

new challenge to the cross-cultural communication ability of college teachers and students. Having strong cross-cultural communication skills is not only an important embodiment of the improvement of college students' comprehensive quality, but also one of the essential skills for college students in their study and work. Strong cross-cultural communication skills not only help students actively participate in international academic exchanges in the field of academic research, keep in touch with the latest international research ideas and constantly carry out academic innovation, but also lay a solid foundation for their future work and be able to handle the expanding international business activities. In addition, the cultivation and improvement of college students' cross-cultural communication ability also reflects the degree to which colleges and universities adapt to the contemporary economic environment and better meet the social demand for talents. It is one of the important indicators to measure the strength of colleges and universities. It provides a basis for contemporary colleges and universities to adjust teaching curriculum, improve teaching methods and teaching management, and better achieve teaching objectives. Therefore, under the multicultural background, cultivating college students' cross-cultural communication ability and improving college students' communication adaptation barriers are of great significance for college students' personal growth and college teaching reform.

**Subjects and methods:** 300 college students were randomly divided into experimental group and control group, with 150 people in each group. Under the multicultural background, the experimental group first selected 30 students from the group for a 30 mins interview, including learning status, learning obstacles, adaptation, etc., and then conducted Chinese international education for the whole group of college students, and adjusted the course teaching content according to the actual situation obtained from the interview. The control group received traditional education. The experiment lasted for 2 months. A questionnaire was sent to the students to test the learning level and satisfaction of the two groups of students before and after the experiment. Use SPSS 20.0 software to make statistics.

**Results:** The statistical results of the satisfaction of the two groups of students are shown in Table 1.

**Table 1.** Statistical results

Group	Dissatisfied	Commonly	Basically satisfied	Satisfied
Experience group	0	26	28	46
Control group	19	49	22	10

It is found from Table 1 that the experimental group adjusted the course content after the interview has a higher degree of satisfaction than the control group.

**Conclusions:** With the change of environment, the school should adjust the relevant curriculum accordingly, such as setting up cross-cultural communication, communication principle, management communication, cross-cultural management and other relevant courses as public elective courses, so that more professional students can systematically participate in learning. At the same time, improve the construction of necessary hardware facilities, such as increasing the subscription of foreign language materials and books, improving the utilization rate of the network, etc. Schools should actively understand the reasons for these obstacles, strengthen publicity and education, and encourage college students to get out of the obstacles of psychological adaptation. Schools should also set up psychological counseling and education, set up psychological clinics, conduct free psychological tests for college students, find problems for them and help them actively solve problems. For college students with psychological adaptation disorders, they need a place with strong privacy for them to vent. Only when they vent their inner irritability and emotions, can they better solve these problems. Clearing the psychological adaptation barriers of college students requires the joint efforts of relevant departments of the school. The school should actively act, pay attention to their psychological problems and help them grow up healthily. Organize and participate in relevant activities or training programs, so that a larger proportion of students can have the opportunity to participate. These measures are conducive to help college students form a strong desire for communication, learn and master basic cross-cultural communication knowledge, and improve communication methods and skills through certain practical exercise, so as to enable college students to establish self-confidence in cross-cultural communication practice, grow in a more open environment and adapt to the social demand for talents in the new era.

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## EMPLOYMENT ANXIETY AND ITS COUNTERMEASURES IN THE TRAINING OF ACCOUNTING TALENTS IN COLLEGES AND UNIVERSITIES

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**Background:** Anxiety is caused by psychological conflict or psychological setback. It is a complex emotional reflection, mainly manifested in fear, anxiety and so on. Excessive anxiety will interfere with people's normal life, affect work efficiency, and easily lead to more serious psychological disorders or diseases. College students live on campus for a long time and lack a sense of crisis. When they are facing graduation, they are at a loss about the impact from the society and the huge competitive pressure. Subjective consciousness is generally manifested in tension, fear, and even uncontrollable pain, feeling great disaster at any time. This provides a psychological hotbed for the generation of anxiety. When they don't find a job that suits them and meets their expectations, they begin to gather bad emotions of panic and tension. If the worry is not solved and the emotional pressure cannot find an outlet, the huge psychological burden will keep you in a state of anxiety and feel uncontrollable pain. At this time, unhealthy psychology will have an impact on physical health. When people feel anxiety, tension and fear too much, they will cause mental symptoms such as anxiety neurosis. At present, the employment situation is more severe, but this is only one of the reasons for college students' employment anxiety. The psychological problems of college students' employment anxiety are not due to unilateral reasons, but are affected by the interaction of multiple factors of colleges and universities, society and college students themselves. Including college students' own factors, mainly unreasonable professional values and unsound basic knowledge and practical skills. In colleges and universities, the curriculum is unreasonable and incomplete, and the employment guidance curriculum is not perfect. In addition to college environmental factors, social environmental factors also have an impact on college students' employment anxiety. With the continuous expansion of enrollment, the number of college students has doubled, and college education is moving towards the stage of industrialization and popularization. The employment competition of college graduates is becoming increasingly fierce, and the employment situation is still grim. In the face of great pressure, once the psychological adjustment ability is poor and cannot eliminate negative emotions, they will fall into anxiety and inferiority complex.

