guiding suggestions for the reform of art education teaching path in colleges and universities.

Research objects and methods: 600 students majoring in fine arts in a university were selected as the research object. The stratified cluster sampling method and questionnaire survey were used to statistically analyze the curriculum harvest, psychological feeling, teachers' teaching quality and teaching evaluation of college students after the reform of fine arts teaching path.

Method design: The research objects were divided into experimental group and control group. The control group carried out art course learning under normal conditions, while the experimental group added teaching activities such as innovation competition and extracurricular learning practice to the original art teaching methods, so as to improve students' learning enthusiasm and creativity. At the same time, some art teachers were interviewed to evaluate the teaching efficiency and the necessity of curriculum reform. The experimental period is three months. The scale results and interview records after the experiment are sorted and analyzed to obtain the teaching effects under different teaching methods. The number of all the questionnaires recovered and effective in the experiment is 600 and 585, the effective rate of the questionnaire is 97.5%, and the reliability and validity of the questionnaire is greater than 0.6, indicating that the reliability of the questionnaire is good and the experimental results are reliable.

Methods: Using Excel and SPSS 19 0 tool to analyze the improvement of teaching courses and teaching effects after the use of thinking barriers, as well as the differences of students' learning feedback on different teaching modes.

Results: Innovating the teaching mode and reform path of higher education from the perspective of thinking obstacles is helpful to improve the teaching quality and teaching effect, and the overall participation and professional knowledge literacy of students are greatly improved. The innovative teaching scheme can be more targeted to the cultivation of art talents. The scores of the two groups of students under different teaching methods were statistically significant. Figure 1 shows the score difference of students' learning effect under different teaching methods.
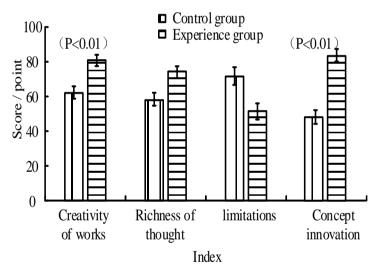

Figure 1. Statistics on the differences of students' learning effects under different teaching methods

Conclusions: College art education curriculum undertakes the mission and responsibility of cultivating high-quality and comprehensive talents in line with professional development for the country and society. It is an important carrier to actively promote China's cultural construction. The direction of teaching objectives, the design of teaching plans and the establishment of training plans will affect the overall construction level and development quality of colleges and universities. Integrating the thinking barrier background into the art teaching reform is conducive to breaking through the traditional teaching thinking set, innovating and developing teaching means, so as to improve students' creativity and adaptability, and promote the art teaching reform in colleges and universities to develop in a clearer, more professional and more advanced direction.

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ANALYSIS AND RESEARCH ON THE INFLUENCE OF PROJECT CONSTRUCTOR'S ANXIETY ON CONSTRUCTION SAFETY

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Background: The construction industry occupies an important position in China's economic development, and the scale is huge, more employees. In the rapid development of the past decade, the number of safety accidents and deaths in construction enterprises are on the rise, the safety situation is very severe. With the government's policies and scientific management of construction enterprises, the number of safety accidents continues to grow year by year, causing great economic losses to individuals, families, industries and society. Generally speaking, the research on safety accidents in construction industry has gradually changed from "material cause environment" to "human cause engineering", and emotion is the main cause of safety accidents, which is also an individual factor neglected by mainstream philosophies and decision-making theories. Therefore, it is particularly necessary to explore the impact mechanism of negative emotions and safety performance of construction workers, which is to control the unsafe behavior of construction workers from the individual root cause, and put forward relevant safety management warnings for construction enterprises, so as to promote the construction of people's livelihood. As most of the construction workers from rural areas, the safety problem is very important to the individual himself, and the safety accident will cause harm to the family, enterprise and society. As a construction enterprise, for the construction workers with negative emotions for a long time, the enterprise should improve the level of negative emotions and safety knowledge of the construction workers by providing some activities and training, and for the construction workers with impatient, painful, irritable and other negative emotions who have the mental state of mind of luck, paralysis, conformity and self-expression, the organization should focus on reducing the unsafe mentality of the construction workers through the existing accidents and safety training, guide, train and manage the construction workers with negative emotions on a regular basis, and advocate the construction workers to work and live in a positive mood.

Objective: The frequent safety accidents in the construction industry not only cause heavy casualties, construction delays and economic losses, but also cause great suffering to the families of the casualties, but also pose a threat and injury to the development of the industry, the credibility of the government and the society as a whole, and cause great losses to the social economy. The construction industry is in a period of development, safety is a major issue facing the industry, so the government departments, construction enterprises and safety management academia how to effectively prevent and control long-term safety accidents in the construction industry is an important problem to be solved.

Subjects and methods: Human insecurity is the main cause of accidents, and environmental factors indirectly affect human insecurity. Emotional event theory, emotional mechanism model and emotional physiological response show that individual emotion and behavior decision-making are closely related. Safety behavior is the cornerstone of safety production, safety performance is the main index of enterprises to measure safety behavior, unsafe behavior of construction workers is the main cause of accidents, and emotion is the direct cause of unsafe behavior. Therefore, in order to prevent and control safety accidents, this paper studies the relationship between negative emotions and safety performance of construction workers.

