

students' learning effect.

Objective: From the perspective of cognitive psychology, the study will explore the impact of pure English teaching on students' learning anxiety and language ability, hoping to alleviate students' learning anxiety through the improved pure English teaching model, so as to enhance their language ability and improve their English level.

Subjects and methods: A total of 60 college students, 30 of whom were randomly selected from the English Majors of the two universities, were selected as the subjects of the study. The Manifest Anxiety Scale (MAS) is used as the main means to evaluate college students' learning anxiety. The level of MAS score determines the severity of college students' anxiety. If the MAS score is lower than 15, it shows that college students are in a normal state of mental health without learning anxiety. If the MAS score is within the range of 15 to 40, it shows that it is accompanied by mild anxiety. If its MAS score is greater than 40, it shows that it is accompanied by serious anxiety. The study conducted a pure English teaching intervention with cognitive psychology for all college students. Before and after the intervention, support vector machine (SVM) was used to group them, and the number of students with different anxiety levels was obtained.

Results: Before and after the pure English teaching intervention from the perspective of cognitive psychology, there was a significant difference in the MAS scores of the college students. See Table 1 for details. It can be seen from Table 1 that before the pure English teaching intervention integrated with cognitive psychology, college students' mas scores were at a high level, indicating that they were accompanied by serious learning anxiety. After the intervention, the MAS score of college students continued to decrease. After 3 months of intervention, the MAS score decreased to about 11.24. This shows that integrating the relevant theories of cognitive psychology into the process of pure English teaching can effectively reduce the MAS score of college students, alleviate their learning anxiety and enhance their language ability at the same time.

Table 1. MAS scores of college students before and after the pure English teaching intervention integrating the relevant theories of cognitive psychology

Scale evaluation time	Average MAS score	Standard deviation	Compared with before intervention	
			<i>t</i>	<i>P</i>
Before pure English teaching intervention	47.19	2.05	-	-
1 month after pure English teaching intervention	38.67	1.89	23.669	0.000
2 months after pure English teaching intervention	26.57	2.11	54.293	0.000
3 months after pure English teaching intervention	11.24	1.95	98.422	0.000

Conclusions: The current situation of pure English teaching in colleges and universities is not optimistic. There are certain influencing factors, including weak English foundation, poor learning enthusiasm and poor interaction in English teaching, which have a great negative impact on college students' English learning and lead to problems such as English learning anxiety and poor language ability. The research takes the relevant knowledge of cognitive psychology as the theoretical support, and applies it to the pure English teaching process in colleges and universities, which greatly reduces the MAS score of the tested college students, and plays a significant positive role in eliminating their learning anxiety and improving their language ability.

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THE ROLE OF CLASSROOM TEACHING IN ALLEVIATING STUDENTS' ENGLISH ANXIETY UNDER THE CONCEPT OF CROSS-CULTURAL THINKING ENGLISH TEACHING

Yuping Wang

Lianyungang Normal College, Lianyungang 222000, China

Background: In the process of global diversified and coordinated development, international exchanges are becoming more and more intensive. In this context, it is very important to understand and appreciate the cultures of different countries or regions. For contemporary youth and students, respecting cultural differences and the world outlook and values of others under different cultural backgrounds is a basic cultural literacy that must be possessed. Therefore, it is necessary to effectively cultivate their cross-cultural thinking ability. Cross cultural thinking ability is a comprehensive ability based on basic skills, including cross-cultural ability, thinking ability and academic language ability. In the theories related to cross-cultural thinking ability, it mainly emphasizes the understanding and respect for the diversity of world cultures. Contemporary youth and students should have critical cultural awareness and cross-cultural empathy, maintain a rational attitude towards all foreign cultures, and neither simply accept them completely nor arbitrarily reject them. The main way to cultivate students' cross-cultural thinking ability is to apply it to the English teaching idea, carry out teaching activities under the cross-cultural thinking English teaching idea, and then relieve their English anxiety on the basis of improving students' English level. Anxiety is a very common psychological negative emotion, which usually germinates from excessive worry about the life safety and future destiny of oneself or relatives and friends, including anxiety, tension, sadness, panic, irritability and other emotional components. Anxiety itself is a normal and frequent emotional reflection of human beings, which can promote their own improvement in different aspects to a certain extent. However, excessive anxiety will have a serious adverse impact on individuals. According to the causes, anxiety can be divided into two types: realistic anxiety and pathological anxiety. The former refers to an individual's emotional response to potential threats or challenges in reality, which will be alleviated or eliminated with the disappearance of threats, and has significant adaptive significance. The latter means that individuals feel nervous or agitated without any realistic basis or specific reasons, usually accompanied by subjective pain or impaired social function. In the process of English learning, students often have different levels of anxiety due to excessive learning pressure and fear of English proficiency tests.

Objective: In view of the increasingly serious problem of students' English anxiety, the research will start from the cross-cultural thinking of English teaching concept, explore the role of classroom teaching in alleviating students' English anxiety, explore effective measures to alleviate students' English anxiety, and ensure students' mental health.

