

results show that educational psychology can effectively innovate the teaching design objectives and schemes from the students' needs and the law of psychological change, effectively help students better understand the influence mechanism of visual communication under the new media, and reduce their negative emotions and psychological problems caused by teaching. Figure 1 shows the statistics of classroom psychological and emotional scores of the two groups of subjects after the experiment.

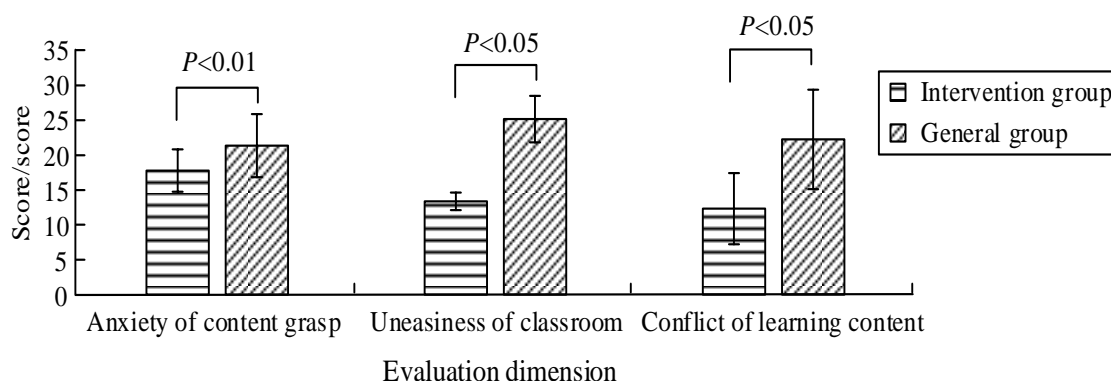


Figure 1. After the experiment, the scores of classrooms psychological emotion of the two groups of subjects were statistically analyzed

Conclusions: Educational psychology can provide a theoretical basis for educational reform. On the basis of grasping the psychological law and teaching law of teaching subject and object, it can teach students according to their aptitude, teach without category, greatly improve the teaching level and ensure the teaching quality. At the same time, the improvement of visual design teaching methods improves students' perception of the relationship between visual communication and the communication power of new media products. They understand that only by integrating and innovating the learned knowledge with practical practice can they reduce their doubts and anxiety about their learned knowledge and professional ability and improve their mental health level.

Acknowledgement: The research is supported by: Shaanxi Provincial Department of Education General Special. Research on the Demand of International Chinese teachers in Southeast Asia under the Background of "One Belt and One Road" (No. 21JK0294).

* * * * *

THE POSITIVE GUIDING EFFECT OF EDUCATIONAL PSYCHOLOGY ON COLLEGE STUDENTS' ENGLISH LEARNING

Heng Wang

Guilin University, Guilin 541006, China

Background: Educational psychology has been well applied in domestic higher education and has made great contributions to the improvement of subject teaching quality. Under the people-oriented education and teaching concept, the teaching methods and learning modes advocated by educational psychology also conform to the overall direction of educational reform, provide new directions and ways for the teaching reform and the innovation of teaching means in colleges and universities, and greatly improve the teaching quality and students' learning initiative. Educational psychology originated in the 1970s, after continuous practice and application, it has become an indispensable and important part in the current teaching stage, among which behaviorism and cognitive psychology have a great impact on teaching. Behaviorism refers to breaking and reorganizing the formed learning habits through stimulus response. For example, teachers can use the reward and punishment system to strengthen students' excellent habits and weaken bad habits, so as to realize a long-term and effective feedback mechanism. Cognitive psychology refers to the appropriate adjustment of cognitive structure to realize the processing and construction of existing knowledge, so as to emphasize the cultivation of students' learning initiative and enthusiasm. Educational psychology is the bridge and key for teachers and students to communicate and progress. It can effectively intervene and guide students in order to improve the level of teaching quality. However, most teachers are confused about the specific application of educational psychology, and it is difficult to grasp students' psychological characteristics and clarify their cognitive needs in the process of teaching practice. With the continuous

improvement of social development and the advancement of teaching reform, the society has put forward higher standards and requirements for English majors. However, there are many problems in college English teaching, which greatly reduces students' enthusiasm to participate in the classroom. The lack of teaching practice and the singleness of teaching means virtually make English teaching "superficial" and "divorced from reality", resulting in a large gap between students' classroom harvest and their own expectations, resulting in negative emotions and psychological problems, which has seriously hindered their learning process. Therefore, the research improves the teaching classroom with the help of the relevant theories of educational psychology, in order to speed up the effectiveness of college students' English learning and alleviate their psychological problems.

Objective: In order to alleviate the psychological problems of English majors caused by teaching, this paper studies the English teaching model from the perspective of educational psychology, in order to guide students' psychological and emotional changes and curriculum learning progress in English learning, teach students according to their aptitude, teach without category, and help them reduce emotional pressure and psychological problems.

Subjects and methods: 300 students with English learning difficulties in different grades and majors in a university are selected as the research object. Firstly, the basic information of their learning and psychological status is evaluated, and then the English teaching classroom is improved in order to alleviate the negative emotions and psychological problems of students in the teaching process, and actively guide and intervene them.

Method design: The subjects were divided into intervention group, routine group and psychological intervention group. The routine group normally carried out English teaching class without any intervention means. The intervention group used the English teaching mode improved by teaching psychology to learn, and the psychological intervention group guided the psychological problems of the subjects. Then, by means of psychological problem self-test scale and teaching test, the changes of learning and mental health level of the subjects in the four-week period were evaluated.

