

say to others. Starting from modern fashion design, integrate the traditional national culture, get familiar with the culture of other nationalities imperceptibly, and promote communication.

Table 1. The influence of the integration of national traditional culture into modern fashion design on patients with communication adaptation disorder

Grade	Pattern element	Process elements	Fabric elements	Structural modeling elements
Freshman	5	4	3	5
Sophomore	4	5	4	5
Junior	4	5	5	4

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CAUSES AND COUNTERMEASURES OF COLLEGE STUDENTS' ANXIETY IN ENGLISH SPEECH

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Background: Anxiety is an internal conflict of individual psychology or emotion, which leads to irrational fear or excessive worry. Anxiety has many social manifestations, such as emotional anxiety, post-traumatic stress, obsessive-compulsive disorder and phobia. Speech anxiety is a kind of state anxiety reflected in special scenes. It belongs to a series of physical and mental discomfort feelings or behaviors that individuals show in the process of expected activities. In the process of speech, the speaker's anxiety usually shows certain symptoms in physiology, psychology and language thinking, such as limb trembling, rapid heartbeat, voice trembling, forgetting words, sweaty palms, etc., so that the coordination of behavior and language is reduced. Especially when using non-native language to make a speech, the speaker's anxiety will become more serious. As an auxiliary means of teaching, public speech helps to improve students' oral communication skills, enhance their critical thinking ability, stimulate their learning enthusiasm and improve their comprehensive language application ability. Successful public speaking not only shows the speaker's solid language skills and skilled nonverbal skills, but also shows the speaker's good psychological state. However, many studies have shown that most people and even experienced speakers show varying degrees of anxiety.

With the continuous advancement of college English teaching reform in China, college students' English speech has attracted more and more attention. There have been many high-level English speech competitions, which have promoted the cultivation of college students' quality and ability. Studies have shown that college students can improve at least five abilities after speaking in English, which are English language level, psychological quality, cultural cultivation, critical thinking and aesthetic ability. From the perspective of teaching, English speech can improve language communication ability, listening and speaking ability and application ability, and then enhance college students' interest in learning. Therefore, many domestic colleges and universities take English speech as an elective or compulsory course. However, English speech anxiety has always restricted the improvement of college students' English speech level. In order to effectively alleviate speech anxiety, a large number of scholars have also carried out many related studies. Research shows that the main cause of anxiety in English speech is the lack of speech skills. Therefore, college students must strengthen their basic speech skills training, so as to reduce the anxiety in English speech and finally achieve the success of speech.

Objective: Classroom teaching practice based on English speech for college students aims to provide targeted guidance for eliminating learners' speech anxiety and language shock, so as to help them improve their English speech level and communicative competence.

Research objects and methods: The subjects were 64 sophomores majoring in English in a university, including 7 boys and 57 girls, who participated in the classroom teaching practice of English speech for one semester. After one semester, compare the English speech level of all subjects before and after teaching practice.

Research design: The self-designed anxiety scale was used to evaluate the teaching effect of English before and after the speech. Negative items adopt the 5-level scoring method, with a score of 1-5. The lower the score, the more inconsistent with their own feelings, and the higher the score, the more consistent with their own feelings. Positive items are scored in reverse, with a score of 30 - 150. The higher the score, the higher the degree of speech anxiety.

Methods: The relevant data were analyzed by Excel and SPSS20.0 software for calculation and statistics.

Results: Before the experiment, the number of high, medium and low anxiety groups were 23, 23 and 18 respectively. After training, the number of people with high anxiety level decreased to 12 and the number of people with low anxiety level increased to 32. The average anxiety level of 64 students (76.55 ± 15.11) was much lower than that before training (84.45 ± 14.10), and the difference was statistically significant ($P = 0.001$).

Table 1. Comparison of students' English speech anxiety before and after the experiment (n)

Anxiety level	Score	Before teaching	After teaching
High	91-150	23	12
Secondary	76-90	23	20
Low	30-75	18	32
General situation		64	64

Conclusions: In the language environment of English as a foreign language, affected by the speaker's personal factors and external factors, the speaker often shows varying degrees of anxiety, which may lead to the speaker's "language shock". The learner training based on English speech classroom teaching is not only language training, but also different from the simple intensive training of speech skills. It takes into account the three aspects of language, nonverbal and psychology, pays attention to students' emotion, strengthens self-concept, especially strengthens the cause analysis and coping strategy training of speech anxiety, and gives all-round guidance to the study of speech theory and practical practice. Learner training based on English speech classroom teaching can help students use speech strategies, reduce their speech anxiety and improve their speech effect.

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INFLUENCE OF THE INHERITANCE AND DEVELOPMENT OF MINORITY MUSIC EDUCATION IN COLLEGES AND UNIVERSITIES ON ALLEVIATING COLLEGE STUDENTS' MENTAL ANXIETY

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Background: In the era of increasing cultural diversity, integrating the mission of the inheritance and development of national music into the work of music education in colleges and universities in China will help to promote the inheritance and development of national music. The world's diversified music culture can strengthen the integration and collaborative progress with national music, so it is of great value to carry forward China's national music. First of all, due to the continuous development of the cultural level in the new era and the influence of the cultures of various countries, some western music cultures have entered, which makes China's traditional culture challenged by the assimilation of European and American music. This is a difficult problem that must be faced in order to better realize the inheritance of China's current national music culture. Music major in colleges and universities is a key area for cultivating national music. We should start with this, strengthen the promotion and dissemination, and popularize the education of inheriting culture in our country. The direct beneficiaries of minority music education are college students. In order to improve the efficiency of education, it is necessary to study and explore the psychological factors of college students. With the continuous development of society and the increasing competition for talents, self-awareness and values are also changing in people's hearts. At present, college students generally pay more attention to their achievements and honors, and are under increasing pressure from society, school and family, which makes college students have varying degrees of anxiety. In the past minority music education in colleges and universities, teachers often ignored the mental health problems of students, and even some people thought that national music had nothing to do with students' mental health. Teachers only taught national music itself and did not integrate students' psychological quality education into teaching. Minority music is a special language with physiological, therapeutic, emotional and memory functions, which can regulate the physiological functions of breathing, circulation and endocrine system. Research shows that the impact of music on human psychology is also complex and diverse. Integrating the mission of inheritance and development of national music into music education in colleges and universities in China can stimulate students' willingness and enthusiasm to participate in intervention and treatment of