difficulties of students majoring in Chinese language and literature are positively affected by the intervention Chinese language

and literature teaching method, reaching level 5 of the influence level, forming a significant impact. It can be seen that attention difficulties and language cognitive difficulties are the main types of language anxiety difficulties intervened by the intervention Chinese language and literature teaching method. The language output difficulties and short-term memory difficulties of students majoring in Chinese language and literature are positively affected by the intervention Chinese language and literature teaching method, reaching level 4 of the influence level, forming a significant impact. It can be seen that language output difficulties and short-term memory difficulties are the secondary language anxiety dilemma types of the intervention Chinese language and literature teaching method.

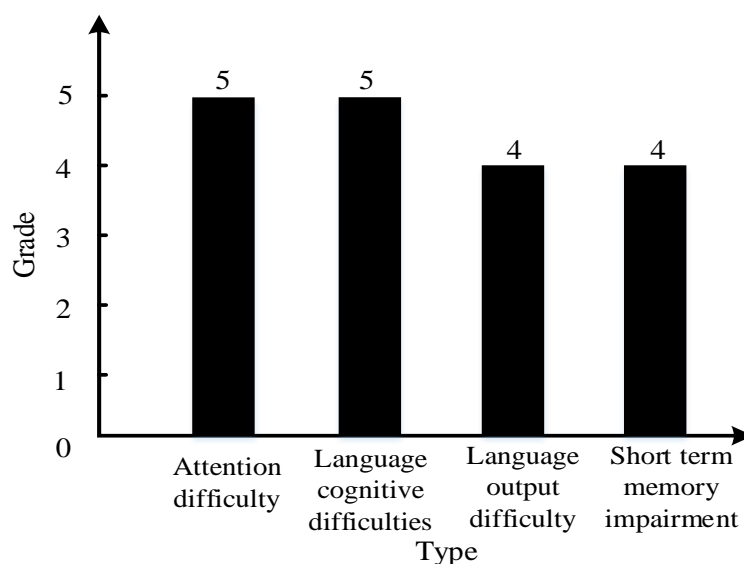


Figure 1. Analysis of language anxiety dilemma

Conclusions: In the process of learning Chinese language and literature, middle school students are often troubled by language anxiety. This study combines the decision tree algorithm with the anxiety intervention experiment, intervenes the students' language learning anxiety through the psychological anxiety intervention Chinese language and literature teaching method with a duration of 8 weeks, and uses the decision tree algorithm to classify and analyze the students' language anxiety dilemma. The results show that the attention difficulties and language cognitive difficulties of students majoring in Chinese language and literature are positively affected by the intervention Chinese language and literature teaching method, reaching level 5 of the influence level, forming a significant impact. It can be seen that the psychological anxiety intervention Chinese language and literature teaching method can mainly affect students' language learning psychology from the two dimensions of language anxiety psychological difficulties of students' attention difficulties and language cognitive difficulties, and help students get rid of language anxiety, Improve learning effect.

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RESEARCH ON THE ENLIGHTENMENT AND INFLUENCE OF ZEN PAINTING SPIRIT ON ART CREATION PSYCHOLOGY UNDER COGNITIVE PSYCHOLOGY

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Background: Cognitive psychology is a psychological trend rising in the West in the mid-1950s. It is a psychological mechanism as the basis of human behavior. Its core is the internal psychological process between input and output. It aims to study the operation of memory, attention, perception, knowledge