

anxiety levels of the two groups were compared.

Methods: The relevant data were processed and analyzed by software SPSS18.0 and Excel.

Results: Before the experiment, there was no significant difference in SAS score between the two groups ($P > 0.05$). After the experiment, the SAS score of the study group decreased significantly ($P < 0.05$) and was significantly lower than that of the control group ($P < 0.05$), as shown in Figure 1.

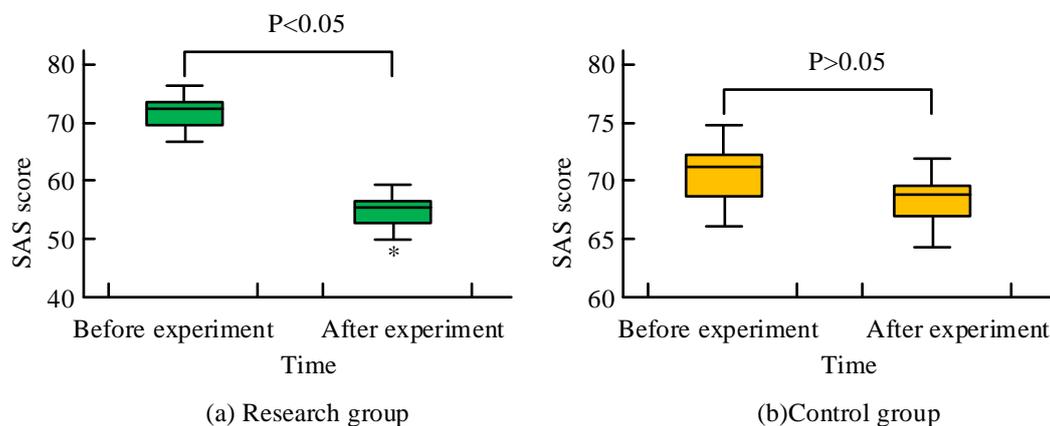


Figure 1. SAS scores of two groups of subjects
Note: * $P < 0.05$ compared with the control group.

Conclusions: In the process of China's rapid economic development, the income distribution gap of Chinese residents is gradually expanding, which leads to a large gap in the consumption level of Chinese residents. Among them, the consumption gap between urban and rural residents is the most intuitive and obvious. Studying and analyzing the consumption gap of Chinese residents will help to maintain the sustainable development of China's economy and narrow the income gap of Chinese residents, so as to achieve a well-off society in an all-round way and improve national happiness. However, the research and analysis of the national consumption gap has a huge workload, and some staff engaged in this cause are often unable to complete their work accurately and efficiently. Therefore, they doubt their ability to work, and then have anxiety. Therefore, the research constructs an index system based on consumer psychology to measure and analyze the consumption gap of residents in China, so as to alleviate the anxiety of staff.

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THE INFLUENCE OF INNOVATIVE PIANO TEACHING MODE ON STUDENTS' COGNITIVE PSYCHOLOGY IN COLLEGES AND UNIVERSITIES

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Background: With the continuous progress of the times, the requirements for the level of college students are becoming higher and higher. College students need all-round development in morality, intelligence, physique, beauty and labor, which has become the consensus of all sectors of society. In the education system of colleges and universities, piano teaching in colleges and universities is one of the main ways to improve students' aesthetics, cultivate students' taste, improve students' musical literacy, cultivate students' sentiment, alleviate students' anxiety and improve students' mental health level. At the psychological level, anxiety belongs to a kind of negative emotion, which is an emotional state of tension, anxiety and fear because individuals are in a dangerous state of being unable to achieve their goals or overcome obstacles. At present, there are some problems in piano teaching courses in colleges and universities, which cannot fully play its role in alleviating students' anxiety. Therefore, the long-term backlog of students' anxiety cannot be vented, which will lead to students' cognitive problems. Cognition refers to the process that the brain processes the acquired information and skills intelligently. In the process of cognition, it will involve a series of complex social behaviors and activities such as learning, memory, emotion, thinking and so on. When the human cerebral cortex is damaged by various factors, the brain's intelligent processing process will be limited and abnormal, which will lead to cognitive impairment. Therefore, it is necessary to innovate and reform the piano teaching mode in colleges and universities, so

that it can fully play the role of alleviating students' anxiety.

