

The incidence of depression after the experiment was counted. SPSS 17.0 was used for data result statistics.

**Results:** The depression status of the two groups of students before and after the experiment is counted, and the results are shown in Table 1.

There was no significant difference in HAMD score between the two groups before the experiment ( $P > 0.05$ ). After the experiment, the HAMD score of the observation group was significantly lower than that of the control group ( $P < 0.05$ ). The incidence of depression in the observation group was significantly lower than that of the control group ( $P < 0.05$ ). It is found that collaborative education strategy can effectively prevent the occurrence of depression.

**Table 1.** Comparison of depression status / number of people in the two groups before and after the experiment

Group	Before and after the experiment	No depression	Mild depression	Moderate depression	Severe depression
Control group	Before the experiment	56	105	33	6
	After the experiment	124	64	12	0
Observation group	Before the experiment	57	112	27	4
	After the experiment	73	105	19	3

In the process of classroom education, most ideological and political teachers unconsciously cut off the relationship between education and social life. Under the condition of positive psychology, the reform of ideological and political curriculum education in higher vocational colleges should start from this practical problem. Ideological and political teachers should strengthen the degree of reality and life of curriculum education. For example, hot events in society will be paid attention to by higher vocational students. Therefore, teachers can take such hot events as the main case of Ideological and political education in the process of ideological and political education and teach students the ability to correctly find, analyze and solve problems in the process of exploration with higher vocational students. When higher vocational students have negative emotions and thoughts, ideological and political teachers should give positive and positive psychological hints to higher vocational students according to the selection and teaching of more classic cases, so as to make higher vocational students form a sound personality and improve their ideological quality and moral quality.

**Conclusions:** Colleges and universities need to strengthen the educational reform of Ideological and political courses, break through the shackles of traditional teaching modes, innovate teaching forms, improve the transmission ability of ideological and political courses, and deepen college students' understanding of the content of ideological and political education. At the same time, more practical contents of ideological and political education should be integrated, rather than a single theoretical education, so as to promote the all-round growth of college students. In the process of practice, case paradigm should be added, combined with policies and regulations, break through the limitations of traditional teaching mode, so as to enhance the attraction of ideological and political courses and promote the all-round growth of students. At the same time, activities such as social investigation and out of school visits should also be integrated into Ideological and political teaching, so as to solve the problems of single form of practical teaching, mere form and lack of close connection between theoretical knowledge and social practice.

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## COGNITIVE IMPAIRMENT AND COPING STRATEGIES OF ENGLISH LISTENING AND SPEAKING ANXIETY OF CHINESE NON-ENGLISH MAJORS

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**Background:** The research results of nearly 40 years at home and abroad show that language anxiety is the key factor determining learners' success or failure, and it is one of the most influential affective variables. At the same time, with the improvement of listening and speaking ability and the reform of college English syllabus in recent years, listening teaching, which has not been paid much attention for a long time, has gradually become another hot spot concerned by teaching experts and researchers. Through theoretical research, it is not difficult to find that the research on English listening pays more attention to the negative effects of anxiety. With the improvement of foreign language teaching, the focus of teaching

research has shifted from how to teach to how to learn. And listening is the most basic and important skill in daily life. In recent years, with the reform of college English teaching, the requirements for listening ability are higher and higher, and students always experience “anxiety” because of fear, tension, anxiety and other bad emotions in the process of English listening learning. Therefore, the research on English listening anxiety among college students has important theoretical and practical significance.

It is a long process to improve listening level, and it is obviously impossible to achieve remarkable results in a short time. In this process, we should know that improving self-confidence is an important way to alleviate listening anxiety. Therefore, teachers can teach some listening skills in listening class, such as how to identify words and factors, how to understand the main idea of the full text through key words, and how to do listening pen teachers can also stimulate students’ motivation to learn and practice listening and speaking through students’ favorite activities, such as dictating English songs and watching English movies, encourage students to actively participate in classroom activities and build self-confidence as soon as possible. The reason why students’ English listening and speaking ability generally lags behind their reading and writing ability is that students lack self-control, concentration and autonomy. Therefore, teachers should pay attention to cultivating students’ awareness of metacognitive strategies, teach students to have a sense of planning, formulate their own listening goals, constantly practice various listening comprehension questions, boldly try to overcome various difficulties, so as to improve their listening level. In the process of self-monitoring listening, conduct self-evaluation from all aspects of listening, so as to really use metacognitive strategies. Objective conditions such as text greatly affect students’ English listening. Therefore, we should not only practice in basic knowledge such as pronunciation, intonation, vocabulary and grammar, but also contact various types of materials involving various topics, popularize common sense of various cultural backgrounds, and start from moderate speech speed Gradually transition to fast English listening practice, so that students can gradually adapt to the listening content of various speeds and materials.

**Objective:** At present, it is generally believed that anxiety disorder is the result of the joint action of biological factors (genetic factors, biochemical factors) and psychosocial factors. Behaviorism theory holds that anxiety is a conditioned reflex formed by the fear of some environmental stimuli. Psychodynamic theory holds that anxiety originates from internal psychological conflict. It is a conflict suppressed in the subconscious in childhood or adolescence, which is activated in adulthood to form anxiety. In order to avoid excessive anxiety in college students’ English learning, this paper makes a research and analysis.

