

**Table 1.** Students' preference for traditional music

Group	Before experiment	After the experiment
Experience group	1	3
Control group	1	2

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## ANALYSIS OF THE EFFECT OF SKILLED LANGUAGE COMMUNICATION ON STUDENTS' ANXIETY IN FOREIGN LANGUAGE TEACHING

Qing Zang

*School of Foreign Studies, Nanjing University of Posts and Telecommunications, Nanjing 210023, China*

**Background:** Anxiety is a word that appears frequently in the field of psychology. Anxiety can generally refer to a vague and unpleasant emotional state, which is characterized by anxiety, fear, distress and uneasiness. Anxiety is different from fear, because anxiety often has no object, and fear has specific frightening objects, such as people or things. In learning theory, this term is used to refer to a secondary (or conditional) internal drive that drives people to make avoidance response. Anxiety arises from excessive and uncontrollable stimulation, which is caused by the accumulation of tension for a certain period of time. Anxiety is different from tension. It is the result of long-term inhibition. When tension accumulates in some people for a certain time and breaks through a critical point, anxiety arises. Anxiety not only has its conditions, but also a process. This process varies in length, varies from person to person and from matter to matter, and is restricted by various internal and external conditions or various factors. Generally speaking, when people are nervous about something, they will be repeatedly entangled by the factor and focus on the thing and make various imagination and assumptions. Once this degree of focus is continuously enhanced due to the failure of various strategies and breaks through the critical point, anxiety is formed. Anxiety is usually manifested in negative emotions such as self-doubt, anxiety and tension. Language anxiety is a unique and complex psychological phenomenon in language learning. Anxiety in language learning mainly refers to the fear or anxiety of learners when they need to express in a foreign language or a second language. There are many reasons for anxiety: Competition can lead to language learners' anxiety. When language learners compare themselves with their ideal self or others, they may feel anxiety. Classroom activities or teaching methods may also be the inducement of learners' anxiety. The interaction between teachers and students in class may lead to students' strong anxiety. Language tests can also trigger anxiety.

**Objective:** Oral English is not only a kind of thinking creation and social interaction, but also a kind of psychological cognitive activity. Due to various reasons, some college students often have varying degrees of anxiety in oral English learning. How to treat this problem objectively and realistically, find out the reasons, find skills and strive to overcome college students' anxiety in oral English learning is an important problem in oral English teaching.

**Subjects and methods:** 200 students in a school were selected to fill in the questionnaire survey. A total of 200 questionnaires were distributed and 185 were recovered, with a recovery rate of 92.5%. If more than one item in the recovered questionnaire is missed or all items are one answer, they will be eliminated as waste papers. Finally, 173 valid questionnaires will be recovered, and the effective rate of the questionnaire is 86.5%. The content of the questionnaire is mainly multiple-choice questions, supplemented by question-and-answer questions. It mainly involves how students view the importance of oral English, their confidence in oral English learning, what reasons affect their oral English expression, the proportion of actively answering questions in class, etc. SPSS 18.0 software was used to count the questionnaire survey results.

**Results:** According to the statistics on the causes of students' oral English learning anxiety, it is found that there are three main points: the psychology of shyness and fear of mistakes, the influence of cultural differences and the influence of language environment. The statistical data are shown in Table 1.

Due to the lack of cultural background knowledge, students worry about errors caused by improper oral English expression, which will also produce anxiety. In the questionnaire survey, 40% of the students thought that they did not know much about the thinking habits, expression methods and usages of English-speaking countries, so that they could not express freely like Chinese. Therefore, they were worried about being laughed at due to mistakes in cultural differences. It can be seen that anxiety, tension and lack of self-confidence directly affect their language learning effect.

In class, 78.3% of the students are unwilling to take the initiative to participate in classroom communication.

Among the students who dare not express themselves in English, 62.4% answer because they are worried about pronunciation and expression errors. They are afraid of being laughed at by others for pronunciation and expression errors, which leads to low evaluation by other students and teachers. Therefore, they feel nervous and anxious when facing English teachers and the whole class speaking English. It is found that students' oral English level is uneven. Some students speak English with a strong local accent, which affects their enthusiasm and initiative to speak English boldly. The survey results show that 86% of students say that if they find themselves worse than others when compared with their classmates, they will lack self-confidence and produce anxiety. On the contrary, when you find that your language expression ability increases, the degree of anxiety will decrease.

**Table 1.** Statistics on the causes of students' anxiety in oral English learning

Reason	Shyness and fear of mistakes	Cultural difference	Language environment
Number of people (proportion/%)	167(83.27)	154(77.21)	185(92.32)

**Conclusions:** College oral English teaching should pay attention to the negative impact of language anxiety on students' oral communication. Teachers should take positive measures to eliminate their psychological obstacles in time. In the teaching process, teachers should pay attention to students' individual differences and emotional factors, communicate with students more, pay attention to updating the teaching mode, changing teachers' role, creating a good language environment, enhancing students' self-confidence in speaking English, eliminating language learning anxiety to the greatest extent, so that students can be in a relaxed and pleasant real language learning environment, relax physically and mentally and learn effectively.

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## THE EFFECT OF YAJI MUSIC ON THE RELEASE OF EMOTIONAL STRESS

Haimeng Li & Sha Han

*Colloge of Music, Hubei Normal University, Huangshi 435002, China*

**Background:** The so-called "elegant gathering" simply refers to the gathering of ancient literati and refined scholars for recreational activities related to Literature and art. Those beautiful things often get a high-density and dramatic presentation in such elegant collections. Anxiety is considered to be a stress response to biology in the face of danger. Anxiety is a complex emotional state, which shows various forms, such as fear, uneasiness, uneasiness and so on. In most cases, under the pressure of pressure, it will bring people a sense of incompleteness and insecurity. It is people's dissatisfaction with the current situation, confusion about the future and a sense of out of control of self-consciousness and external conditions. Anxiety is an innate emotion. Moderate anxiety can help us deal with emergencies. However, because anxiety is an emotional state with negative emotional factors, excessive anxiety will become an obstacle to personal behavior. Long term anxiety will affect our mental health. From the perspective of psychoanalysis, anxiety caused by emotional stress is a discomfort in a decentralized state. These depressed negative emotions will seriously affect people's quality of life and can cause a variety of physical diseases, such as physical performance, psychomotor anxiety and pathological anxiety. People with severe anxiety will also feel some kind of disaster and even a sense of near death. These people with anxiety are often accompanied by depressive symptoms, long-term depression, pleasure and lack of interest. And emotional instability, irritable, often quarrel with people, dissatisfied with anything. These problems have seriously affected people's daily life and reduced people's living standards. Therefore, it is urgent to reduce and ease people's negative emotions of anxiety. Whether we can use the music therapy technology of Yaji music circle to alleviate people's anxiety and negative emotions needs further research.

**Objective:** In the intervention of music group activities, people's thinking and psychology have changed a lot, and the pressure accumulated in their hearts has been released, making them feel that life is better. This has played a positive role in promoting the future development, so that they can better release their inner pressure in the future.

**Subjects and methods:** Fifty social groups of different ages, genders and occupations were randomly selected. Through the investigation of these 50 researchers and experimenters, this paper analyzes their problems in psychological pressure, emotional expression and interpersonal communication, so as to carry out music group activities. Music group activities are generally held once a week at the beginning, and then