performance course, with the help of teachers, the professional and psychological problems of vocal music students have been answered to a certain extent, and the students' tension, anxiety and stage fright have been alleviated to a certain extent. Through a variety of practical activities, the students' negative psychological state has been significantly improved. Among them, the grade of stage fright of sophomores is 2.25, and the results are shown in Table 1.

Table 1. Scores of negative psychological states of vocal music majors in different grades

Grade	Stage Fright	Anxious	Uneasy
Freshman	2.85	2.43	2.87
Sophomore	2.25	2.35	2.53
Junior	1.58	2.05	1.96

Conclusions: The traditional teaching concept of vocal music performance course in colleges and universities is relatively old, which cannot meet the needs of today's society for vocal music talents. Many students' psychological state in vocal music art song performance is not good. Negative psychology such as tension and fear affect students' normal play and make students bear great psychological pressure. In order to meet the social demand for vocal talents, colleges and universities reform the traditional concept, determine the teaching goal of cultivating comprehensive talents with singing ability, cooperation ability, teaching ability and learning ability, build a communication bridge between teachers and students, let teachers intervene in students' negative vocal performance psychological state, improve students' psychological quality, and let students improve their comprehensive ability in different practical activities.

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THE EFFECT OF EDUCATIONAL REFORM MODEL UNDER TEACHING PSYCHOLOGY ON ALLEVIATING STUDENTS' EMPLOYMENT ANXIETY

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Background: Educational psychology is a branch of psychology, which closely connects education and psychology. The research content of this psychology is the basic psychological law of learning and teaching in the educational situation, and its core content is the research on the learning process. In the teaching process, it not only reflects the strict seriousness of imparting knowledge and skills, but also shows the flexibility of students in improving their ability to obtain knowledge. This teaching process is a bilateral activity jointly completed by teachers and students. In the process of communication, teachers and students carry out information exchange under the transmission of knowledge and emotional exchange of psychological resonance. Emotional communication and information exchange are a process of mutual promotion. Under the two-way promotion, a harmonious and unified best classroom teaching situation can be formed. In classroom teaching, teachers' emotional input will affect students' listening effect. Similarly, students' emotional feedback in teaching will also affect teachers' teaching mood and teaching effect. Therefore, in the process of teaching, teachers should treat students sincerely, help students enthusiastically, seriously prepare courseware, adhere to rigorous academic research, so that students can feel the teacher's respect, amiability and due diligence, so as to make students respect teachers and study seriously. Teachers should also pay attention to creating a good classroom atmosphere, improve students' learning enthusiasm, improve students' professional skills, and make the effect of classroom teaching better.

With the continuous development of economy, society and enterprises have higher and higher requirements for talents, and the comprehensive requirements for graduates' computer are also increasing. At present, the computer teaching of students in higher vocational colleges cannot meet the talent requirements of enterprises. Therefore, higher vocational students have different degrees of employment anxiety in the process of employment. They are afraid that they can't find a suitable job, that their ability can't meet the requirements of the post, and feel nervous and uneasy about the job interview. In addition to the low level of their own ability, the students' personality, psychological quality, professional evaluation and social environment will lead to different degrees of employment anxiety. These employment anxieties affect students' employment. In serious cases, they will lead to psychological diseases and affect students' physical health. Therefore, higher vocational colleges should pay attention to the cultivation of students'

computer skills, reform computer education based on occupation, improve students' computer skills, improve students' employment success rate, and intervene students' employment anxiety.

Objective: To understand the current situation of computer teaching in higher vocational colleges and the employment anxiety of students, and to analyze the causes of employment anxiety of higher vocational students. On this basis, we should reform the computer teaching mode guided by employment, strengthen the cultivation of teachers' professional quality, improve the teaching quality and improve students' learning ability. Adjust the teaching content according to the enterprise standards, improve the students' computer level on the basis of students' personalized development, so that students can meet the enterprise standards, increase employment opportunities, improve students' self-confidence and alleviate employment anxiety. Innovate the teaching mode according to professional requirements, fully exercise students' computer ability, establish a modern employment concept, so that students can pay attention to employment, increase students' learning motivation, and face employment more fully, which is conducive to alleviating employment anxiety.

Subjects and methods: The research objects are higher vocational students. 295 students are randomly selected from three higher vocational colleges. These students come from different majors and grades, and their family backgrounds are different. Understand students' personal information and employment anxiety, and analyze the causes of employment anxiety of higher vocational students. After the reform of computer teaching for these students, the teaching time is 2 semesters, and the relevant data are recorded during the teaching period. This paper analyzes the employment anxiety of higher vocational students before and after the reform of computer teaching through statistical software, and adopts grade 1-5 score, which means no, slight, general, obvious and complete respectively.

Results: In recent years, enterprises have higher and higher requirements for talents, and pay more attention to the comprehensive computer ability of talents. Under the influence of many aspects, the employment anxiety of higher vocational students is increasing. In order to improve the success rate of students' employment, we should reform the computer teaching mode guided by employment, improve students' learning ability by strengthening the cultivation of teachers' professional quality, innovating teaching mode and other measures, make students pay attention to employment, and make students improve their comprehensive computer ability in their hard study, so as to alleviate their employment anxiety. Among them, the employment anxiety score of students in vocational college A is 1, and the results are shown in Table 1.

Table 1. Scores of negative employment emotions of students in different higher vocational colleges

Higher vocational colleges	Employment anxiety	Job insecurity	Employment panic
Higher vocational college A	1	1	1
Higher vocational college B	2	2	2
Higher vocational college C	2	2	1

Conclusions: The reform of computer education guided by employment is conducive to the employment of students, promote the development of vocational education and cultivate new talents who meet the requirements of enterprises.

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THEORETICAL ANALYSIS OF COLLEGE ENGLISH TRANSLATION TEACHING AND ITS INFLUENCE ON STUDENTS' EMPLOYMENT ANXIETY

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Background: Anxiety is an emotional response of an individual to a real threat. When the real threat disappears, this emotional response will disappear. Anxiety and anxiety are the main characteristics of anxiety and anxiety. Anxiety psychology is related to personal factors, family factors, social factors and other factors, and employment anxiety is also affected by these factors. Individuals with different personalities have different probability and degree of anxiety in the face of realistic threats. Introverted and cowardly people are more likely to have anxiety. Parents always expect their children to become talents