

social benefit framework is greater than that inspired by the self-interest framework, indicating that the social distance framework has a significant regulatory impact on the regulatory correlation.

**Conclusions:** Starting from the time distance framework, this study tests the synergistic matching effect of emphasizing current or future interests, information and individual adjustment focus. The results show that the promotion and focus of information demands that emphasize the current interests can best stimulate the willingness of focus consumers to adopt new energy vehicles, while the prevention and focus of information demands that emphasize the future interests can best stimulate the willingness of focus consumers to adopt new energy vehicles.

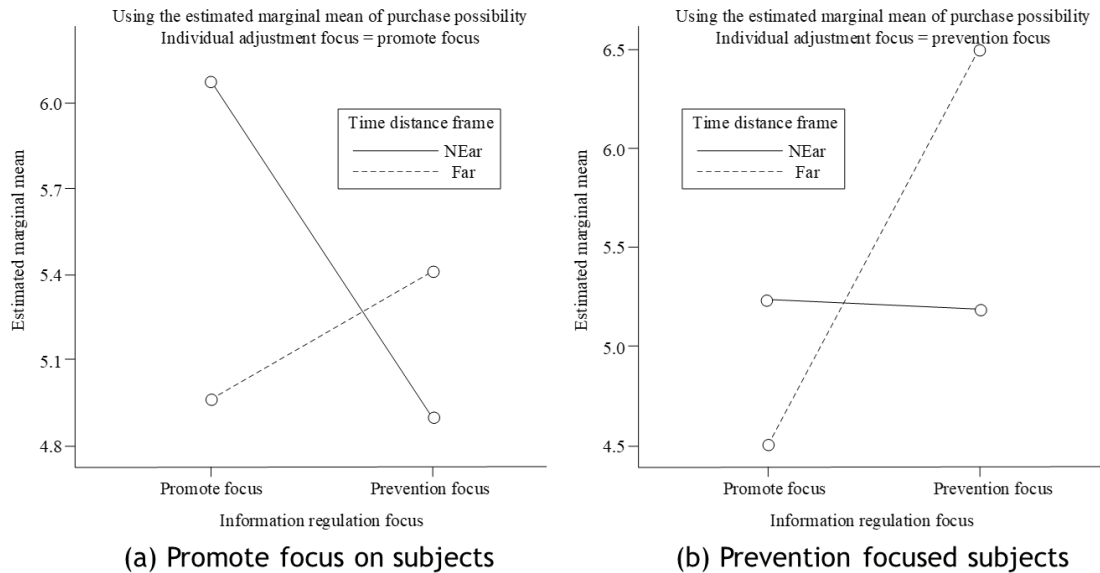


Figure 1. New energy vehicle adoption response

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## RESEARCH ON THE INFLUENCE MECHANISM OF HIGHER EDUCATION COOPERATION PROJECT QUALITY ON IMPROVING COLLEGE STUDENTS' PSYCHOLOGICAL ANXIETY BASED ON SUPER EFFICIENCY DEA THEORY