**Objective:** College students' employment psychological problems are closely related to their own improvement and development, the stability of the country and the harmony and order of the society. Among them, accounting talents are essential professional talents in the market economy environment, but at present, the psychological problems of employment anxiety of accounting college students are very urgent and need to be solved urgently. Employment is the key work of the country, which is not only related to the self-development of college students, but also related to the harmony and stability of society. To solve the psychological problems of college students' employment anxiety, cultivate students' positive and healthy psychology and ensure full employment, we need multiple roles and joint influence in order to fundamentally solve the problems.

**Subjects and methods:** 100 accounting students in the third and fourth grades of a university were selected to issue a questionnaire to the students. The recovery rate and effectiveness rate were 100%. The self-rating anxiety scale was used to detect the students' anxiety state, and the students were asked to complete the questionnaire within 15 - 30 mins. SPSS 13.0 software was used to count students' anxiety.

**Results:** The anxiety level of students is counted, and the results are shown in Table 1.

**Table 1.** Anxiety status proportion of people/%

	No anxiety	Mild anxiety	Moderate anxiety	Severe anxiety
College accounting students	12	31	30	27

It can be seen that the vast majority of students have varying degrees of psychological anxiety. The employment situation of college students is becoming more and more serious, and Employment anxiety has become a serious psychological problem affecting college students' smooth employment. College students' employment anxiety is caused by social, school, family and individual students. To alleviate college students' employment anxiety, the following specific countermeasures are put forward: The labor security department should standardize the recruitment activities of employers. The media should play a positive role in promoting and guiding college students' employment. The university should take the employment of college students as the key work and make solid progress. As the main body of employment, students should give full play to their subjective initiative. As colleges and universities and management departments, they need to find problems as soon as possible, take active preventive measures and take dredging education. At the same time, college students are encouraged to strengthen their psychological adjustment ability and take multiple measures to help college students get out of psychological misunderstandings as soon as possible, get rid of bad emotional pressure and prevent the development of psychological diseases. Only by actively

facing up to bad emotions, learning to eliminate pressure, creating a good university environment and social environment, and making various functions play a role, can we fundamentally eliminate college students' employment anxiety and improve college students' employment anxiety psychological problems.

**Conclusions:** Talent training mode is a way for schools to build knowledge, ability and quality structure for students and realize this structure. It fundamentally stipulates the characteristics of talents and embodies educational ideas and concepts. It is a brief combination of talent training objectives, systems and processes, including training objectives, specialty setting, curriculum system and teaching content, training approaches, teaching operation mechanism and teaching organization form. The determination of talent training mode must meet the needs of economic and social development and follow the law of the all-round development of educates. Under the current situation of prominent structural contradiction between supply and demand of college graduates, increasingly severe employment situation and increasing employment pressure, in order to effectively solve the problem of difficult employment of college students, it is urgent for colleges and universities to take employment as the guidance, reposition talent training objectives, constantly optimize talent training programs and strategies, and strive to improve the teaching quality evaluation system, effectively improve the quality of talent training and the employment competitiveness of college students.

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## APPLICATION OF THINKING LOGIC BARRIER ANALYSIS IN OPTIMIZATION OF TEACHING MATERIALS AND METHODS OF MATHEMATICS EDUCATION

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**Background:** The research on the causes and breakthrough of students' mathematical thinking obstacles has always been the focus of mathematics teaching research. The existing research results basically focus on analyzing the causes of students' mathematical thinking obstacles and seeking the general methods of breakthrough with the support of psychological theory. The research method focuses on the research method of general pedagogy. The research of mathematics education should be research with double logical starting points, which should not only study "education", but also study mathematics in education and correspond teaching with mathematics. When students learn function, they are more likely to have thinking obstacles than another knowledge. Analyze the reasons, in addition to the causes of general thinking obstacles. The mathematical characteristics embodied in function knowledge are mainly because. Therefore, in order to overcome students' thinking obstacles in function teaching, teachers must carry out teaching activities based on the understanding of the essence of function. For different students, there are different problems, generally speaking, intelligence and thinking. The former is a natural intelligence problem, the latter is the acquired thinking disorder caused by many factors, which affect students' academic performance and state. For the consequences caused by these two different reasons, targeted solutions should be carried out. For example, for students with intellectual disabilities, appropriate teaching system should be established and teaching should be carried out separately. For students with thinking disabilities, their specific reasons should be found and targeted remedies should be carried out to ensure the improvement of their grades through such measures. At present, the research on thinking disorder is paid more attention because it is a psychological problem to a certain extent. Many governments decision-making institutions in the world are doing research in this field and learn from the research experience of others. This research solves these problems by changing the perspective of thinking mode and appropriate teaching methods, so as to further help students master relevant learning methods, can help them improve their math scores. In view of the current situation of thinking obstacles, the solutions should be solved according to the characteristics of different students, and the ways of thinking and problem-solving skills should be explored.

**Objective:** Based on the existing theories of psychology and pedagogy, this study analyzes the specific embodiment of mathematical characteristics in the content of function teaching in senior high school, and analyzes the reasons for students' thinking obstacles when learning function knowledge. Teaching case study is one of the key points of mathematics education research. The fundamental purpose of educational research is to apply educational theory to the actual teaching process and better guide teaching.

**Subjects and methods:** 200 students in a school were randomly divided into experimental group and