

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

answering questions.

Objective: Pay attention to the understanding and application of knowledge, pay attention to changing learning concepts in time, and learn to summarize and summarize, which can effectively improve performance. 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. Based on this, psychological knowledge should be applied in English teaching. Through the understanding of students' psychology, psychological counseling and targeted teaching should be carried out for students according to the causes of students' anxiety. Teachers not only use their own psychological knowledge, but also popularize psychological common sense to students, turn the teacher-student relationship between students and teachers into a friend relationship, so that students no longer fear teachers, and understand that sometimes teachers' criticism and criticism are only out of the concern of friends, but also to urge students to make progress. Therefore, in the face of teachers' questions, students should respond positively and express their views bravely, which will be more conducive to the improvement of students' learning ability. And a person's growth and development are inseparable from interpersonal communication. We should understand the significance of interpersonal communication and know that establishing a good interpersonal relationship can stabilize emotions, which is conducive to the healthy growth of individuals.

Subjects and methods: As college students are the basis of contemporary talent training, colleges and universities are the main place for talent training, and shoulder the responsibility of training students to master corresponding knowledge and skills. In order to alleviate the phenomenon of anxiety disorder among students in higher English education, this study analyzes the performance of anxiety disorder among college students in English teaching based on psychology.

Study design: 120 students with anxiety disorder in a school were selected as the research object. The subjects were randomly divided into 60 in the experimental group and 60 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 subjects 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.

The experimental group conducted English education and teaching under the applied psychological knowledge, 2-4 times a week, each time for one class hour. During this period, there are professional teachers for guidance. The control group was taught in the traditional English teaching mode. Teachers should treat the two groups of students equally in teaching. The overall test time is 3 months.

Methods: The anxiety status of the two groups of college students after 3 months was detected by self-rating anxiety scale, and the data were statistically analyzed by SPSS 18.0 and excel.

Results: The statistical results obtained through the three-month test of this study are shown in Table 1.

It can be seen from Table 1 that after three months of English major 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 English major 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.

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	18	30	12
	After the experiment	26	24	10	0
Control group	Before the experiment	0	24	28	4
	After the experiment	10	10	34	3

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 excessive psychological burden and aggravation of anxiety.

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THE INFLUENCE OF DEPRESSION ON TOURISM CONSUMER BEHAVIOR

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Background: The development of urbanization has led to rapid population agglomeration, great changes in the natural environment, the continuous acceleration of people's pace of life, and the aggravation of mental health problems such as anxiety, insomnia and depression related to mental stress. Depression is one of the most common psychological diseases, which is characterized by continuous, long-term and lasting bad mood. It is the main type of psychological diseases. Emotion is a kind of emotion or emotion different from cognition or will. It is in constant change, including psychological and physiological changes. Clinically, it can be seen that the mood is bad and the reality is unhappy. The mood has been depressed for a long time. From the beginning to the end, it is extremely sad. It has low self-esteem, depression, pessimism, even despair and pessimism. Finally, it has suicide attempts and behaviors. Suffering from somatic pain, chest tightness and shortness of breath, I just want to lie in bed all day and don't want to move anything. There is obvious anxiety. More serious cases have schizophrenia symptoms such as hallucination, victim delusion and dual personality. So far, the etiology of depression is not very clear, but it is certain that many biological, psychological and social factors are involved in the pathogenesis of depression. Biological factors mainly involve heredity, neuro biochemistry, neuroendocrine, nerve regeneration and so on. Psychological predisposing qualities closely related to depression are pre disease personality characteristics, such as depressive temperament. Experiencing stressful life events in adulthood is an important trigger condition for the occurrence of clinically significant depressive episodes. However, the above factors do not play a role alone. It is emphasized that the interaction between genetics and environmental or stress factors, as well as the time point of this interaction, has an important impact on the occurrence of depression. For patients with depressive episode with obvious psychosocial factors, psychotherapy is often combined with drug treatment. The commonly used psychotherapy methods include supportive psychotherapy, cognitive behavioral therapy, interpersonal therapy, marriage and family therapy, psychodynamic therapy and so on. It was found that 75% - 80% of patients with depression relapsed many times, so patients with depression need preventive treatment. Attack more than 3 times should be long-term treatment, or even lifelong medication. Those who maintain a large dose of therapeutic drugs believe that it should be the same as the therapeutic dose, and regular outpatient follow-up observation should be carried out. Psychotherapy and social support system also play a very important role in preventing the recurrence of the disease. We should relieve or reduce the excessive psychological burden and pressure of patients as much as possible, help patients solve practical difficulties and problems in life and work, improve patients' coping ability, and actively create a good environment for them to prevent recurrence.

Objective: There are many emotional factors affecting tourism consumer behavior. The existing research mainly focuses on the following aspects: First, individual factors. Second, environmental factors. Third, cultural factors. Fourth, product factors. The impact of individual differences on consumers' emotions is self-evident. For the same consumption event, different consumers will have different emotional reactions. For example, young people are more likely to show anger and more intense aversion than older people, and women are affected by emotions longer than men. Environment mainly refers to the consumption environment, including color, light, sound and product display, as well as the service speed and service attitude of service personnel. These stimulating factors will affect consumers' emotional response and purchase behavior. Cultural differences affect consumers' emotions and emotional expression.

Subjects and methods: Grasping the emotion of tourism consumers will help us understand consumer behavior. Starting from the emotional factors affecting the behavior of tourism consumers, this study not only understands the psychological needs of tourism consumers' behavior, but also makes trust countermeasures to avoid depression.

Study design: Using the interview analysis method, 50 tourism consumers were interviewed to understand the psychological needs of tourism consumers and find out the factors affecting the depression of tourism consumers. The visit time is about 15 -25 mins.

Methods: Excel was used to calculate the effect of depression on tourism consumer behavior.

Results: To analyze and study the impact of depression on tourism consumer behavior, we must first understand the factors that affect tourism consumer behavior.