

PSYCHOLOGICAL RELIEF METHODS OF HIGHER VOCATIONAL STUDENTS' ENGLISH LEARNING ANXIETY BASED ON SELF-EFFICACY

Ling Li & Tianyi Sun

Aviation Security Management College, Sichuan Southwest Vocational College of Civil Aviation, Chengdu 610499, China

Background: Foreign language learning in higher vocational colleges is the focus of professional teaching in higher vocational teaching. From the current situation of higher vocational English teaching, we can know that most students will have English learning anxiety in the face of a complex English environment. English learning anxiety is a kind of fear generated by students when learning English. In English learning, students are faced with more difficult foreign language learning content, which leads to exclusion from English teaching. It also leads to students' English performance being unable to meet the needs of teachers, and finally makes students have English anxiety. Anxiety not only has a serious impact on students' learning efficiency but also has a more serious impact on students' learning efficiency. At the same time, some studies suggest that after students have English learning anxiety, the overall development of comprehensive quality is limited, and students' behavior values will also be affected, resulting in a large number of psychological anxiety students who cannot achieve a satisfactory state in their future development. A large number of studies have proved that students' English learning anxiety in higher vocational colleges mainly comes from students' self-efficacy, so it is of great educational value to analyze the impact of self-efficacy on students' anxiety psychology and put forward coping strategies.

Self-efficacy is the perception of behavior control those individuals show when facing challenges in the environment, that is, when people face different events, their own instinctive judgment can adjust their own behavior. Self-efficacy does not directly affect human behavior, but it can affect people's motivation, cognition and emotion, and play a role in personal psychological self-control in the process of its influence. Students' self-efficacy in English learning has three dimensions. The first is the students' self-confidence reflected in their learning level. The difference in students' self-confidence leads to students' ability to challenge English in English learning. The second is universality. Students' universal self-efficacy in English learning can help students extend their learning attitude to the whole learning field. The difference of universal self-efficacy is the embodiment of students' flexibility in quoting learning methods. The last is the sense of intensity self-efficacy. In English learning, students' learning anxiety will affect students' learning emotion, so different students' sense of intensity self-efficacy also has significant differences. In the psychotherapy of English learning anxiety of higher vocational students, starting with the analysis of students' self-efficacy, we can effectively formulate a plan to alleviate students' anxiety, which is of great significance to the growth of students.

Objective: By analyzing the influence of self-efficacy on students' English learning anxiety, we can alleviate students' learning anxiety by improving students' self-efficacy, providing theoretical reference for English teaching in higher vocational colleges, and bringing guarantee for students' comprehensive development.

Study design: This paper uses multiple linear regression to evaluate the correlation between English learning self-efficacy and students' learning anxiety, constructs a path model, and uses the mediation effect test to determine the relationship between learning self-efficacy and students' learning anxiety, and constructs a psychological mitigation scheme for students' English learning anxiety. 100 students in higher vocational colleges were selected for experimental analysis, and all students were given an anxiety scale and self-efficacy questionnaire to collect students' anxiety scores and self-efficacy scores before the experiment. All students were given a teaching program based on self-efficacy to alleviate psychological anxiety. After 6 months, the students were evaluated on anxiety and self-efficacy for the second time, and the differences were compared.

Table 1. Factor correlation matrix

	Self-efficacy	Learning anxiety	Teacher influence	Teacher closeness
Self-efficacy	1.00	-0.50	0.27	-0.21
Learning anxiety	-0.50	1.00	-0.19	0.14
Teacher influence	0.27	-0.19	1.00	0.10
Teacher closeness	-0.21	0.14	0.10	1.00

Result: There is a significant correlation between students' English learning psychological anxiety and students' self-efficacy, and it can be seen that there is a negative correlation between self-efficacy and

learning anxiety, that is, the improvement of self-efficacy can reduce students' learning anxiety. In addition, the influence of teachers on students also affects students' anxiety to a certain extent. The greater the influence of teachers, the more students' psychological anxiety can be alleviated, that is, there is a negative correlation between the two. The correlation matrix between each factor is shown in Table 1.

Conclusions: Therefore, it is helpful to reduce students' psychological anxiety in English teaching in higher vocational colleges. Starting from self-efficacy, the study first analyzes the correlation between self-efficacy and students' English learning anxiety and then formulates teaching plans to alleviate students' anxiety by improving students' self-efficacy. The results show that improving students' self-efficacy can significantly alleviate students' psychological anxiety, improve the quality of English Teaching in higher vocational colleges, promote the healthy growth of higher vocational college students and cultivate students' healthy values.

* * * * *

INTERACTION BETWEEN ANXIOUS PEOPLE AND EDUCATIONAL ROBOT PRODUCTS BASED ON USER EXPERIENCE

Yue Yuan¹ & Huanghao Feng²

¹*School of Textile Garment and Design, Changshu Institute of Technology, Suzhou 215500, China*

²*School of Computer Science and Engineering, Changshu Institute of Technology, Suzhou 215500, China*

Background: Anxiety is a kind of negative psychological emotion. In psychology, it is considered that anxiety is an irritable emotion generated after excessive worry about their own safety and fate. Generally speaking, people with anxiety disorder often have emotions such as sadness, tension, panic, and uneasiness, and when the patient's anxiety increases, the patient will have varying degrees of mental disorders. Psychology believes that people's anxiety is caused by facing a repressive environment and their inability to take effective defense mechanisms. At the same time, it is difficult to solve problems. Being trapped in worry for a long time will also lead to anxiety. In the treatment of anxious people, psychologists believe that it is necessary to improve their communicative competence to gradually alleviate their psychological pressure. Communicative competence can change the cognition and understanding of anxious people to the environment. Some studies have found that when people with different degrees of anxiety communicate in a team according to a certain combination, a large number of patients with anxiety have alleviated their negative emotions, and with the growth of time, the improvement of patients' negative emotions is more obvious. However, some studies have found that the cognitive differences between different individuals will also aggravate the anxiety of patients to a certain extent. Therefore, how to find an effective way to alleviate the anxiety of anxious people is of great significance.

With the advent of the intelligent era, a variety of intelligent products are emerging, among which robots, as the representative of intelligent products, have attracted more and more public attention. So far, robots are mainly used in the fields of education and social services. In the field of education, educational robots can help students consolidate their daily knowledge points. At the same time, some studies have shown that the educational robot designed on the basis of user experience can also help students alleviate negative psychological emotions to a certain extent. Through in-depth discussion, it is found that the mechanism of educational robots in alleviating negative emotions is to bring human-computer interaction experience to students and improve the frequency of students' daily social communication. Moreover, the educational robot based on user experience can change its interactive content according to the psychological feelings of interactive individuals. In the face of anxious people, the educational robot can change the educational content in real-time according to the psychological needs of anxious people, so as to achieve the purpose of alleviating anxiety in the remission period. Therefore, exploring the emotional changes of anxious people under the influence of educational robots can effectively provide a reference for higher education, and alleviate students' negative emotions by increasing the interaction between anxious people and educational robots, in order to provide direction for the development of higher education and science and technology in China.

Objective: This paper discusses the degree of interaction between educational robots and anxious people in college education, and analyzes the changes in middle school students' anxiety during the interaction between educational robots and anxious people.

Study design: 100 anxious students in a university were selected for experimental tests and analysis. The psychological anxiety of 100 students was measured by an anxiety evaluation scale. Educational robot interactive teaching was adopted to assist teachers' curriculum teaching during students' teaching. The