

characteristics of the symptom distribution can be understood through factor scores. Strictly follow the instruction of the scale and adopt the group test on a class basis.

Methods of statistical analysis: All data of statistical analysis survey results are processed by SPSS10.0 software for descriptive statistical analysis, and U test statistics are used.

Results: Test and data entry, psychological test was conducted in the first week of school, 5 17 questionnaires were distributed in the first test, 324 non-major students, 193 major students, 5 17 questionnaires returned, 5 10 valid questionnaires (321 non-majors and 189 majors), with an effective rate of 98.65%; Phase 2: Divide 189 majors into 2 groups, namely the experimental group and the control group, and conduct an uninterrupted semester on the experimental group Ideological and political education and systemic psychological intervention, the control group was not given any intervention measures; Phase 3: At the end of the semester, the experimental group and the control group were tested for the second time, 189 questionnaires were issued for the second test, and 189 questionnaires were returned. Among them, there are 187 valid questionnaires, with an effective rate of 98.94%.

The comparison of the average scores of SCL-90 symptom factors between professional and non-professional students is shown in Table 1. The average score of each factor of SCL-90 of the college professional students of our school is significantly higher than that of non-major students, that is, the mental health level of college students is low. For non-major students, especially in somatization, compulsion, hostility, depression, anxiety, paranoia and psychotic factors, the difference is statistically significant ($P < 0.01$), indicating that the level of professional students' mental health is relatively poor. There is no statistically significant difference between horror and interpersonal sensitivity factors and non-major students. The statistical image is shown below.

Table 1. Comparison of SCL-90 factors between major experimental group before and after intervention ($\pm s$).

Scl-90	Before intervention		After the intervention	
	Experimental Group (n=95)	Control group (n=94)	Experimental Group (n=95)	Control group (n=94)
Satalization	1.67±0.41	1.69±0.43	1.53±0.39*	1.68±0.41 ^{δδ}
Forced	2.08±0.63	2.06±0.61	1.89±0.58*	2.07±0.63 ^λ
Human sensitivity	1.96±0.65	1.97±0.63	1.78±0.61*	1.98±0.59 ^λ
Depression	1.93±0.52	1.91±0.54	1.72±0.47**	1.92±0.53 ^{λλ}
Anxiety	1.87±0.53	1.85±0.52	1.69±0.49*	1.84±0.45 ^λ
Enemy	1.95±0.48	1.99±0.49	1.68±0.52**	1.97±0.56 ^{λλ}
Horror	1.52±0.63	1.53±0.61	1.33±0.52*	1.55±0.59 ^{λλ}
Paranoid	1.78±0.75	1.79±0.73	1.54±0.67*	1.81±0.71 ^{λλ}
Psychiatry	2.45±0.62	2.48±0.64	2.38±0.56	2.51±0.67

Conclusions: Research on the evaluation of the mental health status of college students by combining ideological and political education and educational psychology intervention, and provide a basis for psychological intervention of college students. Randomly divide 189 school-based and junior college students from a university into a control group and an experimental group. The experimental group was subjected to 1 semester of uninterrupted ideological and political education and educational psychology intervention, and the Symptom Self-Rating Scale (SCL-90) was used before and after the intervention. Conduct a mental health questionnaire assessment. The mental health of college students in the experimental group has been significantly improved after education intervention. The comparison of the factors in the experimental group before and after intervention, the comparison between the experimental group and the control group, statistically significant differences ($P < 0.05$, $P < 0.01$). The mental health level of the experimental group was significantly higher than that of the control group. The combination of ideological and political education and comprehensive psychological intervention measures can significantly improve the level of mental health of college students.

