

RESEARCH ON THE INFLUENCE OF HIGHER VOCATIONAL ACCOUNTING TEACHING REFORM ON ALLEVIATING COLLEGE STUDENTS' PSYCHOLOGICAL ANXIETY

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Background: With the gradual disappearance of the gap of accounting professionals in China, the employment competition pressure of accounting graduates has increased, and some students with poor psychological tolerance and pressure regulation ability will even have a certain degree of mental anxiety. Anxiety refers to the negative and complex emotional states such as tension, uneasiness, worry and worry caused by possible dangers, losses and threats in the future. Its main clinical manifestations include panic disorder, such as sense of near death, sense of loss of control, sense of mental collapse, and physical symptoms of panic attack, such as rapid heartbeat, diarrhea, dizziness, etc. followed by generalized anxiety disorder, which is divided into mental anxiety, physical anxiety symptoms of motor restlessness of nerves and muscles. At present, the treatment of anxiety symptoms is mainly based on professional psychological guidance, and those with serious symptoms can be treated with drugs. In order to alleviate the employment anxiety of accounting students and improve the talent training level of the major, this study attempts to integrate the analysis and countermeasures of more college students' psychological characteristics and thinking characteristics into the teaching reform of accounting major in higher vocational colleges, hoping to provide more reference value and constructive countermeasures for improving the psychological anxiety symptoms of accounting students and improving their employment competitiveness.

Subjects and methods: In domestic higher vocational colleges, randomly select a school with moderate students majoring in accounting and more than 10 years of construction. Then 380 college students majoring in accounting were randomly selected from the university as the research object. Before the experiment, make statistics on the differences of basic information such as gender, age, grade and professional grade point between the two groups. After confirming that there is no significant difference between all basic information of the two groups, the follow-up experiment can be carried out. Otherwise, it is necessary to regroup or reselect the research object. In the experiment, the teaching of accounting courses was carried out for two groups of students. The teaching of professional courses of each group was reformed and adjusted. The reform method of the control group was the conventional method and did not accept the intervention of any research team. In the process of curriculum reform of the experimental group, the students' learning psychological characteristics and thinking mode should be fully considered, and the teaching method of the course should be adjusted to reduce the students' learning pressure as much as possible, increase the content of employment guidance, and require teachers to provide services including but not limited to encouragement and psychological counseling according to students' learning status and psychological stress level. The reform teaching experiment lasted for 3 months. Before and after the experiment, SAS (Self-rating Anxiety Scale) questionnaire survey was conducted on the 3rd, 7th, 14th, 30th, 60th and 90th days after the experiment. Set the anxiety level of subjects whose total score of SAS questionnaire is less than 50, 50-59, 60-69 and higher than 69 as no anxiety, mild anxiety, moderate anxiety and severe anxiety. In addition, all measurement type features in the experiment are displayed in the form of mean \pm standard deviation for *t*-test, and counting type features are displayed in the form of number or proportion of number for Chi-square test. The significance level of difference is taken as 0.05.

Results: After all tests are completed, enter the questionnaire data into the computer and use Amos23.0 and Excel software for statistical analysis, and Table 1 is obtained.

Table 1. Comparison of SAS test data of two groups of students before and after teaching experiment

Test time	Experience group	Control group	<i>t</i>	<i>P</i>
Before experiment	52.8 \pm 3.9	53.2 \pm 5.0	1.215	1.772
After experiment	42.3 \pm 4.6	52.7 \pm 4.5	0.236	0.035
<i>t</i>	0.385	1.204	-	-
<i>P</i>	0.031	1.680	-	-

It can be seen from Table 1 that the output *P* value of the SAS score data difference significance test of the two groups of students before the experiment is 1.772, which is far less than the significance level of 0.05. It is considered that the data difference is not statistically significant. However, the difference of the last test data after the completion of the experiment is statistically significant, and the average test data of the experimental group is 42.3 and that of the control group is 52.7, which is 10.4 lower than that of the

latter.

Conclusions: In order to improve the value of accounting teaching reform in higher vocational colleges and explore possible methods to alleviate students' psychological anxiety, this study attempts to integrate more analysis and countermeasures on students' psychological characteristics and learning methods in the process of reform. The research also designed and carried out an experiment based on group teaching. The experimental results show that the difference of SAS score data between the two groups before the experiment is not statistically significant. However, the difference of the last test data after the completion of the experiment is statistically significant, and the average test data of the experimental group is 42.3 and that of the control group is 52.7, which is 10.4 lower than that of the latter. The experimental data show that more consideration of students' psychological factors in the teaching reform of accounting major in higher vocational colleges can make the teaching reform have a better effect and alleviate students' psychological anxiety.

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SMART MUSEUM INTERIOR DISPLAY SPACE DESIGN FOR VISUAL HEALING OF USERS' MENTAL EMOTIONAL ANXIETY

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Background: With the increase of social pressure and the limitation of individual tolerance, more and more people suffer from mental anxiety and difficulty in emotional regulation, which affect their physical and mental development. The essence of mental anxiety is anxiety disorder, which is a very complex psychological and emotional disorder. Its clinical manifestations are often motor agitation and sympathetic hyperactivity, accompanied by negative emotions such as anxiety, shame, disappointment, anxiety and fear. cognitive level, psychological endurance, educational level, age structure and genetic factors will make individuals produce mental anxiety under the stimulation of internal and external environmental factors. According to the statistics of who, the number of patients with anxiety disorder shows an increasing trend, and the affected population tends to be younger and more serious. Appropriate mental anxiety can make people in a more nervous mental state and improve the accuracy and sensitivity of judgment and handling of things. Excessive mental anxiety will make people's mental state fluctuate greatly, affect the objectivity of judgment, and cause adverse effects and losses on life and work. People who fall into mental anxiety are difficult to overcome their adverse symptoms by relying on their own strength, and their mental state and willpower are poor, so their contact with the outside world is relatively weak, which is not conducive to the recovery of their mental state. At present, the treatment of mental anxiety is mainly anti-anxiety drug treatment, supplemented by psychological guidance. The compliance of drug treatment and the resistance of patients to psychotherapy are difficult to make this treatment effective. Mental anxiety, as a prone mental disease, is mostly related to individual thinking mode and cognitive habits. At the same time, sensory stimulation will have a great impact on individual information acceptance, and then affect their emotional fluctuations. Too old and backward design forms will lead to boring and boring psychological changes, especially the visual effects and psychological hints brought by art design and spatial pattern design. The museum tells the traces and beauty of history and culture in the form of exhibits, which can effectively help tourists relax in a very short time. However, the current space design in the intelligent museum is unreasonable, which is difficult to improve the mental and emotional anxiety of users, without considering the psychological needs and emotional characteristics of users. Therefore, the study explores the visual effect of the indoor display space design of the intelligent museum on users' mental and emotional anxiety, and provides improvement suggestions for its design, in order to improve users' mental health and alleviate their emotional anxiety.

Objective: In order to improve the anxiety of patients with psychological anxiety and help them reduce the generation of negative emotions and psychological problems, this paper studies the improvement of the indoor display space design of intelligent museum with the help of relevant psychological theories, in order to meet the psychological needs of the audience with mental and emotional anxiety, and adjust their emotions and visual healing with sensory stimulation.

Subjects and methods: The study invited visitors with mental and emotional anxiety as the research object. Firstly, the causes of their psychological anxiety and mental status were analyzed and evaluated, and their views and evaluation information on the space design in the intelligent museum were collected. Then improve and optimize the interior design of the intelligent museum, so that it can meet the