which refers to the emotional experience and/or satisfaction of individuals who feel respected, supported and understood in society. Many authors emphasize that the effect of social support is consistent with the degree of perceived support. The perceived social support scale (PSSs) introduced by Blumenthal and compiled by zimet et al. Is a social support scale that emphasizes individual self-understanding and self-feeling. It measures the degree of support perceived by individuals from various social support sources such as family, friends and others, and reflects the total degree of social support felt by individuals with the total score.

Results: The analysis shows that patriotism education for ethnic minority students through self-media is a deep integration of historical development and the characteristics of the times, an important tool for the reunification of the motherland and national unity, and a powerful guarantee based on the nation and facing the world. It is imperative to carry out patriotism education. Secondly, the logic of minority students’ patriotism can be divided into three dimensions: cognition, emotion and action, which are interdependent and mutually reinforcing. The results showed that the promotion degree of patriotism education was positively correlated with ethnic areas, but there was no statistical significance (P > 0.05). Among the students’ psychological anxiety, debilitating anxiety dominated, and the results were statistically significant (P < 0.01). This means that weak anxiety can be used as an indicator of changes in patriotism.

Conclusion: according to the characteristics of the we media era and the characteristics of ethnic minorities, carrying out patriotism education is of great significance to the reunification and prosperity of the motherland, coping with national hot issues and realizing the “Chinese dream”. Combined with the patriotic psychological logical structure of “cognition emotion action”, this paper constructs a three-tier structure of “socialist core values - Network Security - Network Morality” from the content; Formally, we can establish a progressive model of “loving ourselves, the people, the country, the society and the country”; In terms of institutional mechanism, we can build a multi-level structure of “school school department class”. However, the current research results emphasize the logic of theory and practice, and reveal the law in combination with the characteristics of the we media era. The improvement of subjective well-being of ethnic minorities still has certain limitations, which can consolidate their patriotic mentality and long-term persistence. It plays a positive role in regulating the patriotism of the whole society.

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ANALYSIS AND INTERNATIONAL COMPARISON OF THE CHANGE OF PATRIOTIC EDUCATION EMOTION AND BEHAVIOR IN THE ERA OF SELF MEDIA
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Background: In modern society, the self-media era brought by the rapid development of the Internet provides a new way for the construction of the psychological environment of patriotism education, which is widely favored by psychological researchers. At the same time, due to its regularity, universality and flexibility, as well as the in-depth development of globalization, the psychological environment construction of patriotism education has become more complex, changeable and difficult to control, which is particularly obvious in the positions and views of specific cases based on the cultural differences between China and the West. The primary problem of constructing the psychological environment of patriotism education is to find out the differences between Chinese and Western patriotism education and further explore the feasible ways to construct the psychological environment of patriotism education. How to carry out patriotism education in the context of globalization will become useful from the perspective of emotional and behavioral changes.

Research Objects and Methods: Using the method of literature research and taking Western patriotism education as the comparative object, this study makes a multi-dimensional and multi-dimensional comparative study on the characteristics of Chinese patriotism education, including the importance, main contents, development scope, cultural background, methods and approaches of patriotism education, as well as the main psychological concepts, and analyzes the similarities and differences between Chinese and Western patriotism education. This paper also uses Hill & bale's mental health locus of control scale. MHLC measures people's evaluation of the treatment effect from two poles. One pole reflects the patient's view of being responsible for the curative effect, that is, internal control, and the other pole reflects the role of the healer, that is, external control. MHLC is a self-assessment scale with 22 items and 6 insertion questions (no score). The original version included 61 items, which were tested in college students and simplified into the current scale through statistical processing. The scale is scored on a 6-point scale. 6 points represent the most external control and 1 point represents extreme internal control. In this way, the score range of the scale is between 22 (external internal control) and 132 (extreme external control).

Results: the analysis shows that there are similarities between China and the West in patriotism education, which is mainly reflected in that both sides attach great importance to education and put education in the forefront of civic education. Civic education widely runs through the life of citizens. This difference is mainly reflected in the differences in the setting of mainstream values and basic contents caused by cultural background, which leads to great differences in the importance of civic thought and educational methods. Therefore, the psychological concepts of Chinese and Western patriotic education show great differences in practice, mainly in the conflict of three psychological concepts: collectivism and individualism, national unity and enterprising priority, explicit education and implicit education. The results also show that emotional coping plays a mediating role and psychological elasticity plays a regulatory role. The mediating effect of life events on anxiety through emotional coping is regulated by psychological elasticity. That is, the higher the psychological elasticity, adjust the impact of life events on anxiety through coping style, so as to reduce anxiety; On the contrary, the lower the level of psychological elasticity, adjust the impact of life events on anxiety through coping style, and increase its impact.

Conclusion: In the face of such complex differences and conflicts, according to the characteristics of the we media era, we must create a psychological environment for patriotism education according to the national history and culture and the current problems to be solved. Therefore, we must effectively deal with all kinds of new problems and challenges brought by the complex and changeable national network environment. Exploring this path from three aspects has important theoretical reference significance for constructing the psychological environment of patriotism education: paying attention to the construction of network patriotism platform, innovating the content and activities of patriotism education in the era of self media, and strengthening the guidance of public
opinion on the network platform of self media. The results of this study are committed to thinking about the construction of the psychological environment of patriotism education in the era of self media from a comparative perspective, emphasizing the importance of its construction, and improving its construction efficiency through more empirical research. Strengthen active patriotic education, carry out targeted patriotic education, correctly guide patriotism and guide them to carry out relevant activities according to their own advantages and characteristics.

