

professional knowledge has good application effect and can enhance students' mastery and practical ability of navigation maintenance professional knowledge. The comparison of students' professional knowledge of SAS and navigation maintenance before and after the intervention is shown in Figure 1.

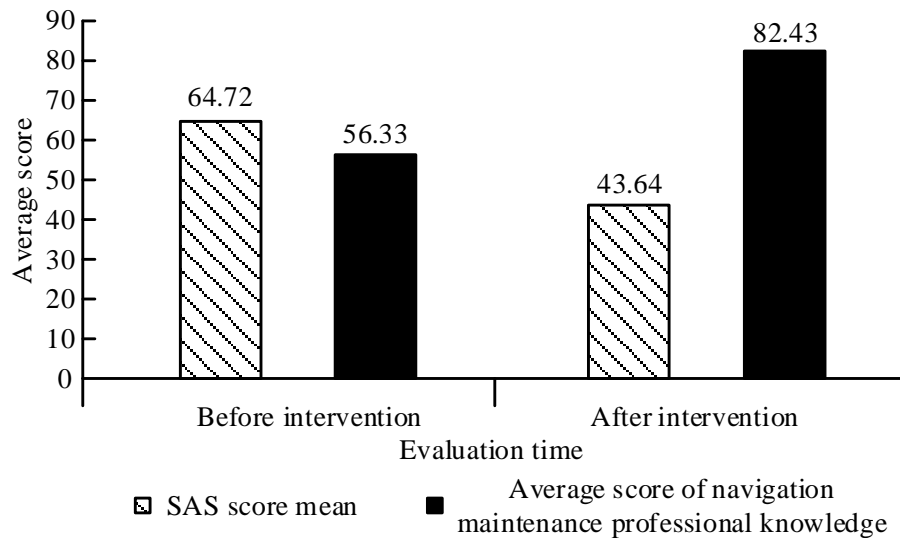


Figure 1. Evaluation results of anxiety and professional knowledge level

Conclusions: The optimization of the teaching and training mode of navigation maintenance professionals is helpful to improve students' anxiety, make them master the professional knowledge of navigation maintenance and have excellent practical operation ability. The improved teaching intervention effect of anxiety disorder of navigation maintenance students is good, which helps to expand the training scale of general aviation maintenance talents, and then promote the coordinated development of navigation maintenance industry.

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PERFORMANCE AND ADJUSTMENT STRATEGIES OF COLLEGE STUDENTS' ENGLISH LEARNING ANXIETY

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Background: In foreign language teaching activities in colleges and universities, there is a common phenomenon of foreign language learning anxiety. This phenomenon is a unique complex of self-perceived beliefs, emotions and behaviors that arises in the process of language learning and is closely related to classroom language learning. Among foreign language learning anxiety, the most common type is English learning anxiety. English learning anxiety is a specific situational anxiety derived from English classroom environment, which mainly presents psychological characteristics such as tension, anxiety or worry. The manifestations of English learning anxiety are mainly divided into three dimensions: communication anxiety, test anxiety and fear of negative evaluation. In the process of college students' English learning, once there is English learning anxiety, their learning motivation, achievement, self-esteem and self-confidence will be greatly negatively affected. Under the negative influence of English learning anxiety, college students usually show a variety of signs of external anxiety, including sweaty palms, memory loss, accelerated heartbeat and pulse, abdominal pain, voice tone change, stiff expression and so on. In severe cases, they even show autism, refuse to learn, refuse to communicate with English teachers or classmates and so on. Under the negative effect of English learning anxiety, some college students will have serious fear and negative thoughts on English course learning. In the long run, a single English learning anxiety will expand the scope of influence, turn into inner anxiety, and eventually suffer from serious mental illness. Serious psychological anxiety is mainly manifested in excessive anxiety about daily trivia and excessive worry or fear of future or uncertain events. Therefore, the negative impact of college students' English learning anxiety is very serious, which will not only hinder college students' daily learning, but also make it difficult

for them to live a normal life and maintain a positive mental health.

Objective: In view of the various manifestations of college students' English learning anxiety, corresponding solutions and adjustment strategies should be taken to improve their anxiety and eliminate the fear of English learning or negative evaluation. If college students' English learning anxiety is not adjusted, it will cause college students to fear all things related to English, and even cause great harm to their daily learning and life. This study will make an in-depth analysis of the various manifestations of college students' English learning anxiety, and put forward targeted, scientific and feasible adjustment strategies in order to alleviate college students' English learning anxiety.

Research objects and methods: 268 college students with English learning anxiety symptoms were randomly selected, and their anxiety performance and causes in the process of English learning were analyzed by means of evaluation and interview. To explore the improvement of college students' English learning anxiety under the positive influence of adjustment strategies.

Research design: The self-made English learning anxiety scale is mainly used in the evaluation. The scale has been modified and improved on the basis of the foreign language classroom learning anxiety scale. There are 10 questions, and each question contains 4 options, namely very disagree, disagree, agree and very agree. The scores of these four options are expressed by 1-4. The higher the score, the more serious the symptoms of English learning anxiety. Moreover, the Self-rating Anxiety Scale (SAS) is used to evaluate the level of college students' English learning anxiety. The higher the SAS score, the more serious their anxiety psychology is.

Methods: By means of evaluation and interview, this paper explores the main manifestations of college students' English learning anxiety, and puts forward the adjustment strategies of different anxiety manifestations. Application of Excel software and SPSS22.0 software to compare and analyze the scale scores of college students before and after adjustment.

Results: Table 1 shows the selection of college students for the English learning anxiety scale before and after adjustment. Before adjustment, most college students choose to agree or very agree, indicating that they have high scores on the scale and serious symptoms of English learning anxiety. After adjustment, most students tend to choose very disagree or disagree among 10 different topics, indicating that their scale score is significantly reduced, which shows that college students' English learning anxiety has been effectively alleviated after adopting corresponding adjustment strategies.

Table 1. Evaluation scores of college students' English learning anxiety scale before and after adjustment(n)

Subject	Before adjustment				After adjustment			
	Very disagree	Disagree	Agree	Totally agree	Very disagree	Disagree	Agree	Totally agree
A	17	31	141	79	56	145	45	22
B	23	27	147	71	64	156	29	19
C	15	26	135	92	59	153	40	16
D	19	29	137	83	67	149	31	21
E	20	25	129	94	65	161	22	20
F	18	31	150	69	63	158	29	18
G	21	32	144	71	58	152	40	18
H	21	34	136	77	69	157	25	17
I	11	16	143	98	64	153	32	19
J	19	24	145	80	67	162	18	21

Conclusions: College students' English learning anxiety will not only have a negative impact on their learning effectiveness, but also seriously endanger their daily life and interpersonal communication, and significantly reduce their learning ability and mental health level. The use of targeted conditional strategies can significantly improve college students' English learning anxiety.

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THE IMPACT OF HOUSEHOLD DEBT ON MACRO ECONOMY FROM THE PERSPECTIVE OF SOCIAL PSYCHOLOGY – AN EMPIRICAL ANALYSIS BASED ON CHFS DATA

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