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THE INFLUENCE OF UNIVERSITY TEACHERS' ATTITUDES ON THE ALLEVIATION OF STUDENTS' ORAL ENGLISH ANXIETY UNDER THE BACKGROUND OF EDUCATIONAL

PSYCHOLOGY

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Background: A large number of previous research results on the impact of teachers' teaching attitudes on students show that teachers' teaching attitudes have a significant impact on students' oral English motivation and English performance. However, the early research on teacher effectiveness mainly focused on the aspect of teacher's teaching effectiveness. In recent years, a large number of researches have extended teacher's teaching attitude to a wider range of tasks including teaching, teaching and interpersonal. Similar to the role of teachers' teaching attitude, it is not difficult to imagine that the teaching attitude of college teachers is an important factor in the formation of a good class environment. College teachers with high class teaching attitudes are undoubtedly easier to create an orderly and disciplined oral English environment, so that students have more active oral English anxiety, and it is easier to form a good oral English atmosphere in the class. In view of the current situation of education in my country, in addition to the teaching tasks of ordinary class teachers, the work of the class teacher is also responsible for class teaching and teaching students how to behave. Therefore, the class teaching ability of the class teacher affects all aspects of students to a certain extent. Performance. Primary school teachers have more contact with students than middle school head teachers, so the impact on students may be more obvious. Therefore, the teaching effectiveness of the class teacher will undoubtedly affect the oral English atmosphere and environment of a class to a certain extent, thereby affecting the students' oral English habits and English oral anxiety. Therefore, investigating the impact of college teachers' classroom teaching effectiveness on students' oral English anxiety can not only further promote the theory of teaching attitudes in theory, but also help guide college teachers' work practices.

To sum up, this article aims to investigate the impact of college teachers' class teaching effectiveness as a class feature on students' oral English anxiety, as well as its moderating effect on the relationship between academic effectiveness and English oral anxiety.

Subjects and methods: 109 classes from 28 primary schools in 9 schools in City A and 19 schools in Province B were selected. A questionnaire survey was conducted among college teachers in these 109 classes and the corresponding 3066 students from grades three to six. Among the surveyed college teachers, 4 male teachers accounted for only 3.7%, and 105 female teachers accounted for 96.3%. The teaching age of teachers ranges from 1 to 33 years, with an average of 13.51 years and a standard deviation of 73 years. Among the 3,066 students, girls accounted for 51.9% and boys accounted for 48.1%; there were 707, 648, 886, and 825 students from grades three to six.

Class teaching effectiveness of college teachers adopts the old "Primary School Teachers' Teaching Attitudes Questionnaire", which is composed of 16 items, and the score ranges from 1 (completely incapable) to 10 (fully capable). The internal consistency reliability of is 0.90.

Study design: Because students' academic efficacy and oral English anxiety describe individual characteristics of students, they are variables at the individual level of students. Students are nested in the class, and the characteristics of the nesting of the data itself should be considered when performing data analysis. The multi-layer linear model can analyze the relationship between variables at different levels under more reasonable assumptions. Therefore, this article mainly uses the multi-layer linear model to investigate the relationship between variables. For a detailed explanation of this method, you can refer to monographs in this area. According to the design model in the article, it analyzes the influence of college teachers' class teaching effectiveness on students' oral English anxiety and the moderating effect on the relationship between students' academic effectiveness and the variables of oral English anxiety.

Methods of statistical analysis: Multi level analysis method is used to analyze the above-mentioned defined model, statistical analysis software HLM5.04.

Results: The average class teaching effectiveness of 109 college teachers is 9.18, the standard deviation is 1.00, there is no difference between grades, the third and fourth grades $M = 9.25$, $SD = 0.74$; the research results show that in different classes, students' oral English anxiety, there are significant differences between spoken English methods and spoken English skills. The variation of class level explains 32.9%, 30.9% and 28.1% of the total variations of spoken English anxiety, spoken English methods and spoken English skills, respectively. After controlling the gender of the students, the academic performance of the students is related to oral English anxiety ($O = 3.66$, $se = 0.25$, $t = 14.39$), English oral methods ($Y_{20} = 4.34$, $se = 0.25$, $t = 17.25$) and English oral skills ($Y_d = 4.56$, $se = 0.27$, $t = 16.78$) have significant predictive effects. Students with high academic attitudes tend to have more active oral English anxiety, better oral English methods and techniques. In addition, the analysis of gender influence shows that girls are anxious in oral English ($Y_{10} = -2.73$, $se = 0.29$, $t = -9.39$), oral English methods ($Y_{10} = -2.46$, $se = 0.25$, $t = -8.45$) and the scores of oral English skills ($Y_{10} = -2.07$, $se = 0.37$, $t = -5.61$) were significantly higher than those of boys. The parameter estimation

