

questionnaire survey. Epidemiological follow-up method was used to conduct baseline questionnaire survey. The general information questionnaire includes gender, age, nationality, type of work, education, marriage, smoking, drinking, sleep, housing, diet, smoking, drinking, emotion, stress, friends, communication, future and mental health. Psychological questionnaire includes anxiety and depression scale. The subjects filled in the questionnaire themselves, and psychological professionals scored the questionnaire. 1000 workers were divided into intervention group and control group. The intervention group used lectures on mental health, happiness knowledge, methods to reduce anxiety and depression, enterprises provided social support intervention, established psychological assistance stations for individuals, organized group psychological guidance, group discussion, etc. General population: conduct mental health counseling lectures twice a month and group discussions twice a month for 6 months. Key groups: mainly psychological counselors, supplemented by mental health counseling lectures and group discussions, twice a month. The control group did not take any psychological intervention measures, and its natural changes were observed.

**Methods:** Epidata3.1 software was used to establish the database, and SPSS13.0 software package was used for statistical processing. Statistics are based on the anxiety and satisfaction of power monitoring system staff under psychological intervention.

**Results:** The satisfaction results of the two groups of staff are shown in Table 1. Among the staff of the intervention group, they were satisfied or average with this method, and none were dissatisfied. In the control group, about one third of the staff are not satisfied with the results of the traditional model, and only one quarter of the staff are satisfied.

**Table 1.** Satisfaction results of two groups of students

	Dissatisfied	Commonly	Satisfied
Experience group	0	26	74
Control group	29	46	25

**Conclusions:** Living conditions, friends and communication styles are all related to anxiety and depression. The anxiety and depression standards of self-owned housing, many friends and power supply professionals who are good at communication are low. Therefore, functional community units should actively care about the mental health of professional people, hold various recreational and sports activities, and promote the communication and exchange of employees. Conditional units can also set up decompression rooms, equip psychological counselors, and regularly hold mental health lectures to alleviate individual psychological pressure and eliminate psychological obstacles. The results of this study show that after the establishment of psychological assistance stations in functional communities, through the psychological intervention of doctors and psychological counselors, the scores of anxieties and depression of professional people in the intervention group are significantly lower than those before the intervention and the control group. Psychological intervention is effective. It can identify the anxiety and depression of professional people, alleviate individual psychological pressure and eliminate individual psychological obstacles. It has an important impact on reducing the harm of depression to the physical and mental health of professional people and improving mental health.

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## A STUDY OF AFFECTIVE DISORDER FACTORS IN ENGLISH TRANSLATION

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**Background:** English and Chinese have certain differences in expression forms. Therefore, in the process of translation, we must focus on cultural differences, understand the negative effects brought by cultural atmosphere and social background, and pay attention to the important emotions and scenes in the process of language communication. Only in this way can we ensure the effect of translation. For most non-English majors, affective factors cause many obstacles to students' translation. If teachers and students can understand these affective factors, they can guide college English translation and improve the translation effect. The "affective obstacles" of English translation seriously restrict the effect of students' English translation, which has attracted the attention of psycholinguistics and English teaching. The factors affecting affective disorder are: value cognition deviation, power, translator's temperament and personality,

traumatic emotional experience, the negative transfer of Chinese acquisition to English, China's current education system, etc. We can help students overcome the emotional barriers in English translation and improve the efficiency of English translation from four aspects: strengthening the education of internal translation motivation and cultivating translators' interest in English. Shaping the translator's healthy personality and cultivating the translator's good character. Establish an equal relationship between teachers and students and teach teachers "good teaching". Reform the current education management system and establish appropriate evaluation methods. Affective disorder in English learning refers to the destruction of the law of English learners' emotional activities, the disorder of attitude in the process of English learning, and the emotional state of negative feelings, feelings, emotions and attitudes that hinder the smooth progress of cognitive acquisition. Usually, the emotional activities of normal people are coordinated with other psychological activities. Once emotional activity fails, it can cause obstacles to other activity processes. When a person is in a state of excitement, self-confidence and has a clear learning goal, his learning potential will be brought into full play and his efficiency will be very high. On the contrary, negative emotions such as anxiety, excessive self-protection and low interest. The disharmonious relationship between teachers and students will affect, or even seriously affect, the efficiency of English acquisition. In English learning, affective disorder is manifested in the following aspects. Anxiety inhibition, inferiority, indifference, external motivation and fear of teachers. Anxiety is largely related to learners' past experiences, especially the personal injuries suffered by learners and the negative evaluations of people around them. Inferiority complex is a psychological phenomenon. It refers to an emotional experience that individuals underestimate their ability in the process of learning and have experienced failure. It makes people depressed, lose confidence, do not want to make progress, and will cause individual emotional depression and psychological instability. Inferiority complex not only affects English learning, but also affects the development of individual ability and potential.

**Objective:** Under the trend of globalization, exchanges and interactions between countries are becoming more and more frequent. English is also an important tool and bridge for national political, economic and cultural exchanges and cooperation. In order to ensure effective communication, English learning is essential. Among them, English translation plays an important role. In order to ensure the accuracy of translation, translation staff must stand in a cross-cultural perspective and master appropriate and feasible translation skills through the effective transformation of perspective. Realize the stable improvement of translation ability and level. Sociolinguistics and psycholinguistics believe that language learning and use is a psychological process. The processing of language information is not only closely related to people's thinking, but also related to other factors, such as mother tongue transfer, cognitive style, cultural background, learning strategies, emotional attitude and so on. Many scholars believe that affective factors are one of the most important factors affecting the effectiveness of foreign language learning, because people are always closely related to their will quality, self-confidence, motivation and so on. In real life, many people can't learn language well. In fact, it's not intellectual, but emotional.