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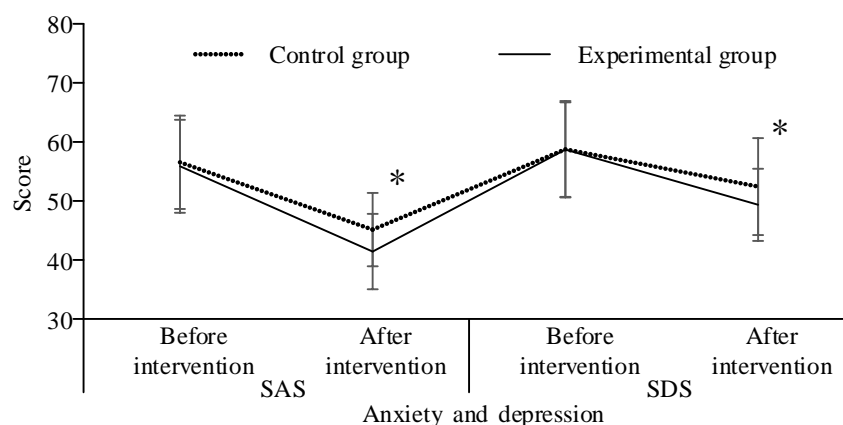
**Background:** With the continuous development of society, the incidence rate of adult anxiety and anxiety disorder is on the rise. "Anxiety reaction" is a normal psychological phenomenon. When a person's wish is not realized for a long time, or the possibility of realization is estimated to be very small, anxiety will occur, but excessive anxiety will cause anxiety disorder. In the heart of anxiety disorder, there is often a psychological problem that can't be rid of and unwilling to face. Anxiety is only a manifestation of contradiction and conflict, which can be used as a defense mechanism to avoid deeper troubles. Due to the change of college students' role and the influence of social environment after entering the university, many college students will have varying degrees of anxiety. A survey on the relationship between college students' self-efficacy, self-esteem and depression shows that about 10%-40% of college students have different degrees of bad psychological emotions, and anxiety is the most common psychological problem. Mild anxiety may have some positive significance, but long-term anxiety will affect people's work, study, and even physical and mental health. Anxiety is gradually becoming an important factor affecting college students' mental health. Therefore, it is of great significance to understand the characteristics of college students' psychological development and pay attention to college students' anxiety when facing problems. With the deepening of the construction of an innovative country, colleges and universities have gradually become the backbone of the national innovation system and play an increasingly important role in economic and social development with rich talent resources, complete disciplines and sufficient information resources. In recent years, the government has attached great importance to scientific research and innovation in colleges and universities. While increasing the investment in scientific research funds, it has formulated a

variety of policies and plans, such as collaborative innovation plan, to meet and support scientific research activities in colleges and universities and promote the improvement of scientific research ability. Since 2000, the government's investment in scientific research in colleges and universities has increased at an average annual rate of more than 15%, and remarkable achievements have been made: the number and citation of scientific and technological papers in China, especially international papers, have increased significantly, and the goal of entering the top 5 in the world set in the 12th Five-year Plan for scientific development has been completed ahead of schedule. With the rapid growth of scientific research projects and funds, the input-output efficiency of scientific research in colleges and universities has become the focus of attention from all sectors of society. For a time, negative news about the lack of major scientific and technological original innovation ability of colleges and universities, the abuse and misappropriation of scientific research funds, the extremely low efficiency of the use of scientific research funds, and the serious waste of scientific research funds are constantly heard.

**Objective:** How to reasonably evaluate the impact of the quality of higher education cooperation projects on college students' anxiety has become a research hotspot in the field of scientific research management and the theme of this paper.

**Subjects and methods:** This study conducted a questionnaire survey on college students in many colleges and universities in a city. A total of 400 questionnaires were collected, 20 invalid questionnaires were excluded, and 458 valid questionnaires were retained. The subjects were divided into experimental group and control group, with 229 people in each group. The control group received general mental health education. The experimental group conducted psychological intervention in the quality evaluation of higher education cooperation projects based on super efficiency DEA theory. Among them, the experimental intervention time was 3 months. In the process of teaching, excel is used to count the effect of teaching on students' anxiety relief. In this study, Self-rating Anxiety Scale (SAS), Self-rating Depression Scale (SDS) and Symptom Checklist 90 (SCL-90) were used to evaluate the anxiety psychological level of college students. Before and after the teaching intervention, the performance anxiety of vocal music majors was evaluated by SAS scale. A score higher than 50 indicates that there is anxiety. The lower the score, the healthier the psychology. Students' learning depression is evaluated by SDS scale. A score higher than 53 indicates that there is depression. The lower the score, the healthier the psychology. SCL-90 has a total of 90 self-assessment items. The test factors include somatization, obsessive-compulsive symptoms, depression, anxiety, psychosis, etc. through the 5-level scoring method, the higher the score, the lower the level of mental health.

**Results:** Figure 1 shows the comparison results of anxiety and depression between the two groups. There was no significant difference in the scores of SAS and SDS between the two groups ( $P < 0.05$ ). After teaching, the scores of SAS and SDS in the experimental group were significantly lower than those in the control group ( $P < 0.05$ ).



