

**Table 1.** Analysis of Gestalt psychology teaching

Gender	Scoring type	Epiphany thinking	Transfer thinking	Creative thinking
Male	M	25.403	19.375	23.651
	SD	5.376	3.781	4.013
Female	M	25.361	18.931	24.163
	SD	4.991	4.764	4.431
Whole	<i>t</i>	-2.144*	-0.147	-1.005*

Note: \*  $P < 0.05$ , with statistical significance.

**Conclusions:** The application of Gestalt psychology in modern architectural design connects human individual psychological factors with the construction of external environment. In this study, Gestalt psychology is applied to architectural teaching examples to analyze its impact on the learning effect of architectural design students. The research combines K-proximity algorithm, factor analysis and *t*-test method, classifies the basic elements through k-proximity algorithm, and uses factor analysis to analyze the influence path and degree of psychological elements. The results show that students have a significant positive impact on epiphany thinking and creative thinking. Epiphany thinking and creative thinking are also the two most important psychological manifestations of architectural design students in the learning process. Therefore, the application of Gestalt psychology in architectural teaching can achieve a better effect of students' psychological guidance, and then effectively improve students' learning ability and learning effect.

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## RESEARCH ON AFFECTIVE COMPUTING OF COLLEGE STUDENTS' PSYCHOLOGICAL ANXIETY ON TEACHING EVALUATION BASED ON DEEP LEARNING

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**Background:** Psychological anxiety itself is a kind of fear and uneasy emotion, which is most likely to occur under external challenges and threats, and is often accompanied by large psychological fluctuations and physical stress reactions. As a group in a special stage of physical and mental development, college students are more developmental in the form of anxiety than other social groups, that is, students' individual development is the cause of students' anxiety to a certain extent. In the stage of individual development, the physiological development of college students gradually tends to be fully mature. In this process, the self-consciousness of middle school students is also gradually approaching the peak of individual development. In this case, individual students will pay more attention to the satisfaction of internal needs and the realization of internal value than themselves in adolescence. As college students are in the process of getting rid of puberty and moving towards society, at the psychological level, college students are facing the detachment and reconstruction of the overall spiritual world. The pursuit of their own internal needs and internal values will lead college students to constantly think about internal psychological problems such as their own value, the significance of their own survival, and why they have some emotional response in the face of different external stimuli. In this case, college students are easy to feel the division between their inner and external environment. This sense of division leads to the illusion that their efforts have no value in the external environment, and then leads to the anxiety and loneliness of students. This growing psychological anxiety is difficult to quantify in the evaluation process, and the emotional calculation method of teaching evaluation based on deep learning can help colleges and universities quantify students' development psychological anxiety, and then lay a good foundation for further students' psychological intervention.

**Objective:** By exploring the teaching evaluation and calculation method of college students' psychological anxiety based on deep learning, this study helps colleges and universities realize a path for the quantitative evaluation of students' developmental anxiety psychology, and then provides a theoretical basis for colleges and universities to intervene students' anxiety psychology, so as to improve students' mental health level and promote the all-round development of students' comprehensive personality.

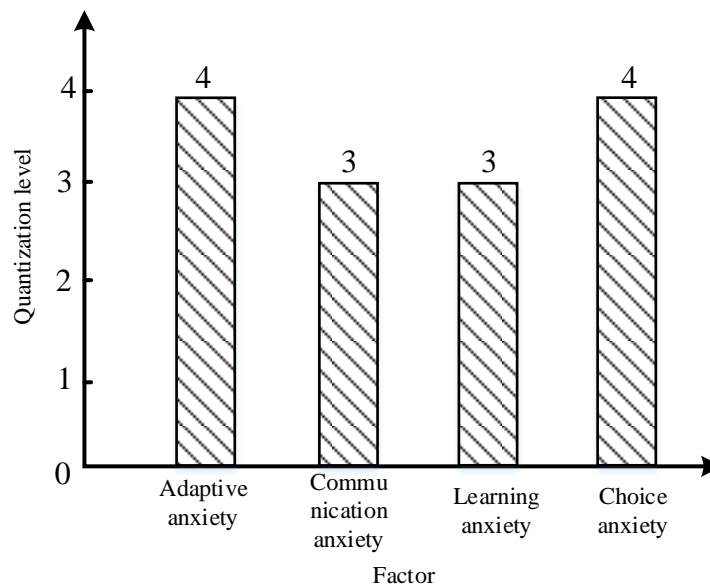
**Subjects and methods:** This study uses the deep learning algorithm to design the college students'

psychological anxiety teaching evaluation system, and on this basis, combines the sensitivity analysis method with the classification analysis method. The sensitivity analysis method is used to analyze the evaluation sensitivity of the college students' psychological anxiety teaching evaluation system based on deep learning, and the classification analysis method is used to classify the evaluation types of different sensitivities.

**Study design:** In this study, firstly, the classification analysis method is used to classify the types of psychological anxiety of college students, and the classification results are used as the main data basis to test the evaluation performance of college students' psychological anxiety teaching evaluation system based on deep learning. On this basis, the sensitivity analysis method is used to evaluate the sensitivity analysis of each characteristic classification. Then explore the evaluation effect of college students' psychological anxiety teaching evaluation system based on deep learning for different types of anxiety.

