

concept, actively explore new modes and effective ways to practice innovation and entrepreneurship education, deepen the reform and construction of professional education, and build innovation and entrepreneurship theoretical education, practical training. The innovation and entrepreneurship education ecosystem with guidance services as the main content has formed a talent training pattern that strives to give everyone a chance to shine in life. In the process of entrepreneurship and innovation practice education, it has realized the integration of thematic education such as vocational outlook education and employment education with entrepreneurship and innovation education, expanded the quality education platform with higher vocational characteristics, met the needs of the times for talent innovation quality, played a positive guiding role in students' innovation practice, ignited students' innovation consciousness, cultivated students' innovation spirit training students' innovative ability, encouraging students' innovative action, improving students' innovative quality and promoting students' all-round development have achieved remarkable results, so as to alleviate the symptoms of college students' employment anxiety.

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THE PERFORMANCE AND SOLUTION STRATEGIES OF ANXIETY DISORDER IN MUSIC EDUCATION IN COLLEGES AND UNIVERSITIES

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Background: Anxiety refers to the frustration of self-esteem and self-confidence, or the increase of sense of failure and guilt due to people's inability to achieve goals or overcome the threat of obstacles, forming an emotional state of tension and fear. Because only experienced people can directly evaluate the intensity of anxiety state, researchers must have an indirect way to evaluate his phenomenon and physiological characteristics. Competition in various fields has become a current social phenomenon. People are under increasing psychological pressure, especially the mental health problems of college students are on the rise, and the social psychology of anxiety is particularly prominent. How to reduce or eliminate the level of anxiety has been related to the physical and mental health of college students. Anxiety disorder in music learning is mainly the emotional disorder produced by students in the process of learning music. If they fail to make adjustment in time, students' self-esteem and self-confidence will be affected, and their sense of guilt will increase sharply. In the long run, there will be a nervous and even fear of learning, which will also bring great obstacles to our later music learning. Learning anxiety has a significant negative effect on music learning. The survey found that in music learning activities, students with anxiety rarely take the initiative to answer questions, have low participation in classroom learning activities, and even avoid learning. Generally speaking, there are three main manifestations of music learning anxiety: First, communication fear. It is mainly manifested in the fear of facing each other, panic, blushing and excessive prudence. The second is congenital absence of musical cells and pentatonic insufficiency. Whenever you practice alone, you will be worried and nervous. The third is negative evaluation fear. Students with such anxiety often don't like to open their mouth, are afraid of singing wrong, and consciously avoid answering questions.

Objective: Paying attention to the understanding and application of knowledge, changing learning concepts in time, and learning to summarize and summarize can effectively improve the level of music. In addition, language learning is not a day's work. It is a relatively slow learning process, which is an important reason why we are prone to anxiety. This is precisely because the students have no clear and specific goals. Over time, they lose the motivation of self-discipline. Because people are equal, and no one is perfect. The lack of music may have a lot of room for development in other arts. In order to alleviate the performance of anxiety students in music education in colleges and universities, we must fundamentally study their psychology, know what they think and fear, and enlighten and help them.

Subjects and methods: 80 students with anxiety disorder in a school were selected as the research object. The subjects were randomly divided into 40 in the experimental group and 40 in the control group. Except for demographic variables, there was no significant difference in emotion regulation ability, executive function, emotion and anxiety at baseline. Before the test, inform the experimenter of the test content and purpose, remind them of the right to withdraw freely at any time, and start the test after signing the informed consent.

Study design: The experimental group conducted music education and teaching methods under the application of psychological knowledge, conducted sufficient interaction and communication with students, and conducted teaching according to students' psychological needs. 3-4 times a week for 30 minutes. During this period, there are professional teachers for guidance. The control group was taught in the traditional

music teaching mode. Teachers should treat the two groups of students equally in teaching. The overall test time is 1 month.

Methods: The anxiety status of the two groups of college students after one month was detected by self-rating anxiety scale, and the data were statistically analyzed by SPSS 18.0 and excel.

Results: After one month's test, the statistical results are shown in Table 1.

Table 1. Comparison of partial anxiety status / number of people in the two groups before and after the test

Group	Before and after the experiment	No anxiety	Mild anxiety	Moderate anxiety	Severe anxiety
Test group	Before the experiment	0	12	22	6
	After the experiment	20	16	4	0
Control group	Before the experiment	0	18	21	1
	After the experiment	6	6	27	1

It can be seen from Table 1 that after one month of music teaching based on psychology, the anxiety status of college students in the experimental group has been significantly alleviated, the students with severe anxiety have changed to severe anxiety or mild anxiety, and the students with moderate anxiety have changed to mild anxiety or even no anxiety, indicating that the innovative music teaching can effectively intervene the anxiety status of college students. The students in the control group did not get good anxiety. Although some students turned into non anxiety, the students with moderate anxiety increased instead of decreased, indicating that the psychological anxiety of college students is difficult to alleviate by themselves without intervention.

Conclusions: Based on the great pressure of contemporary college students, schools and parents should pay attention to the psychological state of college students and carry out psychological intervention or guidance in time to avoid the excessive psychological burden of college students and aggravate the anxiety state. Music is suitable for college students to relieve anxiety. Colleges and universities can incorporate music and other courses that can regulate college students' psychological anxiety into the teaching of mental health centers, psychological associations and music majors, so as to strengthen students' ability to master the awareness and regulation of self-emotion.

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THE MANIFESTATIONS AND SOLUTIONS OF ANXIETY DISORDER IN COLLEGE ENGLISH TEACHING

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Background: Anxiety disorder in English learning is mainly the emotional disorder produced by students in the process of learning English. If they fail to make adjustment in time, students' self-esteem and self-confidence will be affected, and their sense of guilt will increase sharply. In the long run, there will be a kind of anxiety and even fear of learning, which will also bring great obstacles to our later English learning. Learning anxiety has a significant negative effect on English learning. The survey found that in English learning activities, students with anxiety rarely take the initiative to answer questions, have low participation in classroom learning activities, and even avoid learning. When facing teachers' questions, such students often show a high sense of tension, sweat, and sometimes their heart beats faster. It is easy to forget the knowledge they have mastered. Learning anxiety can also lead to individuals' lack of self-confidence, believing that they have many weaknesses and have a low probability of success, resulting in their inability to concentrate in learning, and then weaken the effectiveness and ability to master the language. Generally speaking, there are three main manifestations of English learning anxiety: First, communicative fear. It is mainly manifested in the fear of facing each other, panic, blushing and excessive prudence. Sometimes there is a situation that you can't speak or can't pronounce, or you are at a loss due to the interruption of expression. The second is test anxiety. The outstanding performance is that the attention cannot be focused on the teaching content, the thinking cannot be effectively controlled, and there will be worry and nervous mood every exam. The third is negative evaluation fear. Students with such anxiety often do not like to speak English, dare not open their mouth to read English, are afraid of answering wrong teachers' questions, and consciously avoid