

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

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**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'

anxiety disorder.

**Methods:** The innovation of teaching mode was realized by neural network algorithm, and the experimental data were processed and analyzed with the help of statistical analysis tools, so as to better realize the innovation of accounting computerization teaching classroom and alleviate the anxiety symptoms of college students.

**Results:** Innovating the teaching mode of accounting computerization, that is, realizing the reform of target connotation and level positioning, can effectively improve students' professional learning initiative, have a clearer understanding of their own learning content and curriculum requirements, and then alleviate their anxiety. Table 1 shows the general situation of routine behavior and cognition of anxious college students.

**Table 1.** General situation of routine behavior and cognition of anxious college students

| Dimension                   | Mean  | S.D.  |
|-----------------------------|-------|-------|
| Self-recognition value      | 2.325 | 0.547 |
| Learning enthusiasm         | 2.867 | 0.843 |
| Learning difficulties       | 3.741 | 0.515 |
| Emotion regulation disorder | 3.304 | 0.676 |
| Learning perception         | 1.412 | 0.412 |
| Self-efficacy               | 2.956 | 0.533 |
| Evaluation objectivity      | 1.272 | 0.763 |

**Conclusions:** The social development trend of marketization, globalization and informatization has changed the accounting teaching environment and requirements to a great extent, and also virtually improved the standard of teachers' teaching skills and increased the difficulty of course teaching. As one of the important course contents of accounting students, accounting computerization course can effectively improve students' cognitive structure and overall quality only by accelerating its improvement and teaching innovation. The improvement of accounting computerization course with the help of psychological theory can effectively help students have a higher level of cognition of their major and alleviate their anxiety symptoms and negative emotions.

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## CAUSES AND ADJUSTMENT STRATEGIES OF COLLEGE STUDENTS' CHINESE LEARNING ANXIETY

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**Background:** From the perspective of psychology, anxiety mostly refers to an emotional response and psychological state. It is a compound response to uncertain events in the future that makes it difficult for the body to adapt to environmental changes. Different individuals show different responses to the same anxiety mechanism due to their own differences and psychological quality, and the degree of anxiety they feel is also different. Anxiety has different forms of anxiety according to its types and etiological mechanisms, such as examination anxiety, interpersonal anxiety, language anxiety, health anxiety and so on. There are many reasons for anxiety, including the stimulation of external environmental conditions, low psychological tolerance and differences in learning level. Among them, language anxiety is a kind of foreign language learners' subjective feelings, psychological signs and behavioral reactions. It refers to the fear of not being confident in the expected effect or feeling language learning difficulties in the process of second language learning. Since the application of the concept of language learning anxiety, many scholars at home and abroad have paid attention to it. Language anxiety is different from general psychological anxiety. Its anxiety is mainly caused by the anxiety of applying the language for communication learning or practical practice. However, due to the characteristics of language itself, there are great differences in the process and efficiency of language input and output. The long-term nature of language learning makes learners unable to get positive feedback. It is very easy to produce language learning anxiety, and even the psychological idea of retreat and giving up.

With the continuous vigorous development of China's economy and the continuous enhancement of