

with logical thinking disorder and 25 choreographers with normal thinking. Prior to the study, the study participants were presented with the objectives and methods of the study, agreed to and volunteered to participate in the study. The content of this study is to select a professional dance teacher, gather 25 thought impairment scholars and 25 normal thinking scholars to teach at the same time, and monitor the whole teaching process. Teaching the entire application of artificial intelligence technology, and require teachers to teach the 50 scholars cannot be treated differently, to be treated equally. After the class, through the video frequency observation analysis thought logic barrier scholar in the dance teaching process coordinated change, and carries on the induction statistics.

**Methods:** Excel statistical analysis of positive effects of dance coordination on thinking logic disorders in the context of AI.

**Results:** In the results of this survey, the influence values of specific factors of five grades and quantification shall be 0 to 4, indicating no influence, 1 to indicate slight influence, 2 to indicate ordinary influence, 3 to indicate obvious influence, and 4 to indicate intense influence. In order to reduce the great error caused by individual subjectivity in the assessment, 25 assessment values of thinking logic disorders shall be adopted and the average values shall be taken. The specific statistical table is shown in Table 1.

**Table 1.** Positive effects of dance coordination on thinking logic disorders in the context of artificial intelligence

Factor	Scattered thinking	Slow thinking	Broken thinking	Logic incorrectly thinking
Dance scholar	2	3	2	4

**Conclusions:** Modern people are living at a fast pace and under great pressure, leading to a multiplicity of mental disorders in the process of association. The development of artificial intelligence technology is the trend of the times, in the trend of artificial intelligence, countries are actively responded to seize the opportunity. In this study, artificial intelligence technology and dance coordination are effectively combined, so as to improve the level of correction and management of young people with thinking disorders.

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## THE MANIFESTATIONS AND SOLUTIONS OF ANXIETY DISORDER OF STUDENTS IN HIGHER ENGLISH EDUCATION

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**Background:** Anxiety will affect daily behavior and life enthusiasm. The long-standing anxiety tendency is a negative emotional response. Research shows that anxiety and anxiety disorders account for 5 to 10 percent of the total number of college students. However, they rarely take the initiative to go to the hospital. Therefore, they have great concealment. At the same time, they will seriously damage the body and mind of college students, reduce their learning efficiency and quality of life, and have a negative impact on their adaptation to college life and their own healthy development. Therefore, effectively alleviating college students' psychological anxiety is one of the focuses of current research. Anxiety disorder in English learning is mainly the emotional disorder produced by students in the process of learning English. If they fail to make adjustment in time, students' self-esteem and self-confidence will be affected, and their sense of guilt will increase sharply. In the long run, there will be a kind of anxiety and even fear of learning, which will also bring great obstacles to our later English learning. Learning anxiety has a significant negative effect on English learning. The survey found that in English learning activities, students with anxiety rarely take the initiative to answer questions, have low participation in classroom learning activities, and even avoid learning. When facing teachers' questions, such students often show a high sense of tension, sweat, and sometimes their heart beats faster. It is easy to forget the knowledge they have mastered. Learning anxiety can also lead to individuals' lack of self-confidence, believing that they have many weaknesses and have a low probability of success, resulting in their inability to concentrate in learning, and then weaken the effectiveness and ability to master the language. Generally speaking, there are three main manifestations of English learning anxiety: First, communicative fear. It is mainly manifested in the fear of facing each other, panic, blushing and excessive prudence. Sometimes there is a situation that you can't speak or can't pronounce, or you are at a

loss due to the interruption of expression. The second is test anxiety. The outstanding performance is that the attention cannot be focused on the teaching content, the thinking cannot be effectively controlled, and there will be worry and nervous mood every exam. The third is negative evaluation fear. Students with such anxiety often do not like to speak English, dare not open their mouth to read English, are afraid of answering wrong teachers' questions, and consciously avoid answering questions.

**Objective:** Pay attention to the understanding and application of knowledge, pay attention to changing learning concepts in time, and learn to summarize and summarize, which can effectively improve performance. In addition, language learning is not a day's work. It is a relatively slow learning process, which is an important reason why we are prone to anxiety. This is precisely because the students have no clear and specific goals. Over time, they lose the motivation of self-discipline. Because people are equal, and the relationship between teachers and students is also an equal and democratic relationship. Students should not be afraid of teachers. They should regard teachers as their friends. At the same time, they should also understand that sometimes teachers' criticism and accusations are only to urge students to make progress. Therefore, in the face of teachers' questions, students should respond positively and express their views bravely, which will be more conducive to the improvement of students' learning ability. And a person's growth and development are inseparable from interpersonal communication. We should understand the significance of interpersonal communication and know that establishing a good interpersonal relationship can stabilize emotions, which is conducive to the healthy growth of individuals.

**Subjects and methods:** Colleges and universities are the main position for cultivating talents and shoulder the responsibility of cultivating students to master corresponding knowledge and skills. In order to alleviate the anxiety of students in higher English education, we must find scientific and reasonable strategies to improve English learning anxiety.

**Study design:** 120 students with anxiety disorder in a school were selected as the research object. The subjects were randomly divided into 60 in the experimental group and 60 in the control group. Except for demographic variables, there was no significant difference in emotion regulation ability, executive function, emotion and anxiety at baseline. Before the test, inform the experimental group of the test content and purpose, remind them of the right to withdraw freely at any time, and start the test after signing the informed consent. The experimental group conducted English education and teaching under the knowledge of applied psychology, 2-4 times a week, each time for one class hour. During this period, there are professional teachers for guidance. The control group was taught in the traditional English teaching mode. Teachers should treat the two groups of students equally in teaching. The overall test time is 2 months.

