

the recovery time of football players has been accelerated.

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CLASSROOM ANXIETY DISORDER OF ENGLISH MAJORS AND ITS INTERVENTION MECHANISM

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Background: At present, in the research of second language learning, the anxiety problem of English majors is more prominent, and the relevant research pays more and more attention to students' emotional factors in foreign language learning. Some psychologists believe that language anxiety is situational. According to different situations, anxiety is divided into characteristic anxiety and state anxiety. Characteristic anxiety is for different situations, while state anxiety is for special situations. Personal psychosocial factors, learners' beliefs in learning, teachers' beliefs in language learning, teacher-student interaction, classroom environment and language testing are all the influencing factors of foreign language learning anxiety. Some scholars believe that oral expression is the reason for the increase of the probability of foreign language learning anxiety, and can increase the anxiety value of students' foreign language learning. Even some scholars have specially compiled a foreign language classroom anxiety assessment scale. In addition, by studying the relationship between classroom anxiety and teaching, we can improve foreign language teaching methods. To explore the causes of foreign language learning anxiety of students of different ages and countries, and take relevant measures to make the atmosphere of foreign language teaching classroom relaxed and active. For students, putting self-awareness into English learning ability, the differences between themselves and their set comparison objects, and their negative evaluation of English learning all promote students to have varying degrees of anxiety, which makes students fear and escape from English learning and English classroom teaching. They don't want to see the teacher's blame and don't want students to laugh at themselves.

Objective: Teachers should improve the evaluation strategies of classroom teaching, pay attention to the growth of students in English learning, adopt delayed evaluation for students' mistakes in class, so that students can adjust themselves and reduce students' fear of English classroom through after-class communication. Teachers give various forms of feedback to students' problems, taking into account students' self-esteem. Through rich and colorful classroom teaching to attract students' attention and control students' cognitive system, students' interest in English learning will be greatly increased and a good classroom atmosphere will be established. In teaching, we should appropriately provide poor students with opportunities for success, control the difficulty of the lecture content, so that they can regain confidence and increase their learning enthusiasm. Teachers adjust the teaching content according to students' learning progress, which helps to reduce students' anxiety and enable students to maintain a good learning form. In addition, improve the interest of classroom teaching, further reduce students' anxiety in flexible and vivid classroom teaching, and promote the good development of classroom teaching.

Research objects and methods: Taking English majors as the research object, 730 students from 9 colleges and universities are randomly selected through stratified random sampling. These students come from different grades and their academic achievements are different. The intervention effect data of classroom anxiety disorder of English majors were collected in the form of questionnaire. The number of questionnaires and effective questionnaires were 730 and 704 respectively, and the effective rate of the questionnaire was 96.44%. The questionnaire is compiled according to the English Classroom Anxiety Scale (ECAS) and fear of negative evaluation (FNE). The relevant evaluation indicators are scored through the 1-5 rating system. The higher the score, the greater the impact of the indicators. The data collected from the questionnaire were processed by SPSS software to analyze the intervention effect of classroom anxiety disorder of English majors.

Results: After processing the relevant data of the questionnaire, the scores of classroom anxiety performance of English majors of different genders are shown in Table 1.

Table 1. Scores of classroom anxiety of English Majors of different genders

Gender	Nervous	Fear	Tremble	Awkward
Male	3	2	1	2
Female	2	2	2	2

As can be seen from Table 1, except that male English majors showed mild tension, they scored 2 points in fear and embarrassment, and there was no shaking. Female English majors scored 2 points on the four anxiety manifestations of tension, fear, trembling and embarrassment.

Conclusions: Through rich and flexible English classroom teaching, students' enthusiasm is greatly improved, relevant anxiety symptoms are significantly reduced, and the teaching atmosphere in English classroom becomes active.

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IMPROVEMENT STRATEGIES OF FINANCIAL ACCOUNTING MEMORY IMPAIRMENT UNDER THE BACKGROUND OF INFORMATIZATION

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Background: With the development of information technology, the original working mode of financial accounting has been changed. In this process, the financial accounting work has gradually changed from a simple financial accounting mode to a financial analysis and decision-making mode. This transformation means that the traditional structured information processing mode is abandoned and replaced by semi-structured or unstructured information processing mode. The change of working mode makes the financial data information that financial accounting needs to remember increasing. At the same time, the financial knowledge changes in real time with the change of financial environment every year. Under the joint action of the two aspects, the memory impairment of accounting practitioners in learning and work shows an increasing trend. The causes of memory impairment can be mainly divided into three categories. The first category is the continuously improving accounting informatization level. The improvement of this informatization level makes the sources of accounting data diversified, and the financial department no longer makes financial records alone, such as stock out and stock in documents of other departments, production information, etc. All production and operation activities of the company are closely related to financial work. There are many sources and types of financial information, resulting in memory impairment of accounting practitioners. The second category is the improvement of information quality, which is mainly reflected in the data quality that accounting practitioners need to provide externally. Semi structured or unstructured financial information includes not only traditional accounting information, but also information such as statement disclosure affairs and business analysis. The time and place of financial information span a wide range of forms, Lead to the memory impairment of accounting practitioners at work. The third category is the change of accounting knowledge structure. The accounting knowledge structure no longer only includes the explicit knowledge related to accounting, but also increases the necessary tacit knowledge such as the processes in the production and operation process of other departments, which virtually increases the memory burden of accounting practitioners. Applying the information system to the financial accounting memory system and assisting accounting practitioners to remember the information in their study and work through information means can help them overcome the memory obstacles to a certain extent.

Objective: The change of the working mode of modern information-based financial accounting makes the phenomenon of memory impairment of accounting practitioners increasing. This study explores the effect of using the information system in the learning and working memory system of accounting practitioners, so as to help accounting practitioners form an information-based memory auxiliary system and overcome memory impairment.

Subjects and methods: This study will use the questionnaire survey method to conduct data research, and analyze the improvement effect of the information-based memory assistance system on the memory impairment of financial accounting from different angles of promoting employees to remember financial information.

Study design: In this study, a total of 120 financial staff were distributed questionnaires, and 112 were successfully recovered. The main contents of the questionnaire are the possible memory impairment symptoms of financial staff in their study and work, and the impact of information-based memory assistance system on memory impairment.

Methods: After successfully collecting the questionnaire, excel was used to analyze the impact of