School psychology is a kind of applied psychology and the application of psychology in school education practice. The main research content of school psychology is to scientifically and reasonably evaluate the students' mental health level and the school's psychological education level, improve the teaching mode according to the evaluation results, and carry out psychological intervention on students. School psychology plays a good role in correcting and alleviating students' emotional disorders, personality disorders and other mental diseases. The research uses school psychology to analyze the causes of anxiety of anxious students, so as to carry out targeted reform and innovation of piano teaching mode in colleges and universities, so as to improve students' piano learning efficiency and give play to the alleviating effect of piano teaching on students' anxiety, so as to treat and avoid students' cognitive problems.

Objective: There are some problems in the current piano teaching curriculum in colleges and universities, which cannot fully play its role in alleviating students' anxiety. The long-term backlog of students' anxiety cannot be vented, which will lead to students' cognitive problems and easy to suffer from cognitive impairment. The research is based on school psychology to carry out targeted reform and innovation of piano teaching mode in colleges and universities, so as to give play to the alleviating effect of piano teaching on students' anxiety, so as to treat and avoid students' cognitive problems.

Subjects and methods: 120 students were selected as the research objects in a university. Self-rating Anxiety Scale (SAS) and Symptom Checklist 90 (SCL-90) were used to evaluate the degree of anxiety of students. Combined with the mental health part of Mini Mental State Examination (MME) and Short Form 36 Questionnaire (SF-36), a scale was developed to evaluate the degree of cognitive impairment of students.

Study design: The students were randomly divided into study group and control group by random number method, with 60 people in each group. Among them, the research group used the improved college piano teaching mode based on school psychology to teach piano. The control group used the traditional college piano teaching mode for piano teaching. After a period of time, the cognitive psychology of the two groups of students was compared.

Methods: The software SPSS17.0 and Excel were used to count and analyze the relevant data.

Results: There was no significant difference in MME scores between the two groups before teaching ($P > 0.05$). After teaching, the degree of cognitive impairment of students in the research group decreased significantly ($P < 0.05$). There was no significant change in the control group ($P > 0.05$), and it was significantly lower than that in the study group ($P < 0.05$). The MME scores of the two groups are shown in Table 1.

Table 1. MME scores of two groups of students

Timing	MME Score		<i>t</i>	<i>P</i>
	Research group	Control group		
Before work	11.4±5.5	11.3±5.2	0.254	0.671
After work	26.4±2.4	12.2±4.0	6.673	0.035
<i>t</i>	7.643	0.361	-	-
<i>P</i>	0.001	0.412	-	-

Conclusions: Anxiety is a kind of negative emotion. It is an emotional state of tension, uneasiness and fear caused by individuals in a dangerous state of being unable to achieve their goals or overcome obstacles. The long-term backlog of anxiety cannot be vented, which will lead to individual cognitive problems and cognitive impairment. At present, there are some problems in piano teaching courses in colleges and universities, which cannot fully play its role in alleviating students' anxiety. Therefore, the research is based on school psychology to carry out targeted reform and innovation of piano teaching mode in colleges and universities. The results showed that there was no significant difference in MME scores between the two groups before teaching ($P > 0.05$). After teaching, the degree of cognitive impairment of students in the research group decreased significantly ($P < 0.05$). There was no significant change in the control group ($P > 0.05$), and it was significantly lower than that in the study group ($P < 0.05$). The above results show that improving the piano teaching mode in colleges and universities can significantly alleviate students' anxiety, so as to alleviate students' cognitive impairment.