**Methods:** Self-rating Anxiety Scale was used to detect the anxiety status of two groups of college students after 2 months, and SPSS 18.0 and excel were used for data statistics.

**Results:** The statistical results obtained after the 2-month test of this study are shown in Table 1.

**Table 1.** Comparison of partial anxiety status / number of people in the two groups before and after the test

Group	Before and after the experiment	No anxiety	Mild anxiety	Moderate anxiety	Severe anxiety
Test group	Before the experiment	0	18	30	12
	After the experiment	26	24	10	0
Control group	Before the experiment	0	24	28	4
	After the experiment	10	10	34	3

It can be seen from Table 1 that after two months of English major teaching based on psychology, the anxiety status of college students in the experimental group has been significantly alleviated, the students with severe anxiety have changed to severe anxiety or mild anxiety, and the students with moderate anxiety have changed to mild anxiety or even no anxiety, indicating that the innovative English major teaching can effectively intervene the anxiety status of college students. The students in the control group did not get good anxiety. Although some students turned into non-anxiety, the students with moderate anxiety increased instead of decreased, indicating that the psychological anxiety of college students is difficult to alleviate by themselves without intervention.

**Conclusions:** Based on the great pressure of contemporary college students, schools and parents should pay attention to the psychological state of college students and carry out psychological intervention or guidance in time to avoid excessive psychological burden and aggravation of anxiety.

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## EFFECTS OF JAPANESE PEDAGOGICAL GRAMMAR ON LEARNING AND MEMORY IMPAIRMENT OF STUDENTS

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**Background:** Memory impairment is a condition in which an individual is unable to remember or recall information or skills. It may be permanent or temporary memory impairment caused by pathophysiological or situational causes. Memory, including memory, maintenance, reproduction, has a close relationship with neuropsychological function. Based on neurophysiological and biochemical studies, memory is divided into transient memory (within minutes and seconds), short-term memory (several days) and long-term memory (months and years). Memory and forgetting are accompanied by time law and selectivity. The most quickly forgotten new materials, and gradually developed to forget the distant things, once attracted high attention to things more difficult to forget. As mentioned earlier, memory disorders are more common, and treatment varies according to the disease that causes them. Some reversible memory disorders, such as vitamin B1 deficiency that causes Wernicke's encephalopathy (Cossack off's syndrome), are treated with vitamin B1 early, and memory is restored. Pseudodementia can be improved with psychotropic drugs and/or psychotherapy. Most of the memory disorders of irreversible dementia, symptomatic treatment to alleviate some symptoms, delay the progress of the disease, reduce the burden of caregivers have a certain role. Of course, the prevention of memory impairment varies from disease to disease. Generally speaking, reasonable diet, moderate exercise, good at learning, positive mood and other healthy lifestyle to prevent the occurrence of memory impairment has some help.

Grammar is the relationship between the rules and structure of a language, is the basis for learning a language. Mastering grammar is a necessary and sufficient condition for mastering a language. There are thousands of languages in the world, and knowing grammar is a stepping stone to learning almost any language. Basic Japanese grammar teaching adopts a systematic teaching method, which can not only make students' thinking clearer, but also facilitate students to associate systematically with related knowledge points, deepen students' impression and improve the learning effect. This can help students to complete the task of learning basic Japanese grammar more quickly, with higher quality and higher efficiency. In the teaching of basic Japanese grammar, we adopt the way of multimedia teaching, combining grammar knowledge with corresponding sentences to teach. Teachers can also add vivid pictures and wonderful videos to help students understand and memorize the basic knowledge of Japanese grammar and make up for the drudgery caused by the theoretical teaching of Japanese grammar. The active classroom atmosphere of Japanese teaching grammar is also of great help to enhance students' interest in learning, improve classroom teaching effect and achieve subject teaching objectives. In addition, group communication is often used in the classroom to learn basic Japanese grammar. Through group discussion, students can find their own advantages to improve their confidence in learning, and also can find their own insufficient to help students make up for their deficiencies, so as to achieve better learning and growth. Moreover, the student-centered teaching model is also more in line with the modern education to promote students, activities, experience as the three-centered education theory.

**Objective:** The innovation of basic Japanese grammar teaching is embodied in many aspects, among which the most outstanding and effective teaching methods are: systematic knowledge teaching, novel and diverse teaching methods and mobilizing students' enthusiasm.

**Subjects and methods:** The symptoms of memory impairment are various, including memory impairment, forgetting, falsification, fabrication and superficial memory. Based on Japanese pedagogical grammar, this study analyzes the effects of memory impairment on students. Totally 15 memory impaired students and 15 normal students were randomly selected as subjects. Before the study, 15 students with learning and memory impairment were told the aim and general method of the study. They agreed and volunteered to cooperate with the study. The form of this study is to select a language teacher, gather 15 memory impaired students and 15 ordinary students to teach at the same time, and monitor the whole process of teaching. Teachers are required to treat the 30 students equally and not treat them in a special way. Through video observation after class, the effect of improving learning and memory impairment of students under the intervention of Japanese teaching grammar was analyzed and statistically.

**Methods:** Using Excel to count the effects of Japanese grammar on improving students' learning and memory disabilities.

**Results:** In this survey, 0 indicates no effect, 1 indicates slight effect, 2 indicates general effect, 3 indicates obvious effect, and 4 indicates intense effect. In order to reduce the large error caused by individual subjective factors in the assessment, 15 students with memory impairment were assessed and averaged. The specific statistical table is shown in Table 1.