**Figure 1.** Comparison of anxiety and depression between the two groups

**Conclusions:** How to reasonably evaluate the impact of the quality of higher education cooperation projects on college students' anxiety has become the theme of this paper. In this study, the Self-rating Anxiety Scale (SAS), Self-rating Depression Scale (SDS) and Symptom Checklist 90 (SCL-90) were used to evaluate the anxiety psychological level of college students. The results showed that after teaching, the SAS and SDS scores of the experimental group were significantly lower than those of the control group ( $P < 0.05$ ), indicating that a reasonable evaluation of the quality of higher education cooperation projects can effectively improve college students' anxiety and depression, which is significantly better than general mental health education.

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## A STUDY ON THE TRAINING MODEL OF NETWORKED AUTONOMOUS LEARNING ABILITY AIMING AT THE PSYCHOLOGICAL METACOGNITIVE DEFECTS OF ENGLISH STUDENTS

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**Background:** Autonomous learning mainly refers to individual learning, which is based on the exertion of the potential of autonomous learning. The purpose of learning is to move towards autonomy and self-realization. It advocates learner centered, emphasizing personalized and autonomous learning, making learners responsible for their own learning, and finally realizing learners' "self-reliance", "self-discipline" and "self-reliance". Research shows that many scholars have introduced the concept of autonomous learning into foreign language teaching and believe that autonomous learning is that learners can be responsible for their own learning in the learning process. Learners' autonomous learning ability is not innate, but needs to be obtained through natural ways or formal learning of special systems. Autonomous and meaningful learning progress with metacognition. Most scholars believe that metacognition refers to the subject's cognition of their own activities, including the cognitive ability of self and the cognitive process currently taking place, as well as the cognition of their interaction. Metacognition is the cognition of cognitive process, which plans, supervises and regulates the cognitive process of all human activities based on cognition or with cognitive participation, so that the activities can be completed smoothly. Metacognition can make learners re recognize their learning ability. Through behavior training matched with metacognition, it can provide help for students with special difficulties. The popularization of network technology has opened up a broad space for students' autonomous learning. Learners begin to be able to choose learning time and space independently, control the rhythm of learning and arrange time regardless of the limitations of classroom teaching. You can also choose your own learning content and materials. Special language practice can be carried out in the autonomous learning center. Cognitive psychology theory holds that the process of human acquiring knowledge and skills is the input, storage, processing, extraction and application of information. Modern cognitive psychology regards man as an information processing system, expresses things running in the internal and external environment in the form of symbols, and systematically processes the internal and external running processes. It enhances the cognitive ability of human beings in the process of understanding and processing information. Different from primary and secondary schools, the training goal of colleges and universities is no longer to cultivate basic skills and strengthen basic knowledge, but to enable students to obtain the skills and practical ability required by professional groups and contribute to the development of society and industry. In order to better formulate the college English teaching model, scholars in the field of education began to reflect on the teaching form of English curriculum.

**Objective:** This study puts forward a Network-based autonomous learning ability training model for English students' psychological metacognitive defects, constructs the English theory network teaching model based on the theory of cognitive psychology and combined with the Internet, and further judges the psychological status of college students in the learning process, in order to summarize a guiding teaching model for colleges and universities.

**Subjects and methods:** This study uses the theory of cognitive psychology to select 400 college students in a university to teach the training mode of Network-based autonomous learning ability for three months. Before and after teaching, students need to fill in the self-made self-assessment scale and SPSS20.0 and Excel statistical analysis of students' psychological state. Combined with the current situation of college English teaching, this study uses the self-made classroom learning emotion scale to judge the psychological status of college students before and after the teaching of Network-based autonomous learning ability training mode. The content of the scale mainly includes four dimensions: classroom self-efficacy, test anxiety, fear of negative evaluation and communication anxiety, with a total of 35 questionnaire questions. It adopts a five-level scoring system, with a score between 1 and 5. The higher the score, the more consistent it is.

**Results:** As shown in Figure 1, after applying the network teaching mode of English theory based on cognitive psychology, the scores of all dimensions of English classroom emotion are significantly better than those before teaching ( $P < 0.01$ ).

**Conclusions:** This study proposes a Network-based autonomous learning ability training model for English