

which affects students' normal learning and has a certain blow to students' learning enthusiasm.

Objective: To understand the current learning anxiety of students in English translation teaching in colleges and universities, and to analyze the causes of these students' learning anxiety. According to students' learning psychological state and learning status, this paper uses the knowledge of educational psychology to reform college English translation teaching and puts forward relevant countermeasures. First of all, in the teaching process, take students as the center, create a relaxed and harmonious classroom atmosphere, let each student participate through some interactive activities, improve students' enthusiasm, increase students' sense of achievement, improve their learning interest and alleviate students' learning anxiety through activities. Reasonably change the role of teachers, make the relationship between teachers and students more harmonious, and alleviate students' tension and learning anxiety.

Subjects and methods: The research objects are college students. 130 college students from different majors and grades are randomly selected from a university. They understand their personal information, English learning and teachers' teaching, and analyze their advantages and disadvantages in English translation and the causes of learning anxiety. After the reform of English translation teaching for these students, the teaching time is two semesters. During the teaching period, observe the students' learning status and record the students' relevant data. Using fuzzy evaluation, this paper studies the changes of students' English ability and learning anxiety before and after the reform of English translation teaching. Grade 1-5 score is adopted. The higher the score, the heavier the degree. SAS software is used to process the data.

Results: Due to their low self-esteem, some college students are afraid of teachers' roll call in translation class, will avoid teachers' eye communication, and their translation ability is poor, resulting in foreign language learning anxiety. After the reform, students' self-confidence has been improved, their translation ability has been significantly improved, they are no longer nervous in class, and their learning anxiety has been significantly alleviated. Among them, the learning anxiety score of business English majors is 2. See Table 1 for details.

Table 1. Foreign language learning anxiety scores of students of different majors

Major	Learning anxiety	Learning tension	Learning fear
Business English major	2	1	1
English major	1	2	1
Computer major	2	2	2

Conclusions: Pay attention to students' needs, adjust English translation teaching according to students' situation, and improve students' participation. By reasonably changing the role of teachers, we can make the relationship between teachers and students more harmonious, make the students' tension disappear slowly, gradually alleviate their learning anxiety, and improve their English translation ability in the process of active learning.

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STUDY ON THE INFLUENCE OF SOCIAL MEDIA USE FREQUENCY ON TEENAGERS' CONSUMPTION ANXIETY

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Background: With the continuous development of economy and society and the continuous improvement of information technology, all kinds of network information are filled around people, which has a great impact on people's ideas. Consumption anxiety is one of them. In the past, people bought the products they needed through shopping and enjoyed the happiness brought by shopping. Now, people have formed a variety of consumption anxiety in the process of shopping, such as quality choice anxiety, price choice anxiety, channel choice anxiety and so on. Consumption anxiety has become a new social mentality, and the consumption anxiety formed by people of different ages is different in the process of consumption. For teenagers, social media is a good entertainment medium. Through social media, you can learn a lot of novel things and know more useful goods. However, the enrichment of commodities makes teenagers like many commodities, and also makes teenagers don't know how to choose commodities. The mental development of teenagers is not mature, the concept of right and wrong has not been formed, and they cannot well

control their desire for things. In the process of consumption, there will be excessive consumption and spend a lot of money to buy some flashy things. Some teenagers even secretly use their parents' mobile phones for excessive consumption. Parents' hard-earned money is spent on anchor rewards and playing games, which brings great economic damage to the family. Moreover, being addicted to social media, all kinds of shallow and extreme information will erode teenagers' brains and make their words and deeds extreme and irritable. After passionate consumption, some teenagers often feel regret and know that their indiscriminate consumption behavior is wrong and should not be so, but they just can't control themselves. When social media is used again, it will generate passionate consumption. In the long run, it will form consumption anxiety. In addition to passionate consumption and excessive consumption, some teenagers do not know the authenticity of goods because they are afraid of being cheated on the Internet, so they do not know how to choose, resulting in consumption anxiety.

Objective: To understand the causes of adolescent consumption anxiety and analyze the characteristics of adolescent consumption anxiety. Study the impact of social media use frequency on teenagers' consumption anxiety, put forward relevant measures, pay attention to teenagers' use of social media, supervise and control their use content, and avoid teenagers' bad consumption. Limit the time and frequency of teenagers' use of social media, especially before going to bed. By reducing the use of social media, slowly improve teenagers' consumption anxiety, correct teenagers' consumption view, and enable them to consume reasonably and rationally. Carry out mental health education for young people, improve the negative emotions formed by young people in the network, promote the healthy development of young people's body and mind, and cultivate young people's values, outlook on life and world outlook, so that they can better resist the temptation and interference of the network.

