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## EVALUATION OF TEACHING INTERVENTION EFFECT ON ANXIETY DISORDER OF NAVIGATION MAINTENANCE STUDENTS

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**Background:** As an important guarantee of national security and the core embodiment of the level of economic and social development, the aviation industry has developed rapidly. In the field of aviation industry, the rapid development of general aviation occupies an important position. With the proposal of the 13th five-year plan, general aviation has become one of the six main objectives of civil aviation, which indicates that general aviation is ushering in a golden period of vigorous development. However, in this process, as an important supporting force for the safe operation of general aviation, navigation maintenance practitioners show the disadvantages of long-term shortage. The main reasons for the lack of navigation maintenance practitioners are the lack of profitability and difficult working environment of general aviation enterprises. At present, the shortage of professional maintenance personnel has become the main factor affecting the sound and rapid development of general aviation in China. Under the main influence of poor employment prospects, students majoring in navigation maintenance are prone to varying degrees of psychological problems, especially anxiety disorder. Anxiety is a very common negative emotion. It usually refers to a state of anxiety and fear in which one's self-esteem and self-confidence suffer setbacks due to failure to achieve goals or overcome the threat of obstacles, or an increased sense of failure and guilt. Anxiety disorder will have a certain negative impact on the individual's daily behavior and life enthusiasm, and exists in the individual for a long time as a negative emotion. The causes of anxiety disorder of navigation maintenance students have a certain diversity, including poor employment prospects, difficult working environment, poor matching between learning content and actual work needs, lack of practical resources and so on. The anxiety disorder of navigation maintenance students will have a great negative impact on students' learning initiative and mastery of knowledge and skills, resulting in the poor educational effect of navigation maintenance courses, and it is difficult to cultivate a large number of qualified high-quality navigation maintenance professionals.

**Objective:** In the process of the rapid development of general aviation in China, there are still some restrictive factors, including the small number of navigation maintenance personnel, the low level of engineering and technical ability of navigation maintenance personnel, and the lack of familiarity of navigation maintenance personnel with relevant laws and regulations. In the training of navigation maintenance professionals, students often have certain anxiety due to various factors. This study will take certain intervention measures to eliminate the anxiety of navigation maintenance students and ensure the teaching effect of navigation maintenance.

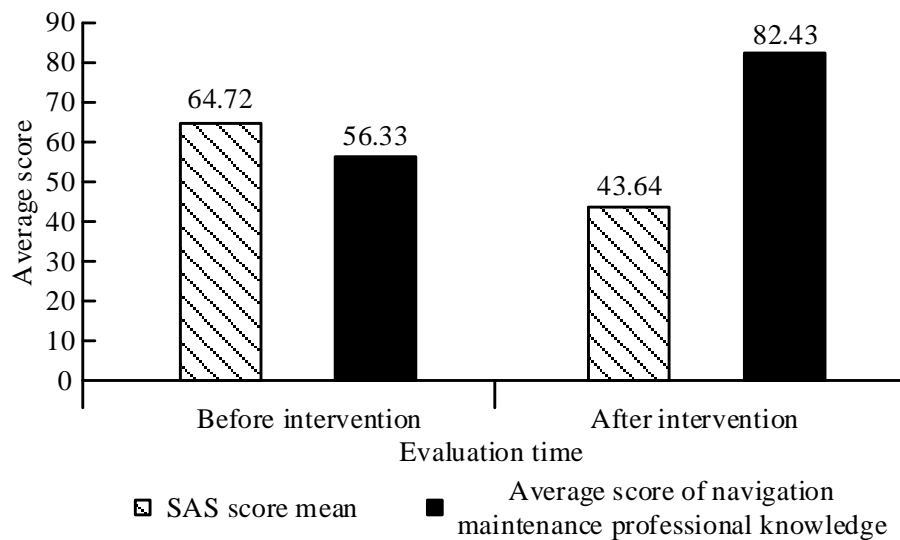
**Research object and method:** 126 students majoring in navigation maintenance were randomly selected from two civil aviation colleges to investigate their anxiety and mastery of professional knowledge. The relevant data of anxiety symptoms and mastery of professional knowledge were collected before and after the intervention to analyze the teaching intervention effect of anxiety disorder of navigation maintenance students.

**Research design:** This study is aimed at 126 students majoring in navigation maintenance, all of whom adopt the improved teaching mode of navigation maintenance professional knowledge. At different time points before and after the teaching intervention, the data related to the degree of anxiety and mastery of professional knowledge of the two groups of students were collected.

**Methods:** Self-rating Anxiety Scale (SAS) was used to count and analyze the anxiety level of navigation maintenance students before and after intervention. The self-made assessment scale for professional knowledge and practice of navigation maintenance was used to evaluate the mastery of professional knowledge and practical ability of all students. All data were collected by Excel software and SPSS24.0 software for calculation and analysis.

**Results:** According to the comparison of the average SAS score, the SAS score of the students remained at a high level before the intervention, indicating that they were accompanied by moderate anxiety symptoms. After the intervention, the average SAS score of students decreased significantly from 64.72 to 43.64, and there was no anxiety. In terms of the average score of navigation maintenance professional knowledge, the average score of professional knowledge of all the students tested has increased significantly, which shows that the improved teaching and training mode of navigation maintenance

professional knowledge has good application effect and can enhance students' mastery and practical ability of navigation maintenance professional knowledge. The comparison of students' professional knowledge of SAS and navigation maintenance before and after the intervention is shown in Figure 1.



**Figure 1.** Evaluation results of anxiety and professional knowledge level

**Conclusions:** The optimization of the teaching and training mode of navigation maintenance professionals is helpful to improve students' anxiety, make them master the professional knowledge of navigation maintenance and have excellent practical operation ability. The improved teaching intervention effect of anxiety disorder of navigation maintenance students is good, which helps to expand the training scale of general aviation maintenance talents, and then promote the coordinated development of navigation maintenance industry.

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## PERFORMANCE AND ADJUSTMENT STRATEGIES OF COLLEGE STUDENTS' ENGLISH LEARNING ANXIETY

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**Background:** In foreign language teaching activities in colleges and universities, there is a common phenomenon of foreign language learning anxiety. This phenomenon is a unique complex of self-perceived beliefs, emotions and behaviors that arises in the process of language learning and is closely related to classroom language learning. Among foreign language learning anxiety, the most common type is English learning anxiety. English learning anxiety is a specific situational anxiety derived from English classroom environment, which mainly presents psychological characteristics such as tension, anxiety or worry. The manifestations of English learning anxiety are mainly divided into three dimensions: communication anxiety, test anxiety and fear of negative evaluation. In the process of college students' English learning, once there is English learning anxiety, their learning motivation, achievement, self-esteem and self-confidence will be greatly negatively affected. Under the negative influence of English learning anxiety, college students usually show a variety of signs of external anxiety, including sweaty palms, memory loss, accelerated heartbeat and pulse, abdominal pain, voice tone change, stiff expression and so on. In severe cases, they even show autism, refuse to learn, refuse to communicate with English teachers or classmates and so on. Under the negative effect of English learning anxiety, some college students will have serious fear and negative thoughts on English course learning. In the long run, a single English learning anxiety will expand the scope of influence, turn into inner anxiety, and eventually suffer from serious mental illness. Serious psychological anxiety is mainly manifested in excessive anxiety about daily trivia and excessive worry or fear of future or uncertain events. Therefore, the negative impact of college students' English learning anxiety is very serious, which will not only hinder college students' daily learning, but also make it difficult