

help students to relieve anxiety, improve their learning confidence, and enhance the sense of self-efficacy of learning, so as to achieve the best teaching effect.

Table 1. Inflects of English anxiety and English learning strategies for college students

Communication anxiety	Fear of negative evaluation	Examination anxiety
5	4	5

* * * * *

IDENTIFICATION METHOD OF PSYCHOLOGICAL CRISIS SIGNAL BASED ON THE INTERNET OF THINGS

Yang Bi

Department of Artificial Intelligence, Hunan Post and Telecommunication College, Changsha 410015, China

Background: With the rapid development of national social economy, college students' self-injury and suicidal behavior have attracted more and more attention. With the advent of the Internet age, college students' life and study are increasingly inseparable from the network, which has become one of the main ways for college students to express their feelings. The exposure rate and degree of many unhealthy emotions of college students in the network even exceeds that in the consulting room. The effective recognition of the psychological crisis signals left in the network can prevent the psychological crisis from worsening as much as possible by intervening in the network background.

As the network and our lives more and more comprehensive, we can do in real life, almost all of the things can be found in the network to replace, so more to promote the network and our lives of integration. As the active receiver and seeker of the new technology, the function of the network has been brought into full play in their life. QQ space, micro-blog, WeChat circle of friends and other features of the development, so that everyone can become a dazzling star in the public eye. Many contemporary college students like to make their personalities known and have a strong desire to express themselves. They will attract others' attention by frequently updating their space, renewing their circle of friends, hairdressing photos and so on. Here, college students can record the joys and sorrows of their own lives, and do not need to read to others, concerned about their own people will naturally see, want to comfort their own people will naturally comfort themselves. Not only to save their own emotional release of loneliness alone, at the same time to avoid looking for someone to talk but just find people who do not want to listen to this embarrassment. Admittedly, on the whole, most people get far more comfort online than slander, and the network does play a big role in enriching social support systems.

Objective: Because the emotional catharsis in the network does not necessarily have a specific object to talk to, more people in the network environment to vent more real, no resistance. As more and more college students are willing to put their own thoughts and emotions on the Internet to the public, we have another channel to grasp the psychological state of college students, that is, the network. We can analyze the psychological state of college students through their traces left in the network, especially in the extremely negative state of the network, so as to quickly find and identify the signals of psychological crisis, so as to be prepared, and give simple intervention in the network.

Subjects and methods: College students' psychological crisis signals include all the psychological crisis signals in real life under the background of network, but they are presented by means of network psychology or message. Network crisis signals can be roughly divided into the following categories: (1) Direct language signals, direct description of psychological state. Such as: "Living is really boring", "really fed up with", "upset" and so on. (2) Indirect language signals, a description of recent life events or physical conditions. Such as: "insomnia", "sleep, no spirit", "do not want to eat" and so on. (3) Signals of network behaviors, abnormal network behaviors, such as the sudden increase or decrease of the frequency of surfing the Internet (state of occurrence), the tone and style of the state of occurrence are obviously different from those before, and the responses to messages are significantly reduced. Through a questionnaire survey on contemporary college students, this study analyzes the influence of network crisis signals on college students' recognition of psychological crisis signals.

Study design: Random selection of 1000 college students to conduct a survey, age unlimited, professional unlimited, gender unlimited. There were 1000 questionnaires, 965 questionnaires and 942 valid questionnaires. If the questionnaire is not completed within the prescribed time limit and the answers are consistent, the questionnaire shall be deemed invalid.

Methods: The effect of network crisis signals on the identification of psychological crisis signals in college students was counted using SPSS 20.0 software.

Results: The results of this survey use the influence values of 1 to 5 grades and specific quantitative factors, 1 indicating irrelevance, 2 indicating slight influence, 3 indicating general influence, 4 indicating obvious influence, and 5 indicating full influence. In order to reduce the relatively large error caused by individual subjectivity in the evaluation, the evaluation values of 1,000 college students are adopted and the average values are rounded off to obtain the results. The specific statistical table is shown in Table 1.

Table 1. Influence of network crisis signals on psychological crisis signal identification in college students

Factor	Direct language signal	Indirect language signal	Network behavior signal
Grade	5	4	5

Conclusions: The advent of the Internet era has brought people a lot of convenience, and played an important role in psychological counseling and social support system, but at the same time, the negative impact of bad online comments on the parties is difficult to avoid. First of all, we should actively use the network to collect psychological crisis signals of student's network, early intervention. At the same time for the bad intentions of the netizen comments need tit for tat, and ultimately can guide the helpers out of the psychological crisis, to meet a better life.

Acknowledgement: The research is supported by Project of Hunan Post and Telecommunication College, Research on System Networking Scheme Based on NB-IoT (No.17AZ01).

* * * * *

A STUDY ON THE INFLUENCE OF AFFECTIVE DISORDER ON ENGLISH CULTURAL TRANSLATION

Chunye Zhang, Yingqi Gao & Jing Li

School of Foreign Languages, Harbin University of Science and Technology, Harbin 150000, China

Background: Cultural factors play an important role in the translation of English literary works. Translators should fully understand the cultural differences of different countries and nationalities, and adopt accurate and appropriate translation in the translation process to make the translation closer to the original work, which can not only fully reflect the style and connotation of the original text, but also meet the needs of readers. 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. The main meaning of affective disorder is that the patient has the problem of depression or mania. If there is the problem of depression, the main manifestations are depression, lack of happiness, low self-esteem, self-blame, self-sin, no hope for the future, decreased attention and memory, decreased appetite, difficulty in falling asleep, pessimism, despair and even negative thoughts. When there are manic problems, they may have high emotions, always be very happy, have high self-evaluation, and think they have strong skills, plan to do some big things, act recklessly, love to spend money, do things like a tiger's head and a snake's tail, etc. The main characteristics of these affective disorders are particularly unstable emotions, and sometimes they are unusually happy than ordinary people, sometimes people are