Subjects and methods: The research objects were middle school students with consumption anxiety. 400 middle school students were randomly selected from three middle schools. These students came from different grades, had different family environments and had different personality characteristics. Analyze the types and causes of these students' consumption anxiety, and understand their views on social media. These students were given mental health education for two semesters. Relevant data were recorded during mental health education. Fuzzy evaluation is used to analyze the impact of social media use frequency on teenagers' consumption anxiety, and study the changes of middle school students' consumption anxiety before and after education. Grade 1-5 is adopted. The higher the score, the heavier the degree of correlation. Data processing and analysis are carried out through SAS software.

Results: With the continuous development of network technology, people's consumption and payment are more convenient. They can have entertainment and consumption in the network through mobile phones. This behavior of spending and paying at any time has certain hidden dangers, which means that teenagers can also entertain and consume through mobile phones. However, teenagers' minds are not yet mature, and their resistance to various temptations in social media is not high. There will be blind consumption, passionate consumption, excessive consumption and other situations. Excessive use of social media will also produce consumption anxiety. In this regard, integrate social media related knowledge into mental health education to help middle school students correctly view online consumption, correct wrong consumption views, reduce the frequency of social media use under the joint supervision of parents and teachers, and alleviate middle school students' consumption anxiety. After two semesters, the grade of consumption choice anxiety of senior two students are 2. The specific results are shown in Table 1.

Table 1. Consumer anxiety scores of students in different grades after the experiment

Grade	Consumer choice anxiety	Excessive consumption anxiety	Passion consumption anxiety
Senior one	2	2	2
Senior two	2	1	2
Third year in high school	1	2	1

Conclusions: After mental health education, teenagers' impulsive consumption is significantly reduced, a correct consumption view is formed, teenagers' consumption anxiety is significantly improved, and their emotions become stable and positive.

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THE PRACTICAL EFFECT OF CURRICULUM IDEOLOGY AND POLITICS IN MENTAL HEALTH EDUCATION UNDER THE BACKGROUND OF EPIDEMIC PREVENTION AND CONTROL

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Background: Under the background of national new crown epidemic prevention and control, the study and lifestyle of college students is very different from that before the epidemic. Under this influence, the mental health of college students also shows different characteristics from the state before the epidemic. Some studies have found that in the early stage of the epidemic, college students were faced with the closed management of cities and schools, coupled with uncertainty and a sense of crisis about the future, the overall mental health of college students decreased, and the number of psychological problems such as anxiety and depression increased significantly. College students at home fared better in terms of psychological problems than students in closed schools, but they showed higher levels of perceived stress, and many college students had a worsening relationship with their parents. After the normalization of epidemic prevention and control, although the negative emotions of college students have eased compared with the initial stage of the outbreak, they still show more negative emotions than before the epidemic. As one of the main bodies highly involved in students' learning and life, schools should pay attention to the mental health status and problems of students in the context of epidemic prevention and control.

Ideological and political education is an important part of the educational concept of the comprehensive development of colleges and universities. It is a teaching of cultivating socialist successors according to the needs of the country for talents and the needs of students themselves. The teaching content is mainly ideal and belief education, patriotism education, ethics education and all-round development education. Although ideological and political education has achieved good results so far, with the development of the times and the diversification of current value orientations, coupled with the background of epidemic prevention and control, the psychological state of college students is very different from that before the epidemic. Traditional thinking the applicability of political education to contemporary college students has declined, and at the same time, there is a lack of attention to the psychological state and characteristics of students. In order to adapt to this change, ideological and political education can be integrated into the mental health education of college students. On the one hand, ideological and political education pays more attention to the psychological dimension of students. Interventions for college students' mental health problems in the era of prevention and control.

Objective: Explore the adjustment ideas of college mental health education combined with ideological and political under the background of epidemic prevention and control, and analyze the improvement effect of the adjusted mental health education model on college students' mental health problems.

Subjects and methods: 220 college students with similar mental health status and other basic information were recruited as the experimental subjects, and they were randomly divided into two groups. The effect of education mode on the mental health of two groups of students.

Research design: Two groups of students were given 2 months of mental health education. The experimental group used improved education and the control group used traditional education methods. Before and after the experiment and during the experiment, the mental health status of the two groups of students was tested and compared. The psychological measurement tool used in this study is the Self-Assessment Scale (SAS) of college students' psychological status in the background of Epidemic Prevention and Control, which refers to the Self-Assessment Questionnaire for Mental Health (SRQ-20) and Self-Assessment Scale for anxiety. It showed reliable reliability in the initial test.

Methods: The relevant data were analyzed by Excel and SPSS20.0 for calculation and statistics.

Results: The test results show that after the teaching, the students in the experimental group are better than those before the teaching in each item of the "self-assessment of college students' psychological status in the background of epidemic prevention and control". Table 1 shows the comparison of some items in the test results of the students in the experimental group before and after teaching. It can be seen that the performance of anxiety, depression and anger in this group of students is statistically significant compared with the performance before teaching ($P < 0.05$).

Table 1. Comparison of test results before and after teaching in the experimental group

Item	Anxiety	Depression	Anger
<i>P</i>	0.048	0.026	0.033