

similar products. In short, design psychology is closely related to cultural and creative products in colleges and universities, which is worthy of research on the design and application of creative products of cultural products in colleges and universities based on design psychology.

Objective: Through in-depth research on the classification of consumer groups of cultural and creative products in colleges and universities, combined with the design elements of cultural and creative products, this paper analyzes the cultural and creative design in colleges and universities from the perspective of design psychology, and explores and studies the design and application of cultural and creative products in colleges and universities from a newer and more targeted entry point. Infiltrate the theory of design psychology into the design of cultural and creative products in colleges and universities, and summarize the corresponding design methods and relatively scientific design theory, so as to provide a certain theoretical reference for the future campus cultural and creative design, and better spread the campus culture with the help of cultural and creative products in colleges and universities.

Research objects and methods: 100 consumers were randomly divided into control group and experimental group, with 50 in each group. The control group adopted the conventional design method, and the experimental group adopted the design method based on design psychology. Then, the psychological experience of the two groups of consumers is compared and analyzed. The evaluation indicators of consumers' psychological experience include: consumption expectation, psychological demand, sensory stimulation, consumption situation, function extension and purchase intention. 0-3 points are dissatisfied, 4-6 points are satisfied, and 7-10 points are very satisfied.

Methods: Use Excel software for statistical data analysis.

Results: Table 1 shows the psychological experience of the two groups of consumers. It can be seen from Table 1 that compared with the control group, the experimental group based on design psychology has better psychological experience effect on cultural and creative products in colleges and universities, and there is a statistical difference between the two groups ($P < 0.05$).

Table 1. Psychological experience of two groups of consumers ($n=100$)

Factor	Control group ($n=50$)	Experience group ($n=50$)	<i>P</i>
Consumption expectation	2	8	<0.05
Psychological needs	3	7	<0.05
Sensory stimulation	2	8	<0.05
Consumption situation	1	8	<0.05
Functional extension	2	9	<0.05
Purchase intention	3	8	<0.05

Conclusions: College cultural and creative products designed based on design psychology have better psychological experience for consumers. It can be said that the theory of design psychology is scientifically and reasonably integrated into the design and application of cultural and creative products in colleges and universities, so as to establish a closer relationship between design psychology and cultural and creative products, which can not only solve the crux of cultural and creative products in colleges and universities in China, but also fully improve the psychological experience and purchase intention of consumers.

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INFLUENCING FACTORS AND COUNTERMEASURES OF LEARNING ANXIETY OF ENGINEERING STUDENTS IN HIGHER VOCATIONAL COLLEGES

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Background: People living today are under great pressure from the environment. Enterprising and competitive, noisy and crowded, busy and heavy make people's mental state often in a state of tension. When they feel a threat, they cannot avoid and deal with, fear becomes anxiety. Anxiety seriously affects people's spiritual life. Continuous or frequent anxiety can lead to overall weakness, loss of appetite, poor sleep and excessive fatigue. Fear, tension and powerlessness are aggravated, attention is relaxed, memory is impaired, thoughts are flustered, do not know what to do, it is easy to have extreme thoughts, exaggerate their incompetence, worry and depression, and sometimes the expectation of terror will lead to irritability,

irritability, complaint and boredom. Learning anxiety is usually manifested as restlessness, inferiority and self-blame, headache, dizziness, fear and impatience. Excessive anxiety makes it difficult to concentrate, interferes with the memory process, affects thinking activities, and causes great harm to physical and mental health. Learning anxiety is not only a stumbling block to excellent learning, but also a kind of chronic suicide in our life. In other words, students are a special group. They are in the enviable flowering season, but sometimes they are overwhelmed by heavy learning. They have to participate in various assessments every semester and bear the inner panic and loss caused by ranking, which is sometimes unimaginable for adults. Anxiety will rise over time. Learning anxiety is mainly caused by the following factors: physiological and psychological factors. At the level of physiological factors, anxiety patients have certain genetic factors, but more are acquired factors. The content and level of a person's personality formation, physical development, health status at that time and the development level of non-intellectual factors will affect the generation of learning anxiety. Healthy people are energetic and emotionally stable. Physical weakness and illness can easily lead to mood swings and anxiety. Weak willed people are afraid of difficulties and setbacks and are prone to anxiety. The ways to overcome learning anxiety mainly include: self-relaxation, increasing confidence, self-stimulation, self-hypnosis and self-reflection. In short, in today's society, students are under various pressures from family, school and even society. Learning anxiety has become an important factor hindering students' learning, which should attract extensive attention and attention from all parties.

The main goal of higher vocational colleges is to cultivate technical talents. That is, the goal is practicality, which is to cultivate a group of talents with university knowledge and certain professional technology and skills on the basis of complete secondary education. The teaching of their knowledge is based on ability and practicality. There is no doubt that China's higher vocational education has developed rapidly and the situation is gratifying in recent years, but behind the appearance of prosperity, the current higher vocational education is facing many difficulties, many problems and contradictions are becoming more and more acute. At the specific level, the recognition of higher vocational education is not high, which is also the mainstream thought of today's society. Various phenomena seem to show that, in terms of national society, higher vocational education is secondary education. For parents and students, higher vocational education is a helpless choice. For employers, the enrollment rate of higher vocational graduates is generally low. In this situation, higher vocational college students have doubts about their majors, which leads to great learning anxiety. In this regard, we should clarify the influencing factors of higher vocational college students' learning anxiety, and find the corresponding countermeasures on this basis.

