Then the experimental intervention method is used to test what characteristics of the intervention means are effective for the anxiety control of electromechanical equipment control operators.

Methods: In this study, Excel was used to make preliminary statistics on the anxiety of electromechanical equipment control operators, and SPSS software was used for further analysis.

Results: The specific results of the analysis on the influencing factors of anxiety of electromechanical equipment control operators are shown in Figure 1.
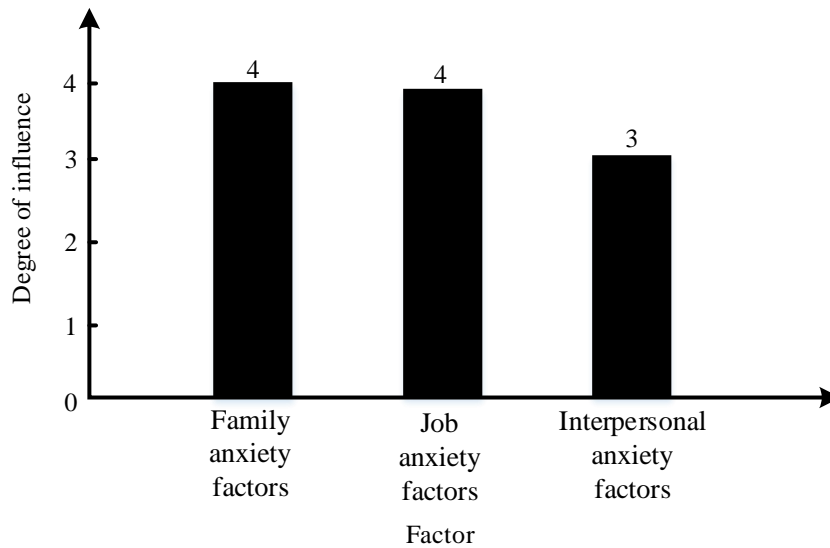

Figure 1. Analysis of consumer psychological factors

The family anxiety factors and work anxiety factors in Figure 1 have the most significant impact on the anxiety of electromechanical equipment control operators, forming a four-level impact. The influence of interpersonal anxiety factors on the anxiety of electromechanical equipment control operators is more obvious, forming a three-level influence. It can be seen that family anxiety factors and work anxiety factors are the main factors causing the anxiety of electromechanical equipment control operators.

Conclusions: Electromechanical equipment control has certain precision requirements, so the anxiety of electromechanical equipment control operators is likely to affect the work quality. Therefore, based on the theory of anxiety psychology, this study uses intervention experiment and random forest algorithm to analyze the classified intervention experiment. The results show that family anxiety factors and work anxiety factors have the greatest impact on the anxiety of electromechanical equipment control operators. Therefore, in the process of controlling the anxiety of electromechanical equipment control operators, we should focus on family anxiety factors and work anxiety factors, reduce the impact of relevant factors on electromechanical equipment control operators, and indirectly improve their work stability and work quality.

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THE ROLE OF INFORMATION-BASED TEACHING IN REGULATING THE LEARNING ENTHUSIASM OF ANXIETY STUDENTS

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Background: Anxiety disorder refers to the emotional and negative psychological state that individuals feel nervous, uneasy, frightened and so on when facing the coming threat in the future. This excessive anxiety is not only for the actual future threat, but also for the possibility of future threat, that is,

individuals think that the future threat is likely to come through imagination and feel worried about this threat. Therefore, in individual anxiety psychology, many worries are oriented to the future possibility of lacking specific objects. This future possibility may exist, but at present, there is no basis for it to happen. Students with such anxiety are in a state of high vigilance and high anxiety for a long time. In the individual psychological state, appropriate anxiety is conducive to the generation of students' psychological driving force. This driving force based on vigilance will make individuals perceive the existing threats more quickly, deal with the existing goals quickly, and improve students' behavioral motivation and ability. However, excessive and continuous anxiety may keep students in a state of psychological tension and fear, and have a bad impact on students' physical and mental health. And with the continuation of this anxiety, students' daily failure in their daily study and life will be emotionally amplified, which makes students more prone to frustration, self-confidence frustration and other emotions. At present, anxiety can be divided into two main types according to its overall characteristics: trait anxiety and state anxiety. Trait anxiety refers to an individual's anxious personality trait, which is stable to a certain extent and lasts relatively long. The other is state anxiety, which lasts shorter than trait anxiety and does not have the characteristics of stability. It is mostly temporary subjective emotions caused by real-life events. In order to reduce students' anxiety, we should start with the psychological intervention of different types of anxiety, so as to achieve the positive effect of students' anxiety in the process of learning.

Objective: By exploring the scheduling effect of information-based teaching on the learning enthusiasm of anxiety students, this paper provides a theoretical basis for the psychological reform of information-based teaching mode, in order to intervene the psychological anxiety state of students in the teaching process, so as to help students get rid of the psychological influence of anxiety and improve their learning efficiency and learning quality.

Subjects and methods: This study combines the decision tree classification algorithm with the intervention experiment, classifies the anxiety characteristics of student groups through the decision tree classification algorithm, and carries out the intervention experiment for students with different characteristic groups on this basis.

Study design: This study uses the decision tree classification algorithm to classify the student groups with different anxiety disorder characteristics step by step according to the node characteristics. In the classification process, the different feature points of different types of anxiety disorder student groups are the decision nodes. The final classification results of the decision tree will be used in the intervention experiment. The research will be carried out in the way of designing information-based teaching strategies for anxiety disorders in the teaching process, and the psychological state and learning effect of students before and after the intervention will be statistically recorded.