Study design: Randomly selected 100 project builders for interviews, limited to 30-45 min. No age limit, no sex limit. The interview topic mainly embarks from constructor's anxiety mood, unifies their side the case, discusses the constructor anxiety mood to the construction project safety influence. The conclusions are as follows: (1) There is a significant negative relationship between negative emotions and safety performance of construction workers. Among them, the negative emotion of constructors has the most significant effect on safety participation. (2) Individual psychological capital can play a mediating role between negative emotion and safety performance. Among them, psychological capital has a more significant moderating effect on negative emotion and safety compliance. (3) Organizational safety climate can play a moderating role between negative emotion and safety performance. Among them, the manager's attention, supervisor's attitude and behavior, safety training, safety awareness, safety rules and working environment have a moderating effect on negative emotion, safety compliance and safety participation. However, the workers' behavior and safety regulations do not regulate the constructors' negative emotion, safety compliance and safety participation. Safety communication can regulate the negative emotion and safety compliance of construction workers, but this effect is not obvious. This study mainly from the following aspects: whether the anxiety of project builders affect the safety atmosphere, whether it affects the quality of construction projects and whether it can cause safety accidents.

Methods: Using excel statistics project construction staff anxiety on the impact of construction safety.

Results: In the results of this survey, 0 indicates irrelevant, 1 indicates slight influence, 2 indicates general influence, 3 indicates obvious influence, 4 indicates sufficient influence, and the obtained statistical table is shown in Table 1.

Table 1. Impact of construction staff anxiety on construction safety

Factor	Safety atmosphere	Engineering quality	Accident occurrence
Project constructor	4	4	4

Conclusions: Due to the harsh construction site environment, construction personnel need to remain calm, consciously abide by safety rules, and with a firm, confident, hopeful and resilient attitude to complete the task. The conclusion of this study shows that improving the psychological capital of construction workers can reduce the negative impact on safety performance. Therefore, construction workers in complex environment should have self-efficacy, optimism, hope and resilience to complete the task. Therefore, in order to reduce the safety accident rate effectively, the construction personnel and the construction enterprise should cooperate mutually enhances constructor's psychological capital, causes the construction personnel's point of view to be optimistic and helps the construction personnel to enhance the hope level and the tenacity level.

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CULTURAL COMMUNICATION AND ADAPTATION ANALYSIS OF STUDENTS WITH COMMUNICATION ADAPTATION BARRIERS IN FOREIGN LANGUAGE TEACHING

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Background: In recent years, with the continuous development and progress of economy and society, the international status of our country is gradually strengthened, and English as a common language is playing a more and more important role in society, especially in school English teaching. So, what is the most important thing in English teaching? There is no doubt that students' intercultural communication ability is one of the most important skills in English learning. Students' cross-cultural communication ability is the essence of English learning level, but also for our country's cultural exchange to contribute more to the force. This paper analyzes the importance of English and the necessity of cultivating students' intercultural communication ability, and discusses how to cultivate students' intercultural communication ability in English teaching. With the deepening of economic globalization in the world, students are required to master not only the basic grammar, vocabulary, reading and listening skills, but also the ability to speak English, especially the ability to communicate across cultures. Cross-cultural communication ability mainly refers to the ability to communicate between different cultures, which to some extent represents a country's soft power, so it is necessary to strengthen students' cross-cultural communication ability. To cultivate students' ability of cross-cultural communication, the most important thing is to cultivate students' language sense, a kind of natural conditioned response to English. Teachers should first cultivate students' interest in English, and then impart basic knowledge to them. Finally, teachers should explain the culture to enhance students' understanding of foreign culture. Language and culture are complementary to each other. Language is the basis of culture, and culture is the embodiment of language. Cross-cultural communication ability mainly refers to the communication between native speakers and non-native speakers, but also refers to the communication between different languages and cultures. In essence, the realization of intercultural communication ability is the essential goal of English learners. That is to say, only by mastering a certain language can we have a better understanding of foreign culture, and only by mastering a country's culture can we have a deeper understanding of all aspects of a country. In many cases, language is the most important tool to understand a country, so, English learning in secondary schools is very important, especially in the way teachers teach students English. In addition, for an English teacher in a polytechnic school, we should always keep in mind the importance of cultivating students' intercultural communication skills. We should not blindly put English achievements first. We should teach students the basic knowledge, and then give students cultural input and cultural explanation activities.

Objective: Communication barriers are the difficulties in communicating ideas and information between people and groups. There are the following types: (1) Language barriers. Language is a tool for the exchange of ideas, but not the thought itself, in addition, people's ability to express ideas in language varies greatly, so it is difficult to avoid errors when expressing ideas in language and exchanging information. (2) Conceptual barriers. People's social experience is different, belief is different, the attitude and point of view of things must be different, cannot avoid the conflict of ideas in communication. (3) Temperament disorder. Different personalities and temperaments make it difficult to communicate with each other. There are many factors that cause communication barriers. Besides human factors, there are also material factors. The responsibility of leaders is to take measures to eliminate these obstacles, dredge channels, so that the communication between organizations and individuals unimpeded.