Methods: Principal component analysis was used to extract and analyze the factors affecting English teaching effect and students' psychological level. The innovative teaching model was used to guide students' classroom learning status and emotional changes, and statistical analysis tools were used to analyze the data and statistical results of the research objects under different intervention means.

Results: Educational psychology can improve the English teaching mode on the basis of effectively grasping the teaching law and students' psychological law, actively guide and dynamically pay attention to their psychological state and emotion, and reduce their negative emotion. Table 1 shows the statistics of English anxiety scores of the subjects before and after the experiment under different intervention methods.

Table 1. Before and after the experiment, the subjects' English anxiety scores under different intervention methods were statistically analyzed

Grouping	Before experiment		After experiment	
	Average value	Standard deviation	Average value	Standard deviation
Intervention group	11.25	1.22	4.13	1.04
General group	10.79	1.36	9.62	1.45
Psychological group	13.06	1.47	6.71	1.32

Factors such as learning difficulty, teaching plan and differences in their own learning ability will lead to students' anxiety in the process of English learning. As can be seen from Table 1, the classroom teaching improved by educational psychology has significantly alleviated students' English anxiety scores after the experiment, which is significantly better than the conventional group and psychological intervention group, and has a better guiding effect on students' negative emotions.

Conclusions: The application of educational psychology in English teaching has become a development trend. It is one of the important factors to improve the quality of classroom teaching and students' overall quality. Applying it to the intervention of professional students' learning ability and psychological problems can effectively improve students' enthusiasm and initiative to participate in learning, and realize the improvement of comprehensive language application ability and mental health level.

* * * * *

RESEARCH ON THE EXPRESSION AND SOLUTION STRATEGY OF COLLEGE STUDENTS' ANXIETY DISORDER IN THE TEACHING OF ACCOUNTING COMPUTERIZATION IN COLLEGES AND UNIVERSITIES

Jinsong Wang

Liaoning Economics Vocational and Technology University, Shenyang 110122, China

Background: The increase of social pressure and the limitation of individual tolerance make the population of psychological diseases such as anxiety disorder, depression and emotion regulation disorder increase. More and more people begin to pay attention to and pursue their own mental health status and the satisfaction of their own values. A single drug treatment has little effect on the treatment of psychological diseases and is easy to produce drug compliance. Among them, anxiety disorder has gradually become one of the “killers” causing psychological diseases due to its wide range of patients and repeated variability, and its etiology is more complex and diverse, including genetic factors, stress factors, disease factors and so on. Anxiety disorder is often manifested as motor agitation and sympathetic hyperactivity, accompanied by negative emotions such as anxiety, shame, disappointment, anxiety and fear. According to statistics, the proportion of patients with anxiety disorder who receive correct treatment in China is less than 10%. Most patients' anxiety symptoms are not treated in time, resulting in a great degree of damage to their physical and mental health. Different individuals are affected by different levels of anxiety and show different psychological characteristics. Among them, college students are not fully mature in mental development, and are easily disturbed by external objective environment, learning pressure, interpersonal relationship processing and other factors, which makes them deviate in the judgment of objective things and the attention of their own values, and then fall into a repetitive “emotional trap”, resulting in anxiety disorder. It has caused great damage to their mental health. In recent years, with regard to the safety accidents caused by the psychological problems of college students with anxiety disorder, colleges and universities also began to pay more attention to the mental health problems of students and provide psychological counseling accordingly. However, the process of psychotherapy is a relatively long-term and stable process, so only by internalizing it in the classroom and dredging it in the process of subtle influence, can there be better therapeutic effect. With the advent of the information age, accounting electronic algorithm has gradually become one of the required courses for accounting students. While greatly improving the teaching level and enhancing the ability of students to use professional knowledge, it is also inevitable to have related teaching problems. Due to the limitation of technical equipment and related professionals, accounting algorithm lacks a scientific and reasonable teaching framework in the course teaching, which makes the teaching results difficult to adapt to the development of social technology, increases the difficulty of students' learning, and causes anxiety and negative emotions in the teaching process.

Objective: To alleviate the anxiety symptoms of college students, help them better adapt to the transformation of accounting computerization teaching method, and reduce their negative emotions and psychological problems. Therefore, through the introduction of relevant psychological theories, this study explores the performance mechanism of students' anxiety disorder in accounting computerization teaching, and makes appropriate intervention and improvement on the teaching mode, in order to put forward solutions to alleviate college students' anxiety disorder.

Subjects and methods: The study selected the students with anxiety disorder in accounting major of a university as the research object. Firstly, the basic information of students' anxiety and learning state was collected with the help of Self-rating Anxiety Scale (SAS) and observation method. Then, according to the teaching content, objectives and requirements of accounting electronic algorithm course, the mathematical model of teaching quality evaluation system is established with the help of neural network theory to realize the innovation of teaching mode, and construct a new targeted and personalized accounting electronic teaching mode. And to test the improvement mechanism of the practice and application of different teaching models on anxious college students by psychological state assessment.

Method design: Under the condition of collecting the basic information of college students with anxiety disorder, this paper constructs a teaching quality evaluation model with the help of neural network to realize the innovation of accounting computerization teaching mode, that is, teaching content, teaching method, teaching effect, students' ability to master knowledge and other indicators as the input layer and teaching quality as the output layer. Using mathematical model to innovate the target connotation and level positioning of accounting computerization teaching classroom, so as to realize the improvement and intervention of anxiety college students. The Self-rating Anxiety Scale was used to evaluate the anxiety level and mental health status of students before and after the experiment, and to explore the influence mechanism and countermeasures of college accounting computerization teaching on college students'