

social, cultural, economic, market, science and technology and other disciplines. In college learning, experienced college teachers have begun to formulate art teaching plans according to the learning situation of students. The reason is that some studies have proposed that art education can help students establish a good psychological defense line, so as to reduce the probability of students' psychological anxiety. However, in teaching practice, the effect of alleviating psychological anxiety brought by art design education is unknown. Therefore, this study proposes to analyze the influence mechanism of art design education on students' psychological anxiety, so as to construct an innovative scheme of art design education and explore the changes of students' anxiety psychology under the new scheme. Summarize the specific impact of art design on students' psychological anxiety.

Objective: The mental health problem of college students is an important problem in the development of students, so it is necessary to put forward effective measures to alleviate students' psychological anxiety. The research explores the current situation of psychological anxiety of middle school students in colleges and universities. This paper puts forward the specific impact of art design education on students' psychological anxiety, puts forward innovative art design training strategies in the traditional education mode, and analyzes the deeper impact of art design education and training innovation on students' psychological anxiety.

Subjects and methods: Taking 120 students majoring in art design in a university as the research object, the students' anxiety was obtained by using the Self-rating Anxiety Scale. According to the students' anxiety evaluation results, the students were divided into no anxiety group, mild anxiety group, moderate anxiety group and severe anxiety group. Based on art design education, this paper analyzes the influencing factors causing students' psychological anxiety, formulates the innovative scheme of art design education, applies the scheme to students' daily teaching, and evaluates the changes of students' psychological anxiety under the innovative scheme.

Results: The changes and differences of anxiety scores of all students before and after teaching are shown in Table 1. It can be seen that under the influence of innovative training program, the anxiety scores of students with severe anxiety decreased significantly. Comparing the score differences before and after teaching, it shows that the data difference is statistically significant ($P < 0.05$), and the student group without anxiety has maintained a relatively stable low score stage for a long time.

Table 1. Changes of scores of students with different degrees of anxiety before and after teaching

Project	Before teaching	After teaching	P
No anxiety	71.32±2.18	49.57±1.86	<0.05
Mild anxiety	63.92±2.17	45.38±1.77	<0.05
Moderate anxiety	49.16±1.42	40.39±1.63	<0.05
Severe anxiety	32.14±0.93	31.07±0.85	>0.05

Conclusions: The daily mental health training of college students is an important work outside the professional teaching of colleges and universities. How to alleviate students' psychological anxiety is also a key issue that colleges and universities need to consider at present. In the study, taking an art major student as an example, this paper puts forward the influencing factors of students' psychological anxiety by art design education, and formulates the innovative training scheme of art design education. In the teaching practice of the innovative scheme, the anxiety score of students with psychological anxiety continues to decline, and students without anxiety can maintain the original state for a long time. The above results show that art design education and innovation can effectively alleviate students' psychological anxiety. Therefore, innovative teaching schemes should be put forward in college teaching to alleviate students' anxiety and promote students' growth.

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RESEARCH ON INTERACTIVE TEACHING MODE IN COLLEGES AND UNIVERSITIES CONSIDERING AUDIENCE PSYCHOLOGY

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Background: Audience psychology is a psychological science that studies social groups in psychological research. In audience psychology, it is proposed that audience psychology has certain psychological effects,

including prestige effect, business card effect, self-effect, halo effect, projection effect and conformity effect. Specifically, the prestige effect in the audience's psychology refers to that the audience is influenced by the authority of the dialogue object, that is, the authoritative speech will have a certain impact on the audience's psychology. Business card effect refers to that the disseminator first transmits some views or ideas they can accept, are familiar with and like to the audience, and induces the audience to make an impression through ideas and views in the communication. Self-effect refers to that the audience classifies themselves and communicators into the same kind of people, that is, they join the ranks of communicators. At this time, the audience and communicators should have the desired interests and preferences. Halo effect refers to that the living environment of the audience is affected by others. When the personal social reputation in the outside world is damaged, the audience will also be affected. Projection effect refers to that when the audience receives information for the first time, their psychology is relatively closed, and they will self-evaluate the outside world with their own psychological feelings and psychological needs. Under the influence of conformity effect, the psychology of the audience will be guided by others, and there will be conformity in behavior and cognition. From the research status of audience psychology, we can know that audience psychology is mainly applied to the social chain in which one party plays a leading role.

In college teaching, teachers are the leaders who guide students to participate in the teaching process. Students in curriculum teaching are the audience in the teaching process. How to improve the teaching quality and enhance students' professional level needs to analyze the role of students from the perspective of audience psychology. According to relevant psychological research, it can be found that in college teaching, students, as an educated group, have conformity psychology in curriculum learning, and teachers, as instructors, have prestige effect in curriculum teaching. Therefore, in order to improve the teaching quality of colleges and universities, it is important to intervene the psychology of teachers and students from the teaching curriculum. However, there are also studies that the teaching mode in colleges and universities is gradually becoming outdated. Therefore, on the premise of considering the audience psychology of teachers and students in the teaching process, the need for in-depth discussion on the teaching mode. From the current situation of social science and technology development, the continuous development of information technology has driven the communication frequency between teachers and students. Therefore, it is very important to optimize the teaching mode of colleges and universities and put forward the interactive teaching between teachers and students in curriculum teaching. Therefore, in order to cultivate students' expertise, based on audience psychology, this study analyzes the development of interactive teaching mode in colleges and universities, and analyzes the psychological changes of students and teachers in the development of teaching mode.

