

the employment anxiety of retired athletes. The results showed that there was no significant difference in the degree of employment anxiety between the two groups before mental health education ($P > 0.05$). After receiving mental health education, the degree of employment anxiety of retired athletes in the study group decreased significantly ($P < 0.05$), and was significantly lower than that of retired athletes in the control group ($P < 0.05$).

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ON THE TEACHING MODEL OF INTERACTIVE DEVELOPMENT OF ENGLISH LANGUAGE IN COLLEGES AND UNIVERSITIES FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: In today's economic globalization, the importance of English is becoming more and more prominent, and people from all walks of life pay more and more attention to English. At present, there are many problems in college English education, which cannot adapt to the development of the times, and the teaching mode is relatively backward. For various reasons, it is difficult for contemporary college students to adapt to the teaching forms and contents of college English, resulting in a high proportion of make-up exams and refreshments, resulting in excessive psychological pressure on some students and suffering from psychological diseases such as anxiety and depression. Anxiety refers to the tension, anxiety, fear and other negative emotions caused by the threat or imminent threat of an individual to something. Many studies have shown that maintaining moderate anxiety can help students concentrate, so that they can study more attentively and hard, and then improve their academic performance. However, when the degree of anxiety is too high and lasts too long, students' physical and mental health will be damaged, students' interest in learning will decline, and even weariness will appear, which will greatly affect students' normal study and life. Finding a suitable way to solve the anxiety of students in the process of learning is of great significance to students' personal development.

Educational psychology is a psychological theory put forward under the background of teaching reform. It has important theoretical and practical significance in promoting the reform of education system. In addition, educational psychology is also of great significance to the improvement of educators' psychological quality and teaching methods. Educational psychology contains many related theories, including psychological content, students' psychological change law in the learning process, teachers' analysis and cultivation of students' learning motivation, teachers' transfer and promotion of students' learning, teachers' analysis of students' cognitive ability development, teachers' cultivation of students' cognitive understanding, students' memory development, students' knowledge consolidation methods, students' cognitive strategy formation cultivate students' problem-solving ability and innovation ability, cultivate students' correct self-consciousness, students' group psychology and students' mental health education. Based on educational psychology, this paper puts forward a teaching model of interactive development of English language in colleges and universities. In this mode, the frequency of English interaction between teachers and students, students and students increase, so as to improve students' proficiency in English skills, so as to improve students' English performance and alleviate students' learning anxiety, which is of great significance to students' future development.

Objective: For various reasons, contemporary college students are difficult to adapt to the teaching forms and contents of college English, resulting in a high proportion of make-up exams and re courses, resulting in excessive psychological pressure on some students and suffering from psychological diseases such as anxiety and depression. Based on educational psychology, this paper puts forward a teaching model of interactive development of English language in colleges and universities, which can improve students' English performance and alleviate students' learning anxiety.

Subjects and methods: Two classes were randomly selected as the research objects in a university. Self-rating Anxiety Scale (SAS), Hospital Anxiety and Depression Scale (HADS) and Symptom Checklist 90 (SCL-90) were used to evaluate students' anxiety, and the test results were used to evaluate the teaching effect. Randomly select a class as the research group (37 people), and use the interactive development teaching model of college English language based on educational psychology to teach. The other class is

recorded as the control group (35 people), which adopts the traditional college English teaching mode. After three months of teaching, the anxiety and English scores of the two groups were compared. The relevant data were processed and statistically analyzed by SPSS21.0. The measurement data are expressed by mean \pm standard deviation ($\bar{x} \pm s$), while the general data are tested by t-test and chi square test. $P < 0.05$ indicates that the difference is significant.

Results: Before teaching, there was no significant difference in the degree of learning anxiety between the two groups ($P > 0.05$). After using different teaching modes, the degree of learning anxiety in the study group was significantly lower than that in the control group ($P < 0.05$). The SAS scores of the two groups of students are shown in Table 1.

Table 1. Changes in SAS scores of students in the two groups

Timing	SAS score		t	P
	Research group	Control group		
Before teaching	73.4 \pm 10.9	72.5 \pm 11.3	0.304	0.653
After teaching	46.7 \pm 6.2	67.1 \pm 10.9	6.420	0.000
t	6.371	0.421	-	-
P	0.000	0.649	-	-

Conclusions: In today's economic globalization, the importance of English is becoming more and more prominent, and people from all walks of life pay more and more attention to English. For various reasons, it is difficult for contemporary college students to adapt to the teaching forms and contents of college English, resulting in a high proportion of make-up exams and refreshments, resulting in excessive psychological pressure on some students and suffering from psychological diseases such as anxiety and depression. Based on educational psychology, this paper puts forward a teaching model of interactive development of English language in colleges and universities. In this mode, the frequency of English interaction between teachers and students, students and students increase, which improves students' proficiency in English skills, so as to improve students' English performance. The results showed that there was no significant difference in the degree of learning anxiety between the two groups before teaching ($P > 0.05$). After using different teaching modes, the degree of learning anxiety in the study group was significantly lower than that in the control group ($P < 0.05$). It shows that the teaching goal model can effectively improve students' English performance and alleviate students' learning anxiety, which is of great significance to students' future development.

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MANAGERS' PSYCHOLOGICAL ANXIETY, STRATEGIC CHANGE AND ENTERPRISE GROWTH

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Background: The strategic change of enterprises is essentially the reallocation and readjustment of enterprise resources. It is a series of purposeful strategic changes made by enterprise managers. Generally speaking, the strategic change of enterprises is directly related to the growth, development and survival of enterprises. Therefore, the enterprise managers who determine the direction and degree of strategic change have great psychological pressure and are easy to suffer from psychological anxiety. Anxiety refers to the tension, anxiety, fear and other negative emotions caused by the threat or imminent threat of an individual to something. Anxiety is a common emotional reflection that everyone will appear, but if the anxiety time is too long and the degree is too deep, it will lead to the formation of physiological or emotional diseases and affect the physical and mental health of patients. The objective purpose of anxiety is to guide people how to quickly take various measures and urgently mobilize various value resources, so as to effectively prevent the serious deterioration of the value characteristics of real or future things and make them develop in a positive direction. Therefore, short-term and moderate anxiety can help individuals establish goals and efforts, and help individuals establish positive beliefs. However, long-term and excessive anxiety will lead to the impairment of patients' physical and mental health, affect patients' normal life, increase the burden on patients' families, have a negative effect on patients' personal development and the construction of a harmonious society, and also have a negative impact on the normal operation of