**Subjects and methods:** 100 college students were randomly selected. All their majors were non-English majors. A questionnaire was issued to investigate. A total of 100 questionnaires were distributed, 100 were recovered and 98 were valid. The basic information questionnaire of the respondents “using the questionnaire of Foreign Language Classroom Anxiety Scale (FLCAS) of Horwitz et al. (1986)”. Based on the above questions, the design includes two parts. The first part involves the questionnaire of personal information, such as gender, grade, major and other variables. The second part is the questionnaire of listening anxiety test impact items, such as current English learning achievement level, interest and other variables. After the survey, the collected questionnaires are sorted and coded, and the invalid questionnaires are eliminated by means of observation and data inspection. SPSS 17.0 is used for data entry and statistical analysis. The statistical methods mainly include reliability analysis, descriptive statistics and analysis of variance. First, we should understand the current level of listening anxiety of participants. Secondly, independent sample t-test was used to detect the anxiety level of gender differences between men and women. Finally, the causes of English listening anxiety are analyzed through data. From the four aspects of interests, self-confidence, surrounding environment and listening strategies, excel is used to analyze the influence of English listening and speaking anxiety on cognitive impairment of Chinese non-English majors.

**Results:** In this survey, the influence values of specific factors are quantified in five grades from 1 to 5. 1 means irrelevant, 2 means slight influence, 3 means general influence, 4 means obvious influence and 5 means full influence. In order to reduce the large error caused by personal subjectivity in the evaluation, the evaluation values of 100 non-English majors are taken as the average and the results are rounded, the specific statistical table is shown in Table 1.

**Table 1.** Effects of English listening and speaking anxiety on cognitive impairment of Chinese Non-English majors

Content	Hobby	Self-confidence	Surrounding environment	Listening strategies
College student	5	5	4	3

**Conclusions:** Chinese non-English majors are prone to anxiety when doing English listening comprehension. Helping students build self-confidence, cultivate students’ metacognitive strategies and choose the content of listening materials can help English teachers and students realize the influencing

factors of listening anxiety, so as to help students maximize their adverse anxiety and promote English listening learning.

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## THINKING OBSTACLES IN INDUSTRIAL PRODUCT MODELING DESIGN

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**Background:** Industrial product modelling design brings the feeling of beauty to people. The social progress of our country pushes forward the industrial development, and the product modelling design has far-reaching significance to the improvement of industrial products. When we design and innovate the model of industrial products, we will encounter many difficulties. In order to adapt to social development, it is necessary to constantly explore and seek ways to crack it. Stepping into the 21st century information age, people are increasingly demanding their own quality of life, so the pursuit of products, not just to meet material needs, but up to the spiritual level. Especially in the background of marketization, products with the same function emerge one after another, consumers in the choice of suitable products, there are higher requirements for aesthetic degree. In order to make products recognized by consumers, it is imperative to develop the modeling design of industrial products. The innovation of industrial product modeling design is to create convenient life for people, to adapt to the future needs of society and to win market advantages for enterprises. With the continuous improvement of economic level, social progress and development, people’s pace of life is also accelerating, in the fast pace of life, people’s mental pressure and then produce impetuous, but this is also reflected in the product design. As a rising developing country, China is striving to be in line with international standards, while the international community is welcoming us. In such a society, it is difficult to keep calm all the time, the element of impetuosity is inevitable. But the industrial product modelling design is still in the primary stage, therefore this kind of social environment will inevitably have the enormous influence to the industrial product modelling design. Cognitive flaws: People usually confuse the two distinct concepts of form design and art. Most of them are influenced by the traditional idea that the stylist is the person who works in art, so they unconsciously belittle the designer. This also shows that the product stylist has not been accepted by the public. Traditional ideas degrade the design of handicrafts and the creation of products as “downward”, which makes many people despise the designers of product modeling design in the current environment. Although will accept the designer to design the product, but will not give to them to respect. With the development of the times, this kind of cognitive defect will be weaker and weaker. In the new era, designers’ economic status and social status will be higher and higher. The problem of theoretical education: Only the undigested application of theoretical knowledge in books cannot make the skills and principles form the theoretical framework in students’ minds. Practice is the only standard to test the truth. But blindly “pure theory” teaching will inevitably lead to students’ inability to effectively combine with practice, to cultivate students who combine “technology” and “theory”, and to strengthen the team of product modeling designers. Teachers: Industrial design professional team of teachers is extremely weak. Most of the teachers of industrial design are teachers and students of arts and crafts. Therefore, in teaching students, we cannot find the right direction, often lead students into the pure appearance modeling and artistic depiction, which to a large extent restricts the development of industrial product design. In recent years, the team of teachers has been enlarged and solved the problem of shortage of teachers. However, new problems arise one after another. Most of the teachers who are engaged in industrial modeling design after graduating from universities or colleges, because they have no design experience, can only rigidly teach the knowledge in books. Secondly, they focus on the training skills, focusing on the hand-drawing and computer training, which covers less aspects of our country’s history and culture. Thirdly, the phenomenon of “worshipping the foreign” is serious, which leads to the design is not creative.

**Objective:** Most of the teachers of industrial design are teachers and students of arts and crafts. Therefore, in teaching students, we cannot find the right direction, often lead students into the pure appearance modeling and artistic depiction, which to a large extent restricts the development of industrial product design. In recent years, the team of teachers has been enlarged and solved the problem of shortage of teachers. However, new problems arise one after another. Most of the teachers who are engaged in