**Subjects and methods:** 100 students majoring in English translation were randomly selected as subjects, regardless of gender and age. 100 subjects were randomly divided into control group and intervention group, with 50 people in each group. Choose the same English translation teacher with the same teaching content. The students in the intervention group were intervened with special affective disorder factors, while the students in the control group were trained in daily English translation. During the teaching period, the teachers shall not treat the students of both sides differently, and the whole process shall be recorded by monitoring video. After class, the two groups of students were interviewed and analyzed from three aspects: translation flexibility, students' learning enthusiasm and students' learning initiative.

**Methods:** The influence of affective disorder on English translation was analyzed by Excel.

**Results:** According to the survey results, the influence values of specific factors are quantified in five grades of 0-4. 0 means irrelevant, 1 means slight influence, 2 means general influence, 3 means obvious influence and 4 means full influence. The specific statistical table is shown in Table 1.

**Table 1.** Students' influence on English translation under the intervention of affective disorder factors

Factor	Translation flexibility	Learning enthusiasm	Learning initiative
Student	4	4	4

**Conclusions:** Today, with the development of economic integration, the application frequency of English in daily work and life is gradually increasing, and the importance of English translation is also highlighted. English translation is not a simple process of language conversion, but also needs to integrate the emotional application of human language in translation to ensure the accuracy of language conversion. Therefore, the research based on positive affective factors and translation skills in English translation is of great significance to the development of English translation.

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## THE PERFORMANCE OF ANXIETY DISORDER IN DIFFERENT ENGLISH TEACHING METHODS IN COLLEGES AND UNIVERSITIES AND ITS SOLUTIONS

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**Background:** Anxiety refers to a state of anxiety and fear in which a person's self-esteem and self-confidence suffer setbacks, or feelings of failure and guilt increase, as a result of a failure to achieve a goal or to overcome the threat of obstacles. Since the intensity of anxiety can only be directly assessed by experienced individuals, the researcher must have an indirect way to assess his or her phenomena and physiological characteristics. Competition in various fields has become a social phenomenon. The psychological pressure borne by people is increasing. Especially, the psychological health of college students is on the rise, especially anxiety. Anxiety will affect the daily behavior and life enthusiasm, the long-term existence of anxiety tendency as a negative emotional response. Research shows that the current college students have anxiety, anxiety disorders accounted for 5 to 1 in 1000 of the totals. But they seldom take the initiative to go to the hospital, so they have great concealment. At the same time, they will cause serious damage to college students' body and mind, reduce their study efficiency and quality of life, and have a negative impact on their adaptation to college life and their own healthy development. Therefore, the effective alleviation of psychological anxiety of college students is one of the focuses of current research. Anxiety disorder in English learning is mainly caused by the students' emotional barriers. If they fail to make timely adjustment, students' self-esteem and self-confidence will be affected, and their guilt will increase sharply. In the long run, there will be a kind of nervous and even fear of learning psychology, on our late English learning will also bring great obstacles. Learning anxiety has a significant negative effect on English learning. It is found that students who are anxious seldom take the initiative to answer questions in English learning, and have low participation in classroom activities, or even avoid learning. These students often show high levels of tension, sweating, and sometimes rapid heartbeats when confronted with a teacher's question. It's easy to forget what you already know. Learning anxiety can also lead to low self-esteem, low self-esteem, and low likelihood of success, leading to inability to concentrate on learning, and consequently to diminished language proficiency and competence.

**Objective:** Attaching importance to the understanding and application of knowledge, paying attention to the timely change of learning concepts, and learning to summarize and summarize, can effectively improve performance. In addition, language learning is not accomplished in a day, it is a relatively slow learning process, which is an important reason why we are prone to anxiety. This is precisely because the students do not have a clear and specific goals, over time, the loss of self-discipline on the power. Because people are equal to each other, the relationship between teachers and students is also one of equality and democracy. Students in the process of learning should not be afraid of psychology, leveling their minds.

**Subjects and methods:** Colleges and universities are the main position for cultivating talents, and they shoulder the responsibility of cultivating students to master corresponding knowledge and skills. In order to alleviate students' anxiety disorder in higher English education, we must find scientific and reasonable strategies to improve English learning anxiety.

**Study design:** The subjects were randomly divided into 60 experimental group and 60 control group. Except for demographic variables, there was no significant difference in emotion regulation ability, executive function, emotion and anxiety level at baseline. Before the trial, the experimental group shall be informed of the contents and purposes of the trial, and be reminded of its right to freely withdraw at any time, and the trial shall start after signing the informed consent form. The experimental group was taught English under the knowledge of applied psychology, 1-3 times a week, one class hour each time. During the professional teachers to guide. The control group carries on the traditional English specialized teaching pattern to carry on the teaching. Teachers should treat the two groups equally in their lectures. The whole experiment lasted 3 months.

**Methods:** Two groups of college students' anxiety status after 3 months were tested by self-rating anxiety scale, and data were collected by SPSS18.0 and excel.

**Results:** After 3 months of this study, the statistical results are shown in Table 1.

As can be seen from Table 1, after 3 months of psychology-based English teaching, the students' anxiety in the experimental group has been relieved, which shows that the innovative English teaching can effectively intervene the students' anxiety. Although some of the students in the control group had no anxiety, the number of students with moderate anxiety increased instead of decreasing, which indicated