**Methods:** This study uses SPSS research data for statistics and analysis.

**Results:** The evaluation effect of college students' psychological anxiety teaching evaluation system based on deep learning on different types of anxiety is shown in Figure 1.



**Figure 1.** Anxiety type analysis

As can be seen from Figure 1, among the four main anxiety types of college students, the evaluation effect of college students' psychological anxiety teaching evaluation system based on deep learning on adapting to and selecting anxiety types reaches 4 levels of quantitative level, forming a significant effect. The evaluation effect of college students' psychological anxiety teaching evaluation system based on deep learning on the types of communication anxiety and learning anxiety reaches level 3 of the quantitative level, which constitutes an obvious effect.

**Conclusions:** In order to solve the problem that college students' psychological anxiety cannot be quantitatively evaluated in the teaching process, this study uses the deep learning algorithm to design the college students' psychological anxiety teaching evaluation system, and on this basis, uses the sensitivity analysis method to detect the evaluation effect of the college students' psychological anxiety teaching evaluation system on different characteristic types of anxiety psychological groups. The results show that the evaluation effect of college students' psychological anxiety teaching evaluation system based on deep learning on the types of adaptation anxiety and choice anxiety reaches level 4 of the quantitative level, which constitutes a significant effect. It can be seen that the designed college students' psychological anxiety teaching evaluation system has the best evaluation effect on the types of adaptation anxiety and choice anxiety.

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## THE INFLUENCE OF ANXIETY ON ENGLISH STUDENTS' LANGUAGE LEARNING IN THE CONTEXT OF PROJECT-BASED TEACHING

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**Background:** With the development of domestic education model, University is no longer a traditional elite education link, but gradually turns to universal university education. What follows is a larger student group and a connecting teaching model. Under the influence of this form of education, the psychological characteristics of students have also undergone subtle changes. Among the huge similar groups, it is difficult for students to stand out only by their own ability and educational results. With the enhancement of students' competitive psychology, students' anxiety psychology has also increased. Students need to complete more and more learning goals and bear more and more learning pressure in the process of their own growth. Studies have gradually become one of the important influencing factors of students' psychological anxiety. For English students, anxiety in language learning mainly comes from two aspects: learning process anxiety and test anxiety. Learning process anxiety refers to the individual learning difficulties caused by the difficulty of subjects in the process of language learning. These learning difficulties will form the most obvious external environmental stimulation in the process of learning, and it is also the most likely factor to cause students to form anxiety psychology. Test anxiety refers to students' uncontrollable tension in the face of the upcoming language test. These tensions often bring obvious physical manifestations such as rapid heartbeat, dizziness and sweating. With the increase of students' main picture defense, project application and academic report, this test anxiety is also reflected in different activities. Especially in project-based teaching, the difficulties faced by students in the process of the project and the psychological pressure generated in the process of summarizing and submitting the project will lead to serious psychological anxiety. This psychological anxiety will seriously interfere with students' language learning process and lead to students' psychological imbalance and loss of strategies in language learning. It is one of the students' psychological factors that must be considered in project-based teaching.

**Objective:** By exploring the influence of anxiety psychology on English students' language learning effect under the background of project-based teaching, this study provides a certain theoretical basis for the intervention of project-based teaching on English students' learning psychological enthusiasm, in order to adjust the learning mentality of students in project-based teaching and improve students' learning efficiency.

**Subjects and methods:** Based on the random forest classification algorithm, this study uses the force analysis method to analyze the language learning effect of English students in the context of project-based teaching.

**Study design:** There are various forms of anxiety psychology of students in the process of language learning. Therefore, this study selects a random forest algorithm that can increase the randomness of sample sampling and training set to classify the types of anxiety psychology of students in the process of English learning, on this basis, the force analysis method is used to analyze the quantitative impact of different elements in the process of anxiety psychology affecting English students' language learning effect.

**Methods:** This study uses Excel to sort out and count the data, and on this basis, further in-depth analysis is carried out by SPSS software.

**Results:** Under the background of project-based teaching, the effects of different anxiety psychological types on English students' language learning are shown in Figure 1.

It can be seen from the figure that the type of anxiety in the test has a relatively significant impact on the students' learning process, which can be seen from the type of anxiety in the test level 1, which has a significant impact on the students' learning process. The influence of procrastination anxiety on English students' language learning effect is relatively limited, reaching level 3 of the influence level, which is an obvious influence. It can be seen that learning process anxiety and test anxiety are the main types of anxiety that affect English students' language learning effect.

**Conclusions:** The psychological anxiety of English students in the process of language learning will have a great impact on students' learning effect. Under the background of project-based teaching, this anxiety caused by learning psychological pressure becomes more prone and frequent. This study combines random forest method with force analysis to analyze the impact of different types of variables on anxiety psychological types on English students' language learning effect. The results show that in the context of project-based teaching, learning process anxiety and test anxiety have a relatively large impact on English students' language learning effect, and the impact level is level 4, that is, significant impact. Probation process anxiety and examination anxiety are the two main types that have the greatest impact on students in project-based teaching. Therefore, in the teaching process, we should focus on controlling these two types to create a more beneficial psychological environment for students to improve learning efficiency.