results of the influence of the director's class teaching attitude on the intercept and gradient between the first-level classes are shown in Table 1.

Table 1. Parameter estimation results of the influence of head teacher class teaching attitude on intercept and gradient between the first levels.

Dependent	Variable	Fixed portion			
		Predictive	Estimated value	Standard error	t
Oral English	Intercept	Teaching grate	0.31	0.15	2.06*
		Teaching	4.14	1.65	2.51*
	Gradient	Teaching grate	0.07	0.03	2.60**
		Teaching	-0.76	0.39	-1.98*
Oral English	Intercept	Teaching grate	0.22	0.16	1.40
		Teaching	4.06	1.17	3.48**
	Gradient	Teaching grate	0.06	0.03	1.95
		Teaching	-0.74	0.26	-2.83**
English	Intercept	Teaching grate	0.24	0.18	1.52
		Teaching	2.88	1.35	2.13*
	Gradient	Teaching grate	0.06	0.03	1.82
		Teaching	-0.42	0.28	-1.49

Conclusions: The research verifies the hypothesis that the classroom teaching attitude of college teachers has a positive predictive effect on students' oral English anxiety, and it has a moderating effect on the relationship between students' academic efficacy and English oral anxiety. Through a questionnaire survey of 109 classes of college teachers and 3066 primary school students in grades three to six, the analysis results of the multi-level linear model (HLM) show that: (1) Students' oral English anxiety and oral English are controlled when the gender influence of students is controlled. There are significant differences in class level between methods and spoken English skills; student academic effectiveness has a significant predictive effect on students' spoken English anxiety, spoken English methods and spoken English skills, and there are significant differences in class level in the intensity of this influence. (2) Under the influence of controlling the grades taught by teachers, the level of classroom teaching effectiveness of college teachers has a significant predictive effect on students' oral English anxiety, English speaking methods and English-speaking skills. Classes with high teaching attitudes of college teachers, Students' oral English anxiety is more active; (3) College teachers' classroom teaching attitude has a significant moderating effect on the relationship between students' academic efficacy and students' oral English anxiety and oral English methods. The weaker the impact on oral English anxiety and oral English disorder, on the contrary, the lower the teaching attitude of college teachers, the greater the impact of students' academic attitude on oral English anxiety.

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THE COMBINATION OF COGNITIVE PSYCHOLOGY AND CREATIVE THINKING ABILITY OF ART DESIGN

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Background: As an important individual difference variable, cognitive style has received extensive attention from researchers. Cognitive style refers to the preferred and habitual way in which individuals organize and represent information. In the discussion of the relationship between cognitive style and creativity, previous studies tend to link innovative thinking ability with field-independent cognitive style. However, it is not that a certain cognitive style helps or a certain cognitive style does not help. Creativity, but the combination of different cognitive styles and thinking processes determines the difference in creative thinking ability. Because individuals with different cognitive styles rely on different internal and external reference methods, field-independent individuals rely more on their own internal references and are less susceptible to the influence and interference of external factors; field-dependent individuals rely more on

external references from the surrounding environment, his artistic inspiration is more derived from the external environment and unrelated factors. Therefore, the level of artistic creativity of field-dependent individuals may be more affected by cognitive psychology, and higher inhibitory control will promote their creative inspiration to become poor. This research will introduce cognitive style to explore whether it will have a moderating effect on the relationship between cognitive psychology and artistic creative thinking ability.