Subjects and methods: A total of 108 English majors were randomly selected from the three universities. The study takes classroom teaching under the concept of cross-cultural speculative English teaching as an intervention means, and carries out a four-month teaching intervention on the tested college students. Using the Beck Anxiety Inventory (BAI) and the Self-rating Anxiety Scale (SAS), this paper evaluates and analyzes college students' English learning anxiety, and explores the English classroom teaching effect before and after integrating the cross-cultural speculative English teaching concept, as well as its relieving effect on students' anxiety. In the evaluation criteria of BAI, the severity of different anxiety symptoms is mainly used as the evaluation index to judge the anxiety status of college students under the effect of the 4-level scoring method, in which 1 means no anxiety, 2 means mild anxiety, 3 means moderate anxiety, and 4 means severe anxiety. Generally, the BAI score less than 45 is regarded as the evaluation standard of no anxiety. SAS measures the frequency of symptoms with the standard of five grades, from "0" to "4", indicating five different anxiety evaluation results from low frequency to high frequency. If SAS score is less than 50, it means no anxiety symptoms. For all data obtained by BAI and SAS, SPSS26.0 software and MATLAB software are used for calculation and analysis.

Results: Table 1 shows the scoring results of the scale of the college students before and after the teaching intervention. According to Table 1, before the teaching intervention, the BAI scores and SAS scores of college students were at a high level, indicating that they were accompanied by serious anxiety. With the continuous implementation of the intervention, the BAI and SAS scores of college students decreased significantly to about 16.57 and 18.04 respectively.

Table 1. Changes of BAI scores and SAS scores of college students before and after teaching intervention

Time	BAI score	SAS score
Before teaching intervention	82.43±5.68	78.27±6.05
10 days after teaching intervention	76.12±6.24*	61.43±6.27*
20 days after teaching intervention	54.79±5.92*	42.59±5.76*
30 days after teaching intervention	31.08±7.04*	28.71±6.18*
40 days after teaching intervention	16.57±6.13*	18.04±7.54*

Note: Compared with before teaching intervention, * $P < 0.05$.

Conclusions: In the process of globalization, English, as an international language, is becoming more and more important. For contemporary college students, having a high level of English is very important for their comprehensive development. However, the current English classroom teaching effect in colleges and universities is not very satisfactory, and most students are accompanied by a certain degree of English anxiety. The research integrates the theory of cross-cultural thinking ability into English classroom teaching, and explores the alleviating effect of classroom teaching on students' English anxiety under the concept of cross-cultural thinking English teaching. The results show that after the teaching intervention under the concept of cross-cultural speculative English, students' BAI scores and SAS scores have been significantly reduced, and students' English anxiety has been significantly improved and relieved.

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OBSTACLES TO THE CONSTRUCTION OF IDEOLOGICAL AND POLITICAL RESOURCE BASE - THE NEGATIVE IMPACT OF VR GAME TECHNOLOGY ON STUDENTS' COGNITIVE PSYCHOLOGY

Xu Zheng

College of Information Engineering, Xizang Minzu University, Xianyang 712082, China

Background: Cognitive psychology is an applied psychology discipline specially used to study people's advanced thinking processes, such as perception, attention, memory, language, etc. Cognitive psychology focuses on the processing of information collected by human senses in the brain and the formation of subsequent thinking. And contrary to the traditional psychological theory, the research scope of cognitive psychology also includes the process that cannot be observed directly, such as reasoning logic based on observed information, information storage and extraction, etc. Cognitive psychology pays more attention to the basic psychological causes of human behavior, but the process from psychological state to behavior cannot be directly observed. Therefore, psychologists can only speculate and verify this process through the information received by the observed object and the generated behavior. Therefore, the research process in this field often needs to add various social experiments to provide data support for speculation, The common experimental methods of cognitive psychology include interview, questionnaire, Delphi, analytic hierarchy process and so on. With the rapid development and maturity of virtual reality technology, more and more programs are applied to higher education. Especially in the ideological and political education, which involves historical and humanistic content, the application space of virtual reality technology is relatively broad. However, the application of virtual reality technology in the construction and teaching of ideological and political resource base will face a variety of difficulties. In particular, virtual reality devices can run virtual reality games, and the desire to play games will hinder students from using devices to learn. Therefore, this study chooses cognitive psychology as the theoretical basis, analyzes the problems existing in the application of virtual reality technology in the construction of ideological and political virtual resource database and teaching application, and tries to put forward some effective solutions.

Subjects and methods: To explore the students' psychological problems faced by applying virtual reality technology to the construction of ideological and political virtual resource database and teaching application. In the first step, this study collected and analyzed a large number of virtual reality education and cognitive psychological therapy published in recent years, and based on this, summarized the core students' psychological problems that will occur when virtual reality technology is applied to the construction of ideological and political virtual resource database and teaching application. Then 180 students who are willing to participate in the experiment and have the experience of using virtual reality equipment are randomly selected as the research objects from an institution of higher learning whose teaching quality is at the midstream level in China. Distribute the same virtual reality teaching equipment to each student, organize teachers to design a set of virtual reality teaching resources for ideological and political education, and require students to watch the teaching resources within a week, but do not force students to watch or urge students to watch. After one week, a one-on-one and half structured interview was conducted with all students to understand their learning situation and obstacles encountered in learning. According to the interview results, the impact of various obstacles on students was scored on a scale of 1-5 five integers. Each integer represents no impact, slight impact, common impact, important impact and significant impact respectively.