Methods: This study uses Excel to sort out and count the research data, and uses SPSS software to classify and further analyze the data.

Results: The impact of information-based teaching on the learning enthusiasm of students with different types of anxiety disorders is shown in Figure 1.
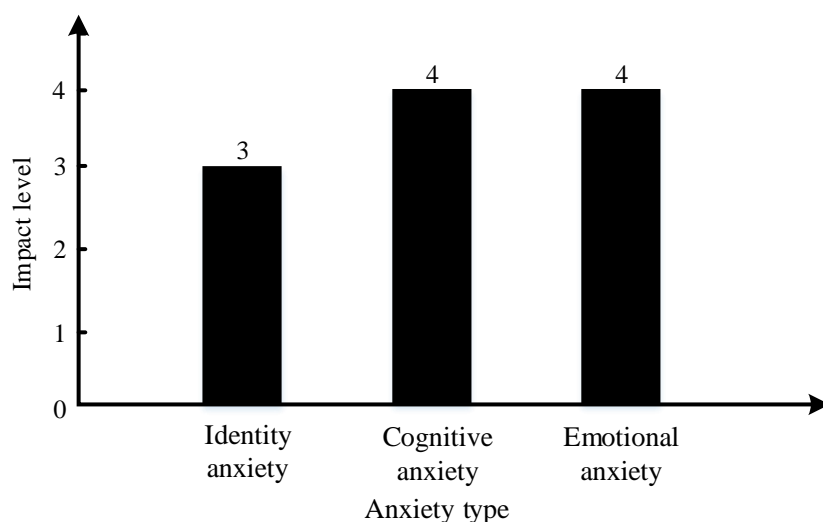

Figure 1. Positive influence

As shown in Figure 1, the impact of information-based teaching on the learning enthusiasm of students with cognitive anxiety and emotional anxiety reaches level 4, that is, significant impact, and the impact on

the learning enthusiasm of students with identity anxiety reaches level 3, that is, significant impact. It can be seen that among the three different types of anxiety students, cognitive anxiety and emotional anxiety students are the main types positively affected by information-based teaching, while the learning enthusiasm of identity anxiety students is not significantly affected by information-based teaching, but it still has a significant impact.

Conclusions: In order to solve the problem of the impact of students' anxiety psychology on learning results in information-based teaching, this study adopts the combination of decision tree classification algorithm and intervention experiment to carry out intervention information-based teaching for students with different anxiety psychological characteristics. The results show that the informatization characteristics of informatization teaching, which is different from the traditional classroom teaching methods, provide students with a more personalized and dominant learning method, which can help students reduce the learning anxiety in the learning process, reduce the excessive consumption caused by students' anxiety psychology, help students improve their learning effect, improve the overall sense of learning experience, and create a learning atmosphere of assured learning and pleasant learning.

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RESEARCH ON THE INFLUENCE OF ANXIETY PSYCHOLOGY OF COLLEGE TEACHERS AND STUDENTS ON TEACHING LABORATORY CONSTRUCTION AND SAFETY MANAGEMENT

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Background: In the modern high-speed social living environment, the teaching and learning life of college teachers and students will also be affected to some extent, resulting in anxiety. Anxiety refers to the stressful psychology that individuals recognize the threat of the current situation to themselves when facing realistic obstacles or difficult goals. This situation not only refers to the real situation, but also the hypothetical situation will lead to the anxiety of college teachers and students to a great extent, such as the psychological amplification of the current dilemma, or the aimless worry about the future dilemma. In the human psychological mechanism, appropriate anxiety psychology can improve the work and learning efficiency of college teachers and students to a certain extent, and then urge individuals to get positive feedback at the psychological level. After receiving positive feedback, individuals realize that difficulties are not insurmountable, and have a new understanding of their own ability at the present stage, so as to form a balance of individual psychological state. However, if individuals are in anxiety for a long time and are difficult to be liberated, it will cause serious psychological damage to college teachers and students, and then lead to excessive anxiety and form anxiety symptoms. Anxiety psychology is the source of other psychological diseases such as depression. Some studies have shown that many patients with anxiety disorders have a certain degree of depression and other complications. In the absence of intervention, long-term and excessive anxiety psychology will lead to individual loss of self-confidence, difficult to extricate themselves from aimless anxiety psychology, and then produce more psychogenic diseases. As an important part of safety in the university environment, the planning, construction and safety management of teaching laboratory often have a certain psychological impact on college teachers and students. Due to the long-term contact between college teachers and students and teaching laboratory, the concern about its safety is likely to be continuous and difficult to liberate, which is likely to cause excessive anxiety. Therefore, it is very necessary for college teachers and students who use a laboratory for daily work and study to dredge their anxiety psychology.

Objective: This study takes the construction and safety management of university teaching laboratory as the main external anxiety influence event for analysis. By analyzing the psychological state of psychogenic anxiety of university teachers and students under this external anxiety influence event, it provides a theoretical basis for providing further anxiety control means and helps university teaching laboratory teachers and students form a more reasonable psychological counseling mechanism.

Subjects and methods: In the research process, teachers and students in various laboratories of the university are selected as the main research objects. This study uses the methods of correlation analysis and difference analysis to analyze the anxiety of college teachers and students in the construction and safety management of teaching laboratory, so as to provide a theoretical basis for the strategy of controlling the anxiety of college teachers and students in the construction and safety management of laboratory.

Study design: This study takes the state quality anxiety scale as the main evaluation dimension of the