Based on this, this study uses the random action generation test and the pasted drawing test to explore the influence of cognitive psychology on the ability of artistic creative thinking, and uses the mosaic pattern test to explore the moderating effect of cognitive style in it. The research hypothesis is: there is a negative correlation between cognitive psychology ability and artistic creative thinking ability; cognitive style has a moderating effect on the relationship between the two. Because the creative inspiration of field-independent individuals mainly comes from internal resources, their artistic creative thinking ability is less affected by cognitive psychology; on the contrary, the artistic creative thinking ability of field-dependent individuals is affected by cognitive psychology ability Larger.

Subjects and methods: 114 college students (49 boys and 69 girls) participated in this experiment. The age range was 17-25 years old, and the average age was 20.25 ± 1.85 years old. All subjects were naked or had normal corrected vision, without any language and hearing impairment, and had not participated in similar tests or experiments. Give a small gift after the experiment is over.

Study design: The scorer is required to rate each work from 7 dimensions. The scoring dimension refers to the following 7 dimensions: 1. The degree of creativity (the degree of creativity of the work); 2. The degree of cuteness (how much you like the work); 3. Imagination level (the richness of the author's imagination); 4. Artistic level (the artistry of the work); 5. The degree of precision (the degree of perfection of the work for details); 6. Communication (the level of describing the language content of the work); 7. Comprehensive impression (your comprehensive evaluation of the work). The scale used for scoring is the Likert 7-point scale, the highest score for creative thinking ability is 7 points, and so on, the lowest score is 1 point.

Methods of statistical analysis: Using SPSS 11.5 software, the independent sample t test was used to compare the baseline and post-intervention results between the two groups, and the paired t test was used to compare the baseline difference between the two groups and the post-intervention difference and calculate the effect size.

Results: In order to more clearly reveal the moderating effect of cognitive style on the relationship between cognitive psychology ability and artistic creative thinking ability, we selected the field independent tendency group (average score more than one standard deviation) and the field dependence tendency group (average score) The following one standard deviation) two groups, through a simple slope test to further analyze the moderating effect of cognitive style on the relationship between cognitive psychology and artistic creative thinking ability. According to the regression equation, the prediction of the cognitive psychology ability for the artistic creative thinking ability of the individual in the field-dependent and field-independent cognitive style of the tendency is calculated respectively. After testing, the slopes of the two regression lines are in the degree of creativity ($t = 2.269$, $df = 40$, $P < 0.05$), imagination ($t = 2.448$, $df = 40$, $P < 0.05$) and communication ($t = 3.052$, $df = 40$, $P < 0.01$) There are significant differences in the three dimensions. The degree of creativity ($\beta = -0.463$, $P = 0.023$) of the cognitive psychology ability of the field-dependent group on the creative thinking ability of art (Table 1), the level of imagination ($\beta = -0.484$, $P = 0.017$), communication ($\beta = -0.628$, $P = 0.001$). The three dimensions can play a significant negative predictive effect; the cognitive psychology ability of the field-independent group has no significant predictive effect on the various dimensions of artistic creative thinking ability.

The results of this study show that the relationship between cognitive psychology and innovative thinking ability may be different in different fields. Cognitive psychology ability has a negative predictive effect on artistic creative thinking ability. However, in the field of scientific innovative thinking ability, individuals with high scientific innovative thinking ability show stronger cognitive psychology ability. Because the cognitive psychology research paradigm adopted by different researches is different, it is difficult to directly draw the root cause of the differences between the research results. Regarding the relationship between scientific creative thinking ability and artistic creative thinking ability, previous views are mostly speculative or empirical descriptions, and there is still a lack of empirical research. Future research can adopt a unified inhibitory task, design a sophisticated experimental paradigm, and directly study the mediating role of the field in the relationship between cognitive psychology and innovative thinking ability, as well as the specific performance differences of the relationship between the two in different fields.

