

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.

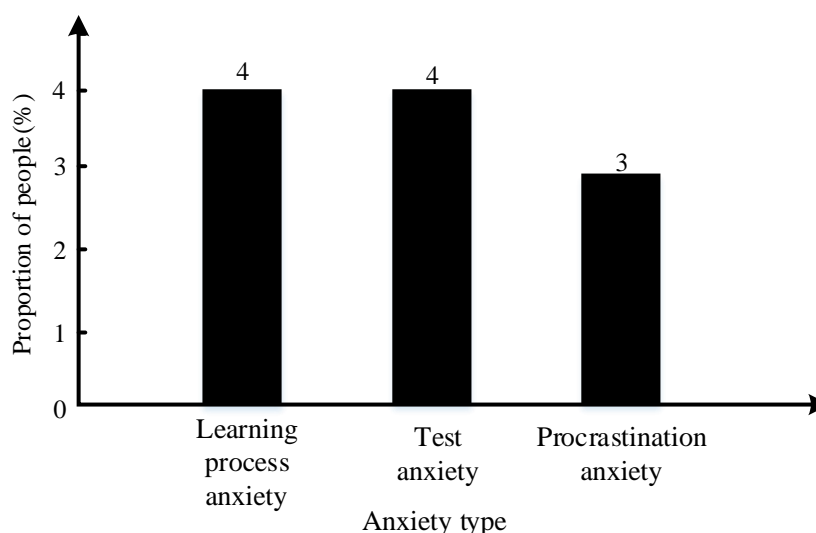


Figure 1. Anxiety type analysis

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RESEARCH ON MENTAL ANXIETY FACTORS OF POVERTY ALLEVIATION WORKERS IN THE IMPLEMENTATION OF FINANCIAL TARGETED POVERTY ALLEVIATION LOAN STATISTICS SYSTEM

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Background: In psychology, the events that will affect individual psychological stress and mental anxiety may not only be negative events, but also positive events may lead to individual psychological stress and mental anxiety. In the event motivation differentiation for mental anxiety, the impact of the event on individual psychological anxiety level is the most key factor, and the attribute of the event itself is not the key factor. Therefore, during the implementation of some projects, it is not only the negative events generated in the work process that will cause the anxiety of staff, but also the positive events that may affect the psychological state of staff. Among them, the main mental anxiety impact of negative events on staff comes from the frustration and dilemma caused by negative events. These two factors are also the most common anxiety motivation factors in all anxiety types. The frustration and dilemma caused by staff in the face of negative events will lead them to doubt their own work ability and fear the consequences caused by negative events, and suspicion and delusion about similar negative events that may occur in the future, which may lead to serious mental anxiety of staff. The influence of positive events on staff's mental anxiety mainly focuses on the suspicion of possibility. So far, in the research of anxiety psychology, groundless and object-free anxiety is one of the main types of excessive anxiety symptoms. This kind of anxiety mainly faces the possibility of occurrence in the future, but there is no exact evidence at the current time to prove that this possibility will happen in the future. Anxious individuals are deeply trapped in this illusion without exact basis and direction in their daily work and life, and constantly produce anxiety because of it. The implementation process of financial targeted poverty alleviation loan statistics system is a significant project process. Poverty alleviation staff may be affected by both negative events and positive events. Therefore, the psychological intervention of staff should be carried out carefully in the implementation process to ensure the healthy psychological state of staff, which is more conducive to the implementation process.

Objective: This study explores the mental anxiety factors of poverty alleviation workers in the implementation of financial targeted poverty alleviation loan statistics system, so as to lay a theoretical foundation for the establishment of psychological intervention strategies for poverty alleviation workers in the implementation process.

Subjects and methods: In this study, naive Bayes classification algorithm is combined with interview method. Interview method is the data acquisition method of the study, and naive Bayes classification