Objective: To understand the influencing factors of learning anxiety of engineering students in higher vocational colleges, so as to provide reference for higher vocational colleges to carry out corresponding health education and eliminate the learning anxiety of higher vocational students.

Research objects and methods: A total of 2143 engineering students from two higher vocational colleges in our city were selected by convenient cluster sampling. A self-designed questionnaire was used to conduct a collective anonymous questionnaire survey. The contents include: General sociodemographic characteristics, Self-rating Anxiety Scale (SAS). In the analysis of the influencing factors of learning anxiety of engineering students in higher vocational colleges, taking anxiety as the dependent variable and the selected research factors as the independent variable, this paper makes single factor and multi factor unconditional logistic regression analysis.

Methods: Complete the data analysis through SPSS23.0 data statistical analysis software.

Results: Table 1 shows the results of logistic regression analysis on the influencing factors of learning anxiety of engineering students in higher vocational colleges. As shown in Table 1, the influencing factors of learning anxiety of engineering students in higher vocational colleges include gender factors, their own personality, family factors, environmental impact and employment pressure.

Table 1. Logistic regression analysis of influencing factors of learning anxiety of engineering students in higher vocational colleges

Variable	B	S.E(B)	Wald χ^2	P	OR	95% CI
Gender factor	-0.188	0.087	4.657	0.000	0.896	0.641-0.911
Own character	-0.269	0.090	8.469	0.000	0.910	0.641-0.977
Family factors	-0.148	0.048	9.346	0.000	0.896	0.487-0.948
Environmental effect	-0.266	0.048	30.145	0.000	0.896	0.698-0.434
Employment pressure	-0.194	0.057	4.259	0.000	0.910	0.814-1.011

Conclusions: In view of the gender, personality, family, environment and employment characteristics of engineering students in higher vocational colleges, we should pay attention to students' psychological counseling and strengthen social support for students, so as to reduce the learning anxiety of engineering

students in higher vocational colleges.

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MARKETING IDEAS AND INNOVATION OF INTERNATIONAL TRADE UNDER THE BACKGROUND OF COGNITIVE IMPAIRMENT

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Background: Cognitive impairment is a disease with cognitive function problems. To clarify its definition, we need to understand and grasp what cognitive function is. Cognitive functions include memory, calculation, space-time location, structural ability, executive ability, language understanding, expression and application. Its behavioral characteristics are concentrated in four aspects: executive ability, attention, language ability and social cognition. For cognitive impairment, for social cognitive ability, it is mainly manifested in anxiety in social communication, weakening of emotional control ability, decline of resonance ability and reduction of recognition of social clues. For attention, it is mainly manifested in the reduction of information processing speed, selectivity and other types of attention changes. For the executive ability, it is mainly manifested in the decline of organization and decision-making ability and the inability to complete complex tasks. For language ability, it is mainly manifested in grammatical errors, ignoring social etiquette, the phenomenon of words failing to express their meaning in communication with people, and problems in abstract language expression and understanding. Clinically, cognitive impairment is a transitional state between normal people and early Alzheimer's disease. Among them, cognitive impairment mainly includes three levels: mild cognitive impairment is characterized by wandering, anxiety, depression, depression, forgetfulness, and decreased memory and attention. Moderate cognitive impairment is characterized by further aggravation of cognitive ability. Patients can be characterized by large emotional fluctuation, paranoia, anxiety, reduced understanding and language expression ability, and reduced resolution of objective things such as time. Severe cognitive impairment develops further from moderate cognition. Patients show decreased overall function and develop to dementia, which will lead to delusion, indifference, lack of self-care ability and so on. Relevant studies have pointed out that since new era, the problem of cognitive impairment has covered all areas of life, and the state and society should pay special attention to it.

International trade is the main form of interconnection between countries (or regions) based on international division of labor. It reflects the economic interdependence among countries (or regions) in the world and is the sum of foreign trade of all countries. International trade mainly includes two types: bilateral trade and multilateral trade. Bilateral trade refers to the trade between the two countries based on the settlement of bilateral agreements. In this kind of trade, both parties use the export of one party to pay for the import of the other party. This method is mainly implemented in foreign exchange control countries. In addition, bilateral trade generally refers to the trade between the two countries. Multilateral trade, also known as multilateral trade, refers to the trade in which three or more countries buy and sell each other on the basis of multilateral agreements. Obviously, under the trend of economic globalization, multilateral trade is more common. At the same time, with the popularization and acceleration of international trade, the demand for innovative marketing ideas is also higher and higher. Because a clear marketing idea can predict the future development situation, which can not only reduce the blindness of operation, but also clarify the development objectives, so as to facilitate international trade to take corresponding measures and strive to achieve the expected objectives. However, there are the following cognitive obstacles in the current marketing ideas of international trade: lack of change in trade mode, relatively backward marketing concept, and too single marketing characteristics.

Objective: In view of the problems existing in the current international trade marketing ideas, carry out cognitive barrier intervention for the personnel of relevant organizations, and crack the disadvantages of the current development of international trade marketing by innovating the marketing mode of international trade.

Research objects and methods: 100 marketing organization personnel of international trade were