

play an intermediary role in the relationship between participation in Innovation and Entrepreneurship Training Program, teacher innovation support, and innovative quality. As a cognitive resource and psychological resource of individuals, innovative self-efficacy could affect individual behavior, and the results had a serious impact. So, for college students, innovation self-efficacy determined whether participating in the program has the ability to participate. The higher the sense of effectiveness, the more confident you would be able to complete the project, so you could actively accept the knowledge brought by Innovation and Entrepreneurship Training Program, actively provided new ideas, and better improved your innovation ability.

Conclusion: Through descriptive statistics on the results of the questionnaire, it was found that the depth of college students' participation in Innovation and Entrepreneurship Training Program needs to be improved. Secondly, through regression analyzed, it was found that the program participation and teacher innovation support had a significant positive impact on the innovation quality and innovation self-efficacy of college students, and the innovation self-efficacy played an intermediary role in the above process. Further research on the mediating role of innovative self-efficacy found that innovative self-efficacy only played a completely mediating role between the participation breadth of the program and the quality of innovation, and played a part of the mediating role in the relationship between other variables. Based on this research, from the perspective of management psychology, the cultivation of innovative students should focus on improving their innovative self-efficacy, because high innovative self-efficacy could bring higher beliefs that could promote their success, and ensuring students' innovative communication and learning of innovative knowledge, and indirectly promoting the improvement of college students' innovative quality. The relevant conclusions obtained in this research provided a basis and focused for the cultivation of innovative students in colleges and universities.

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THE MANIFESTATIONS AND SOLUTIONS OF ANXIETY DISORDER IN HIGHER ENGLISH EDUCATION

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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 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. Students' 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 changing the learning concept in time, pay attention to the understanding and application of knowledge, and learn to summarize and summarize, which can effectively improve the 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. Because people are equal, and the relationship between teachers and students is also an equal and democratic relationship. Students should not be afraid of teachers. They should regard teachers as their friends. At the same time, they should also understand that sometimes teachers' criticism and accusations are only 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: Colleges and universities are the main position for cultivating talents and shoulder the responsibility of cultivating students to master corresponding knowledge and skills. In order to alleviate the phenomenon of anxiety in higher English education, we must find scientific and reasonable strategies to improve English learning anxiety.

Study design: 500 students in a school were selected to fill in the questionnaire survey. A total of 500 questionnaires were distributed and 487 were recovered, with a recovery rate of 97.4%. 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, 473 valid questionnaires will be recovered, and the effective rate of the questionnaire is 94.6%. The questionnaire is mainly composed of multiple-choice questions, supplemented by question-and-answer questions. The survey is mainly carried out from four aspects: First, change learning ideas and optimize learning strategies. Second, clarify the purpose and responsibility and master the learning law. Third, overcome the barriers of inferiority and establish self-confidence in learning. Fourth, pay attention to interpersonal communication, maintain an optimistic attitude, and issue questionnaires to make statistics on the effect of anxiety in innovation and entrepreneurship education in Colleges and universities. Use Excel to count the survey results.

Results: In this survey, the effect values of specific factors are quantified in five grades from 1 to 5. 1 means no effect, 2 means slight effect, 3 means average effect, 4 means obvious effect and 5 means significant effect. In order to reduce the large error caused by personal subjectivity in the evaluation, the evaluation values of 500 students are taken as the average and the results are rounded, the specific statistical table is shown in Table 1.

Table 1. Performance of anxiety disorder in higher English education and the effect of research on solving strategies

Factor	Change ideas	Clear objectives	Build confidence	Keep an optimistic attitude
Student	5	4	4	5

Conclusions: In order to adapt to the learning environment in colleges and universities, it is inevitable for students to have anxiety in English learning. Based on psychology, through the understanding of students' anxiety psychology, change students' learning concept, clarify students' learning objectives, establish students' self-confidence, and make students maintain a positive and optimistic learning attitude. The survey shows that through the above changes, college students gradually overcome the psychological obstacles in English learning and alleviate the symptoms of anxiety in higher English education.

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THE ADJUVANT EFFECT OF RURAL TOURISM ON PATIENTS WITH AFFECTIVE DISORDER

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