Conclusions: Taking 114 college students as the subjects, the Mittenecker pointing test and the pasting task were used to investigate the relationship between cognitive psychology ability and artistic creative thinking ability, and the mosaic pattern test was used to investigate the moderating effect of cognitive style in it. The research results show that: (1) There is a negative correlation between cognitive psychology ability

and artistic creative thinking ability. Cognitive psychology can play a significant negative predictive effect on the individual's degree of creativity, communication level and comprehensive impression of artistic creation., It can play a marginal and significant negative predictive effect on the cuteness and imagination level of individual artistic creation; (2) Cognitive style plays a moderating role in the relationship between cognitive psychology ability and artistic creative thinking ability, which is mainly manifested as Cognitive psychology ability has a significant predictive effect on the creativity, imagination, and communication level of field-dependent individuals, but has no predictive effect on the artistic creative thinking ability of field-dependent individuals.

Table 1. Test of cognitive style on the relationship between cognitive psychology ability and artistic innovative thinking ability.

Dimensio N	Change Quantity	First step			Second step			Third step			
		B	SE	0	B	SE	0	B	SE	0	
The degree of creation	Gender	0.06	0.09	-0.08	-0.06	0.09	-0.07	-	0.04	0.09	-0.06
	Age	0.03	0.04	0.08	0.03	0.04	0.09	0.04	0.04	0.11	
	Cognitive style	-	-	-	0.08	0.07	0.10	0.07	0.07	0.10	
	Cognitive psychology	-	-	-	-0.16	0.07	-0.22*	-	0.18	0.07	0.25*
	Cognitive style X cognitive psychology	-	-	-	-	-	-	0.14	0.07	0.20*	
	AF	-	0.33	-	-	3.01*	-	-	4.68*	-	
	-	-	0.01	-	-	0.05	-	-	0.04	-	

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RESEARCH ON THE DESIGN AND DEVELOPMENT OF CULTURAL CREATIVE PRODUCTS FROM THE PERSPECTIVE OF CONSUMER PSYCHOLOGY

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Background: Consumer psychology is used by people to describe everything that can make you feel like, excited or obsessed. The original meaning of consumer psychology is that when readers see beautiful girl characters (comics), they have a kind of enthusiasm. state. Later, some girls dressed themselves in comparison with the appearance of beautiful girls in the comics, looking like teenage girls. With the popularity of this type of “consumer psychology”, “creative cultural products” have also sprung up on the market, and over time, a culture of urban consumer psychology has formed.

The structure and function of general products are not complicated, so product forms can be varied. Affected by consumer psychology, some products adopt bionic forms or imitate some cartoon and animation images, through exaggerated deformation and bright colors, to create humorous or cute and beautiful product images, which are characterized by good taste and cuteness. Sex, organicity, affinity, and nature can touch people's hearts and make people happy to accept them. Under the influence of personal subjective wishes, people have different associations and imaginations when they see objective things. Products with abstract shapes, unique designs and development, and emotional beauty can stimulate people's imagination and imagination more than rigid traditional products. Creativity allows people to increase work efficiency in a happy environment. According to market surveys, the individual and interesting products in the product store are selling very well.

This work attempts to combine the basic research of consumer psychology of human thinking with the research results of artificial intelligence, and uses the principle of analog generation model to develop a computer-aided design system “multi-source analog face generation system” and use this platform The fMRI experiment was carried out to explore the consumer psychology mechanism of human brain design and development thinking. The experiment uses the “design task” in the open-ends mode and the “control task” in the problem-solving mode as controls, and a total of 15 healthy adult subjects are collected with valid data. The data results show that the design task activates the medial prefrontal lobe, middle frontal gyrus, right superior temporal gyrus, anterior cingulate gyrus, bilateral hippocampus, and precuneus more