

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

realized through fashion design. Research shows that only by maximizing the psychological influence of clothing color can the design intention be fully displayed. When facing the same clothing color phenomenon, people in different times, different regions and different preferences have their own unique understanding and preferences. As a mirror of social civilization and development, the use of clothing color directly affects the changes of people's aesthetic taste and ideology. People's aesthetic form can be reflected by clothing design, which is not simply for clothing, but to deeply beautify the human body through decoration. The use of clothing color reflects the style and spirit of the times and society to a certain extent. People choose different colors of clothing in order to highlight different social status and spiritual style. Clothing color not only directly reflects the wearer's character and identity, but also highlights people's cultural level and other information from the side. The choice and use of clothing color is inseparable from the influence of season and time. Reasonable color matching can show people's mood change and taste, and designers can guide people's aesthetic concept change through color. Color is not only one of the components of clothing commodities, but also an important factor affecting the clothing industry. Therefore, this study introduces color psychology into the teaching of fashion design specialty, and explores its role in improving the scores of fashion works and professional examination scores of fashion design students.

Objective: In the teaching process of fashion design specialty in colleges and universities, the application of color psychology can affect the emotion of college students in the learning process, and can express people's emotion and association through tone, purity, tone and contrast, so as to finally improve the artistic level and academic achievement of fashion design students.

Research objects and methods: 200 college students majoring in fashion design in a university were selected, 200 questionnaires were distributed, 200 were recovered, and the recovery rate was 100%. The age of all college students was between 18 and 21 years old, with an average of 19.9 ± 1.7 years. This paper analyzes the application effect of color psychology in fashion design specialty.

Research design: 200 college students were randomly divided into experimental group and control group, with 100 students in each group. The students in the experimental group were given the teaching of color psychology and the students in the control group were given the routine teaching of fashion design specialty. Two months later, the scores of costumes works and professional examination scores of the two groups of college students were compared, and the effects of the two teaching methods were analyzed and compared.

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

Results: There was no significant difference between the experimental group and the control group ($P > 0.05$). After two months of intervention, the scores of works and examination scores of the experimental group were significantly higher than those of the control group ($P < 0.05$). See Table 1.

Table 1. Comparison of work scores and examination scores between the two groups before and after teaching

Group		Before teaching	After teaching	<i>t</i>	<i>P</i>
Professional course scores	Experience group	70.5±8.3	77.4±8.6**	5.773	<0.001
	Control group	70.1±8.1	73.4±8.5	2.811	0.005
Work score	Experience group	72.9±7.4	81.7±7.3**	8.466	<0.001
	Control group	72.3±7.2	74.2±7.7	1.802	0.073

Note: For comparison between groups, * means $P < 0.05$; ** Indicates $P < 0.01$.

Conclusions: As an indispensable part of human life, color has already demonstrated its own characteristics and value in the early stage of human development. As a subject covering a wide range, the psychology of color is diverse and multifaceted. Works of art can make the audience get a sense of beauty, so that the audience can get emotional resonance with the art creator. Studying the effect of audience psychology on art appreciation will help the audience find a correct aesthetic and understanding angle under objective conditions, and improve the emotional resonance between the audience and art works. Based on people's complex psychology of clothing color, if you want to correctly understand and use color, you must understand the psychological knowledge of color. Only when the use of color is reasonable and appropriate can it add color to fashion art design. The teaching method combined with color psychology can effectively improve students' aesthetic level and artistic design level, and plays an important role in the cultivation of students' artistic literacy.

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ANALYSIS ON THE ROLE OF PSYCHOLOGICAL COUNSELING IN THE REHABILITATION TRAINING OF FOOTBALL PLAYERS

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Background: In football, athletes will inevitably be injured. These physiological wounds will cause stress psychological reactions. According to different gender and personality, the psychological reaction of football players to injuries will also be different. Compared with a small number of players who feel less pressure and relax due to injury, most football players produce some negative emotions after injury, such as sadness, tension, panic and so on. These negative emotions are not conducive to the rehabilitation training of football players. In the rehabilitation training of football players, we should not only pay attention to the physical factors of football players, but also pay attention to the psychological changes of football players. Relevant studies have found that when football players suffer physical trauma, their psychological changes usually go through five stages. At the beginning of the injury, football players do not accept the severity of their injury, and the assessment of the severity of the injury is inaccurate. When forced to accept their serious injuries, football players will become angry and lose their temper with themselves and the people around them. After the anger stage has passed, football players rationalize the injury, take corresponding treatment measures according to their own situation, and discuss with the coach to return to training. After the football players' acceptance of the injury becomes higher, they may become depressed and afraid, and their self-confidence and self-motivation opportunities are reduced to varying degrees. Therefore, timely, effective and targeted psychological counseling for football players is very important, which is related to whether football players can recover to the state before they were injured.

Objective: Through timely and effective psychological counseling in stages, the negative emotions of football players caused by injury can be alleviated and eliminated, the doubts and puzzles of football players can be solved, and relevant feedback can be given to football players in time. By setting goals, athletes can increase their motivation to stick to it. Adjust the psychological counseling scheme according to the personality and preferences of football players to promote the recovery of injury and emotion of football players in a relaxed environment. Encourage football players to have positive self-talk, overcome negative emotions such as tension, fear and anxiety, and deepen their understanding of the importance of positive self-talk in the process of cognitive reconstruction.

Research objects and methods: The research objects were football players who had rehabilitation training in sports medical clinics. 75 football players were randomly selected from five sports medical clinics through stratified cluster random sampling. The selected football players were divided into intervention group and control group. The number of football players in the control group and intervention group were 47 and 48 respectively. There was no significant difference between the two groups ($P > 0.05$). The control group received common rehabilitation training, and the intervention group formulated a psychological counseling plan according to the personality and preferences of football players on the basis of common rehabilitation training. The experimental period was 1 month. SCL symptom checklist was used. The scoring method was grade 1-5. 1-5 points indicated no impact, slight impact, general impact, obvious impact and complete impact respectively.

Results: The collected data were processed and analyzed by SPSS software. The mental health scores of football players in the intervention group before and after the intervention are shown in Table 1.

Table 1. Mental health scores of football players in the intervention group before and after intervention

Time	Nervous	Depressed	Fear	Self-motivation	Confidence
Before intervention	5	4	4	2	2
After intervention	2	1	1	5	5

In Table 1, through targeted psychological counseling on the personality and preferences of football players in the intervention group, the tension, depression and fear of football players in the intervention group have been significantly improved. In addition to slight tension, depression and fear have been completely eliminated. In addition, the self-motivation and confidence of football players in the intervention group were significantly improved, and the scores of these two positive emotions were 5 points.

Conclusions: In the stage of targeted psychological counseling, football players can feel relaxed in psychological counseling and can actively cooperate with the work of psychological counseling workers. After psychological counseling, the psychological health of football players has been greatly improved and