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A STUDY ON THE INFLUENCE OF DISCOURSE TRANSLATION AND COMMUNICATION OF THE COMMUNITY OF HUMAN DESTINY ON FOREIGN STUDENTS' AFFECTIVE DISORDER

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Background: In recent years, China's international status has become higher and higher, and its traditional culture has been warmly welcomed all over the world, which has aroused the interest of many young people. Therefore, many students come to China to study abroad. The ideology, religious beliefs and customs of foreign students in China are different from those of Chinese college students. Compared with Chinese college students, they are more prone to anxiety and depression. Psychology believes that anxiety refers to the tension, anxiety, fear and other negative emotions caused by the threat or imminent threat of an individual to something. Long term anxiety will cause serious problems in students' mental health, resulting in emotional disorders. Affective disorder, also known as mood disorder, is a disease with long-term, serious emotional or mood changes caused by various reasons. The clinical manifestation of affective disorder is mainly the abnormal mood of patients, with obvious rise or fall, accompanied by a series of psychotic symptoms, such as cognitive impairment, behavioral disorder, hallucination, delusion and so on. The onset of affective disorder is repetitive, alternating and mixed. The clinical manifestations of affective disorder include depressive episode, manic episode, mixed episode, cyclic mood disorder and dysthymic disorder. Finding an appropriate way to alleviate the emotional barriers of foreign students is of positive significance to the personal development of foreign students and China's international image.

Affective psychology is one of the important parts of psychology. Its main research object is human emotion. The main research content is how to eliminate or alleviate individual tension and pressure caused by external stimulation or nature through certain means, so as to help individuals restore healthy and sound personality. Psychologists believe that only when individuals improve their psychology can they improve their emotions. Based on affective psychology, this study analyzes the causes of affective disorders of foreign students, and puts forward that the main causes of affective disorders of foreign students are loneliness and alienation. Therefore, the study translates the community of human destiny and makes it spread among foreign students, so as to enhance the identity of foreign students, so as to reduce the alienation and loneliness of foreign students, and finally alleviate the degree of emotional barriers of students.

Objective: The ideology, religious beliefs and customs of foreign students in China are different from those of Chinese college students. Compared with Chinese college students, they are more likely to have anxiety and depression, and then suffer from emotional disorders. The study uses the translation and dissemination of the community of human destiny to enhance the identity of foreign students, so as to reduce the sense of alienation and loneliness of foreign students, and finally alleviate the degree of emotional barriers of students.

Subjects and methods: 80 ethnic minority students with anxiety psychology were selected from three universities as the research objects, and the degree of anxiety and depression was evaluated by Self-rating Anxiety Scale (SAS), Self-rating Depression Scale (SDS) and SCL-90.

Study design: The students were randomly divided into study group and control group by random number table method, with 40 people in each group. The students in the translation group and the communication group were not the control group. One month later, the mental health status of the two groups of students was compared.

Methods: The relevant data were processed and analyzed by software SPSS23.0.

Results: Before the intervention, there was no significant difference in SAS scores between the two groups ($P > 0.05$). After one month of intervention, the SAS score of students in the study group decreased significantly ($P < 0.05$), while there was no significant change in the control group ($P > 0.05$). The SAS scores of the two groups of students are shown in Figure 1.

Conclusions: The ideology, religious beliefs and customs of foreign students in China are different from those of Chinese college students. Compared with Chinese college students, they are more likely to produce anxiety and depression, and then produce negative emotions such as anxiety and depression. Based on affective psychology, this study analyzes the causes of foreign students' affective disorder, and puts forward the use of translation and communication of the community of human destiny to enhance foreign students' sense of identity, so as to reduce foreign students' sense of alienation and loneliness, and finally alleviate the degree of students' affective disorder. The results showed that there was no significant difference in SAS scores between the two groups before the intervention ($P > 0.05$). After one month of intervention, the SAS score of students in the study group decreased significantly ($P < 0.05$), while there was no significant