

compliance, enhanced the rehabilitation effect.

The results of this survey, using 0-4 five levels of quantitative specific factors of satisfaction, 0 is not satisfied, 1 means slightly satisfied, 2 means generally satisfied, 3 means very satisfied, 4 means particularly satisfied, in order to reduce the subjective errors caused by individuals in the assessment, the results are determined by rounding off the average of 50 patients, the specific statistical table is shown in Table 1.

Table 1. Satisfaction of Chinese language and literature in the treatment of communication adaptation disorder

Factor	Pre-recovery communication	Communication during rehabilitation	Discharge guidance
Patient	4	3	4

Conclusions: The investigation shows that based on Chinese language and literature, proper and effective communication plays an important role in the rehabilitation of stroke and spinal cord injury patients, which can meet the psychological needs of patients and their families, alleviate their negative emotions, promote the recovery of patients, improve the satisfaction of patients and their families and reduce the occurrence of medical disputes. At the same time, communication is an art, which needs therapists to understand the needs of patients, to infect each other with sincerity, to gain the trust of patients with rich knowledge, to build a good, healthy and harmonious doctor-patient relationship, and to promote the patient's early recovery.

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CURRENT SITUATION AND COUNTERMEASURES OF COLLEGE STUDENTS' ENGLISH LEARNING ANXIETY IN INTERACTIVE TEACHING OF COLLEGE ENGLISH COURSES

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Background: As a global language, English Teaching in colleges and universities has naturally attracted much attention. China has invested a lot of resources in college English teaching. On the premise of abundant resources, students are required to learn a lot of English content. Facing the learning of a new language, under the influence of common language habits, students face great challenges, and a large number of learning contents and heavy learning tasks lead to students' anxiety in the process of English learning. After anxiety, college students often show that they dare not look directly at teachers, do not participate in classroom problem discussion, and are unwilling to review and feedback the learning content after class. Psychology believes that people's anxiety is caused by facing a repressive environment and their inability to take effective defense mechanisms. At the same time, it is difficult to solve problems. Being trapped in worry for a long time will also lead to anxiety. Therefore, it can be seen from college English learning that students' anxiety is affected by psychological activities such as fear of difficulties, escape, ideological imprisonment and anxiety. In college education, the importance of classroom education cannot be ignored. It is generally believed that classroom face-to-face teaching is the key to ensure teaching quality, because in classroom teaching, teachers can consolidate knowledge through classroom interaction, drive students' emotional changes in the interaction, and also play a certain role in the construction of students' psychological quality. Therefore, it is necessary to explore the impact of curriculum interactive teaching on college students' psychological activities in college English teaching, analyze the changes of college students' learning anxiety in curriculum interactive teaching, and put forward relevant countermeasures.

Objective: College English, as the main subject in college students' learning, aims to cultivate students' English language foundation and enrich students' English language culture and knowledge. In English teaching, on the one hand, it is to expand students' knowledge level and turn students' perspective to international. The other is to cultivate students' spirit of challenge through English teaching. In order to reduce students' anxiety in English learning, this study aims to provide reference for college English teaching by analyzing the countermeasures for English curriculum interactive teaching.

Participants and methods: 200 students in a university were selected to conduct a questionnaire survey, analyze the current situation of students' anxiety in English learning, analyze the factors causing students' anxiety in English curriculum learning, and formulate an efficient interactive teaching optimization scheme of English curriculum.

Research design: A questionnaire was used to evaluate students' anxiety in English learning. The students were randomly divided into experimental group and control group. The students in the

experimental group received the English training of the optimized scheme, and the students in the control group received the conventional course teaching interactive mode. There was no significant difference in baseline data such as age and gender between the two groups.

Methods: The students' English Learning Anxiety Scale was developed. There were 35 items in the questionnaire. The Likert 5 subscale was used for scoring. Likert 5 subscale is one of the common scoring summation scales. These items belonging to the same scope are scored in the same way. This scale is similar to the sand scale and requires the research object to express their own views on a certain problem. Unlike the sand scale, Likert 5 subscale requires the research object to express the degree of agreement and disagreement with each problem, The sand scale only requires the subjects to choose the questions they agree. Using Likert 5 subscale can more scientifically detect the psychological state of the subjects. The students' English learning anxiety scale is compiled from three aspects: students' introspection, students' cognition of teachers and students' attitude towards themselves.

Results: The changes of anxiety of the two groups over time are shown in Table 1. The table shows that the number of students in the experimental group with severe anxiety and moderate anxiety has decreased over time, and more than two-thirds of students with mild anxiety have returned to normal. The change of anxiety in the control group was not obvious, and one third of the students still had moderate anxiety.

Table 1. Students' anxiety after three months

	Severe anxiety	Moderate anxiety	Mild anxiety	Normal
Experimental group	1	10	22	67
Control group	18	35	26	21

Conclusions: English teaching is an important part of college curriculum. How to ensure that students do not have anxiety in English learning is what we need to pay attention to in college classroom. Based on the current situation of college students' learning anxiety, this paper explores the impact of college curriculum interactive teaching on students' anxiety. It is found that optimizing the teaching mode can effectively alleviate students' anxiety and improve students' overall learning ability.

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RESEARCH ON THE SOURCE AND PSYCHOLOGICAL COUNSELING EFFECT OF STUDENTS' ANXIETY IN VOCAL MUSIC TEACHING IN COLLEGES AND UNIVERSITIES

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Background: With the progress of human society, music education has been paid more and more attention. Today, with the vigorous development of vocal music education in the world, China's vocal music teaching has entered a new stage. Vocal music teaching occupies a very important position in music education. Vocal music psychology, as an interdisciplinary subject, is a required course for vocal music teachers. A systematic understanding of the development trend of vocal music teaching is a must for every vocal music learner and enthusiast. Vocal music is a kind of unnatural music, which is produced by the human body as the musical instrument and the human voice as the means under the command of the brain nerve and the coordination of the related muscles. At the same time, it can express people's thoughts more easily and directly, and the rich lyrics can be understood more accurately than other musical forms, so it is easy to form its wide sociality. This is a good song compared to other music works is more easily known, as the formation of a broad understanding of the masses and acceptance of social groups. The research and exploration of psychological factors in vocal music teaching is more convenient for teachers and students to learn, so it is particularly important in vocal music teaching.

Objective: With the development of society and the intensification of competition, people's self-cognition and values have been evolving and deepening. Especially in institutions of higher learning students, there is a self-cultivation, building the future of the problem, so more attention to their own achievements and honor. However, by experience, the environment, adaptation, ability to withstand discrimination and judgment, such as constraints, its pressure has become increasingly prominent. Vocal music teaching is easy to be ignored or ignored in the aspect of students' mental health education. Many people feel that professional performers will appear frequently and repeatedly, so naturally they should not be nervous, and should not be nervous. Most professional teachers will focus on the training of students' voice skills and neglect the training and cultivation of students' psychological quality, which will lead to the