

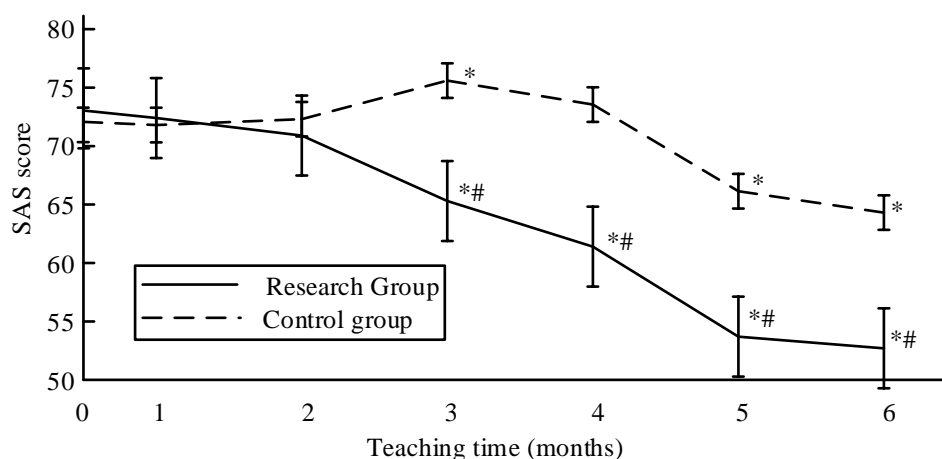
Objective: In recent years, China's international status has become higher and higher, and its traditional culture has been warmly welcomed all over the world, which has aroused the interest of many young people. Therefore, many students come to China to study abroad. In a strange environment, the mental health of foreign students may have problems, causing anxiety, depression and other emotions, and then emergencies. This study discusses the significance of mental health education to the prevention of emergencies for foreign students in China, provides some guiding opinions for the prevention of emergencies for foreign students, and also plays a certain role in improving China's international image.

Research objects and methods: 60 foreign students in China were selected as the research objects for questionnaire survey. Self-rating Anxiety Scale (SAS) and Self-rating Depression Scale (SDS) were used to evaluate students' mental health.

Study design: 60 foreign students in China were randomly divided into study group and control group, with 30 people in each group. The students in the study group joined the mental health education course in the teaching content, while the students in the control group did not join the mental health education course. Three months later, the mental health of the two groups of foreign students were compared.

Methods: The relevant data were processed and analyzed by SPSS 21.0 software.

Results: After teaching, the SAS score and SDS score of foreign students in the study group were lower than those in the control group, and the difference was significant ($P < 0.05$). The SAS scores of the two groups of international students are shown in Figure 1.



Note: * $P < 0.05$ compared with that before teaching; # It means that compared with the control group at the same time, $P < 0.05$.

Figure 1. The degree of anxiety of the two groups of students

Conclusions: The ideology, religious beliefs and customs of foreign students in China are different from those of college students in China. In a strange environment, the mental health of foreign students may have problems, causing anxiety, depression and other emotions, so it is very likely to have emergencies. This paper discusses the significance of mental health education to the prevention of emergencies for foreign students in China, provides some guiding opinions for the prevention of emergencies for foreign students, and also plays a certain role in improving China's international image.

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PSYCHOLOGICAL RELIEF METHODS OF COLLEGE STUDENTS' ENGLISH LEARNING ANXIETY BASED ON MU CLASS

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Background: In recent years, Mu class has attracted extensive attention in the educational field. In the United States, Europe and China, Mu class has become a hot topic of common concern among universities, media and enterprises. With the rapid development of information technology and the popularity of the Internet, learners around the world can have the opportunity to choose the world's best higher education resources. At the same time, the emergence of Mu class has also created a lot of experience in promoting teaching reform. Some studies have pointed out that Mu class is a deep combination of network, computer

technology and education, which is expected to subvert the traditional way of education. Different from ordinary mental diseases, anxiety will not only cause serious negative emotions to college students, but also the accumulation of all kinds of negative emotions. Generally speaking, when people feel nervous about something, their thoughts will be disturbed by it repeatedly and make all kinds of exaggerated imagination and assumptions. When it exceeds the critical point, anxiety begins to appear. English learning anxiety is a unique and complex psychological phenomenon in language learning. Anxiety is usually manifested in negative emotions such as self-doubt and tension. English learning anxiety is a unique and complex psychological phenomenon in language learning. There are many reasons for anxiety in language learning. For example, learning competition will lead to language learners' anxiety, the interaction between teachers and students in class may lead to students' anxiety, and examinations may also lead to anxiety. How to treat students' anxiety objectively and find out the causes of anxiety is an important research direction in English learning.

Objective: Due to various reasons, college students will have some anxiety in the process of English learning. Therefore, the purpose of this study is to explore the psychological mitigation methods of college students' English learning anxiety based on Mu class.

Research Objects and methods: 600 college students with anxiety in many colleges and universities were selected, 600 questionnaires were distributed, 570 were recovered, and the recovery rate was 95%. If multiple items are omitted or all items are one answer, 546 valid questionnaires are recovered, and the effective rate is 91%. The age of all college students was between 18 and 21 years old, with an average of 19.8 ± 1.6 years.

Research design: Before the experiment, the overall situation of college students' anxiety was investigated among all the subjects. After giving all subjects the teaching method based on class worship, the anxiety psychology of college students' English learning is investigated and analyzed. This research scale is formulated in combination with the current college English teaching and the current situation of college students' English. Through the investigation and research of the English learning strategy scale and the English learning classroom anxiety scale according to the characteristics of college students' English learning, in order to judge the learning anxiety of college students in the process of college English learning.

Methods: The relevant data were calculated and counted by Excel software and SPSS 20.0 software.

Results: The subjects were divided into high, medium and low anxiety groups in order to better analyze the anxiety psychological differences of the subjects. The results showed that the comparison of English learning anxiety factors among high, medium and low anxiety groups was statistically significant ($P < 0.05$). The pairwise comparison between the scores of each factor was statistically significant ($P < 0.05$). It reflects that the grouping of this study is effective and representative. See Table 1.

Table.1 Analysis of foreign language anxiety factors in different anxiety groups

Anxiety factors	Low anxiety	Medium anxiety	High anxious
Worry	2.32±0.32	3.14±0.32	3.74±0.38
Nervous and tense	2.44±0.38	3.18±0.47	3.66±0.47
Afraid to speak English	2.42±0.45	3.32±0.41	3.55±0.39
Fear of classroom	2.33±0.42	3.35±0.5	3.71±0.39
Total learning anxiety	2.37±0.25	3.23±0.19	3.67±0.15

Conclusions: Through the methods of difference and correlation analysis, 546 college students with college English learning anxiety were taught based on Mu class teaching method, in order to alleviate college students' English learning anxiety. In order to comprehensively improve college students' English learning ability and comprehensive quality, English teaching should pay attention to the cultivation of students' non-intellectual factors, let students obtain positive emotional experience in English learning, and learn effective learning strategies, which will play a positive role in students' lifelong development.

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RESEARCH ON THE ROLE OF COLOR PSYCHOLOGY IN FASHION DESIGN SPECIALTY

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Background: As an important element of fashion design, color can affect people's emotion and consciousness. If the value and significance of color are to be reflected, the expression of emotion can be