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### THE EFFECT OF MIXED TEACHING MODE BASED ON NETWORK OPEN COURSE AND INTELLIGENT TEACHING PLATFORM ON ALLEVIATING STUDENTS’ PSYCHOLOGICAL ANXIETY

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**Background:** The rapid rise of various new online open courses has brought new opportunities and challenges to China's higher education teaching and teaching management. Classroom teaching in Colleges and universities is the core of the whole teaching activities, which undertakes the important educational objectives of shaping group personality value, cultivating group ability and imparting knowledge. Therefore, how to stimulate the group’s interest in classroom teaching has become an urgent problem for college graduates. Under the background of the current “Internet +” era and the construction of “double first-class” universities, how to maximize the use of online open courses to serve the curriculum reform and innovation of colleges and universities, and solve the dilemma of current college education and teaching innovation, has become a new issue facing higher education.

**Topics and Methods:** Using modern information technology and integrating online and offline resources will be the trend of higher education teaching reform in the future. A large number of open online courses and related platforms promote the development of various information-based teaching methods, are impacting and affecting the classroom teaching in Colleges and universities, and have a far-reaching impact on the teaching reform and innovation in Colleges and universities. This paper makes full use of all kinds of network open curriculum resources and combined with lightweight intelligent teaching platform, and puts forward a hybrid teaching mode based on network open curriculum and intelligent teaching platform. At the same time, it discusses how to alleviate students' anxiety and depression. The center for flow regulation Depression Scale (CES-D) was used to evaluate the individual's depression level in the last week. There are 20 items in the questionnaire. Likert's 4-point score is adopted. 0 represents "occasionally or none", 1 represents "sometimes", 2 represents "often or half the time", and 3 represents "most of the time or duration". Four of them are reverse scoring. The total score of the questionnaire is the sum of each item. The greater the total score, the higher the individual's depression level. In the current study, Cronbach's α Is. 83. In this study, the delineation score of CES-D suggested by the latest research was used to screen adolescents without depression, subthreshold depressed depression, and depressed adolescents with the central depression scale (CES-D), and interviewed 634 of them with a total score of CES-D ≥ 20 on the clinical diagnosis of affective disorder and schizophrenia (K-SADS) in school-age children, so as to examine the demarcation score and validity of screening all adolescents with depressive disorder (including mild depressive disorder and depression) with CES-D. The results showed that the total score of CES-D ≥ 24 and ≥ 29 were the best demarcation scores for screening all depressive disorders and depression, with sensitivity of 97% ~ 94%, specificity of 74% ~ 79%, positive predictive value of 30% ~ 21%, and area under receiver operating characteristic (ROC) curve (AUC) of. 88 ~. 91. Because this study not only has the advantages of large sample size and strong timeliness, but also the relevant results have direct reference value for this study, adolescents with CES-D total score < 24 are screened as non depressed adolescents, adolescents with 24 ≤ CES-D total score < 29 are screened as subthreshold depressed adolescents, and adolescents with CES-D total score ≥ 29 are screened as depressed adolescents.

**Results:** The teaching mode can push the teaching materials into the hands of students, record the whole process of teaching data, realize the digital management of the whole process of teaching, and adjust the teaching strategy in time. The teaching mode proposed in this paper can make the evaluation of students' learning process more comprehensive, accurate and objective. The traditional student evaluation process is usually carried out through classroom attendance, classroom performance and group submission of homework. This method has strong subjectivity and low quality of students' homework. At the same time, it is difficult to make a comprehensive and accurate evaluation of students. From the perspective of teaching effect, students' anxiety is negatively correlated with their grades. The simple effect analysis of the interaction between the subject group and the strategy type found that the subject group was in the cognitive reappraisal (f (2, 763) = 9.72, P < .001, η² = .03), cognitive immersion (f (2, 763) = 17.67, P < .001, η² = .04), expression inhibition (f (2, 763) = 5.63, P < .01, η² = .02) and expression catharsis (f (2, 763) = 3.96, P < .05, η² = .01). After comparison, it was found that for cognitive reappraisal, non depressed adolescents were significantly higher than subthreshold depressed adolescents (P < .05) and depressed adolescents (P < .001), but there was no significant difference between subthreshold depressed adolescents and depressed adolescents (P > .05); For cognitive immersion, non depressed adolescents were significantly lower than subthreshold depressed adolescents (P < .01) and depressed adolescents (P < .001). However, there was no significant difference between subthreshold depressed adolescents and depressed adolescents (P > .05); For expression inhibition, there was no significant difference between non depressed adolescents and subthreshold depressed adolescents (P > .05), and non depressed adolescents were significantly lower than depressed adolescents (P < .01), but there was no significant difference between subthreshold depressed adolescents and depressed adolescents (P > .05); For expression catharsis, non depressed adolescents were significantly lower than subthreshold depressed adolescents (P < .05) and depressed adolescents (P < .05), but there was no significant difference between subthreshold depressed adolescents and depressed adolescents (P > .05).

**Conclusion:** Through the practice of specific courses, the results show that the teaching model can effectively mobilize students' learning interest and improve the teaching effect and efficiency. As an important breakthrough in the reform of higher education in the future, online open curriculum can reconstruct the service mode of higher education, improve students' autonomous learning ability and cultivate students' ability to adapt to the new era of...