Objective: Analyze the psychological status of teachers and students in college teaching, analyze the development status and development status of college interactive teaching mode, evaluate the impact of audience psychology on college interactive teaching mode, and analyze the psychological changes of students and teachers under the influence of teaching mode.

Subjects and methods: Taking a university as the experimental environment, 15 teachers and 300 students from five majors were randomly selected to participate in the experiment. Investigate and count the psychological changes of teachers and students in college teaching, and analyze the conformity psychology of students in curriculum learning and the prestige effect of teachers in teaching. The interactive teaching mode considering the audience psychology of students and teachers is proposed, and the interactive teaching mode is applied to the daily teaching of 15 teachers and 300 students to evaluate the psychological changes of teachers and students before and after teaching.

Results: The audience psychological changes of teachers and students before and after teaching are shown in Table 1. By quantifying the evaluation index score with 0-10 points, it can be seen that the prestige effect of teachers shows a continuous upward trend with the continuous promotion of teaching mode, and the conformity psychology of students also shows a continuous upward trend under the influence of interactive teaching.

Table 1. The influence of interactive teaching on the psychology of teachers and students

Project	0 month	3 months	6 months
Teacher prestige effect	2.17	5.06	8.18
Students' conformity psychology	2.32	4.21	8.64

Conclusions: The reform and optimization of college teaching mode is the key measure to improve the teaching quality of colleges and universities. How to optimize the college teaching mode by affecting the psychology of teachers and students is the main research direction of colleges and universities. Based on audience psychology, this paper analyzes the changes of audience psychology of teachers and students in

college teaching. The analysis of teaching practice shows that the university interactive teaching model based on audience psychology can significantly affect the audience psychology of teachers and students, improve students' conformity psychology, and improve students' learning organization and enthusiasm. Therefore, in college education, in order to improve the teaching quality of colleges and universities, we can use audience psychology to analyze the psychological behavior of teachers and students in curriculum teaching, and put forward a teaching model to effectively improve students' learning enthusiasm.

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ANALYSIS OF THE INFLUENCE OF IDEOLOGICAL AND POLITICAL TEACHING ON COLLEGE STUDENTS' DEPRESSION IN HIGHER VOCATIONAL COLLEGES

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Background: With the continuous development of society and the continuous improvement of economic level, the requirements of society and market for talents are also increasing. Talents are not only required to have rich theoretical knowledge and practical experience, but also have strong psychological quality and strong pressure resistance. At the university stage, students have a wider range of contacts and more things. However, at this time, the ideological concept of higher vocational college students has not changed, so they are easy to fall into a state of confusion and confusion in the face of various views and theories in the society. The interpersonal communication and teacher-student relationship in universities are also very different from those in senior high schools. Some students in higher vocational colleges cannot adapt to the transformation of this relationship and become silent and poor in communication. University is a special stage of students. Compared with the learning stages of junior middle school and senior high school, interpersonal communication has changed greatly. Many students in higher vocational colleges cannot adapt to this change, resulting in psychological depression. The occurrence of students' psychological depression is mostly due to the difference of students' expectations in learning, that is, students are difficult to complete the predetermined goals under pressure, resulting in students' mental anxiety. The long-term backlog of depression will affect students' normal study and life, lead to the decline of students' academic performance and damage to their physical and mental health. Therefore, measures need to be taken to alleviate students' psychological depression.

In higher vocational colleges, ideological and political education is the main way to shape college students' personality, cultivate college students' outlook on life and values, and improve college students' psychological quality. It is also an important way to achieve the goal of cultivating talents in higher vocational colleges. The traditional ideological and political education in higher vocational colleges has a lot of theoretical knowledge, which is difficult for students to understand, so it cannot give full play to the role of Ideological and political education in alleviating students' depression. Based on this, some scholars put forward an innovative ideological and political education model, namely curriculum ideological and political education. Curriculum ideological and political education is an educational concept that takes "Building Morality and cultivating people" as its own task, constructs an all-round education pattern, and then complements and cooperates with other courses and ideological and political courses, so as to form a synergistic effect. However, a large number of teaching practices show that the existing ideological and political teaching in higher vocational colleges still cannot solve students' depression. The reason is that the existing ideological and political teaching mode is only the transformation of teaching mode in the classroom, and there is little formulation of teaching mode according to students' psychological situation. Therefore, in order to improve college students' depression and improve the quality of ideological and political teaching in higher vocational colleges, it is of great significance. Based on the current situation of students' depression, this paper puts forward a higher vocational college curriculum ideological and political teaching model to improve students' depression, in order to provide theoretical support for the healthy growth of higher vocational college students.

Objective: This paper discusses the current situation of Ideological and political education in higher vocational colleges, analyzes the current situation of college students' depression in curriculum teaching, analyzes the impact of ideological and political education in higher vocational colleges on students' depression, and puts forward a teaching plan to further improve students' depression.