

of mathematical theory becomes a barrier to learning. Mathematics teaching is no longer a simple and objective process of imparting mathematics knowledge, but a process of mutual communication between teachers and students to make students discover new knowledge, construct new knowledge meaning and form their own knowledge system. The teaching of mathematics theory in colleges and universities not only pays attention to students' learning of mathematics knowledge, but also emphasizes the cultivation of students' various mathematical abilities and ideas, the cultivation of students' ability to learn mathematics, and the cultivation of students' ability to learn mathematics, so that students can learn mathematics and make it become a lifelong learning knowledge.

**Acknowledgement:** The research is supported by: Education Department of Guizhou Province, Study on mathematical modeling teaching in financial colleges based on "five-dimensional linkage" mode (No. (2020)315). Guizhou University of Finance and Economics, Study on extreme value of topological index of graph (No. 2018JGZZD04) and Natural Science Foundation of Guizhou Province, Research on the optimization of Mathematics and Applied Mathematics curriculum system under the background of big data (No. ZK2021019).

\* \* \* \* \*

## INFLUENCE OF INNOVATIVE TEACHING MODEL OF SHU EMBROIDERY SPECIALTY IN COLLEGES AND UNIVERSITIES ON COLLEGE STUDENTS' ANXIETY DISORDER

Jiayu Wu<sup>1</sup> & Jigang He<sup>2</sup>

<sup>1</sup>*Mental Health Education Center, Sichuan University of Media and Communications, Chengdu 611730, China*

<sup>2</sup>*School of Mechanical Engineering, Southwest Jiaotong University, Chengdu 610031, China*

**Background:** Anxiety refers to the frustration of self-esteem and self-confidence, or the increase of sense of failure and guilt due to people's inability to achieve goals or overcome the threat of obstacles, forming an emotional state of tension and fear. Because only experienced people can directly evaluate the intensity of anxiety state, researchers must have an indirect way to evaluate his phenomenon and physiological characteristics. Competition in various fields has become a current social phenomenon. People are under increasing psychological pressure, especially the mental health problems of college students are on the rise, and the social psychology of anxiety is particularly prominent. How to reduce or eliminate the level of anxiety has been related to the physical and mental health of college students. Shu embroidery teaching plays a positive role in improving people's mental health. The release of the Declaration on intangible cultural heritage education has defined the direction of intangible education inheritance and opened the prelude to a series of work of intangible cultural heritage into the campus and classroom. As an important institution for cultural inheritance, development and innovation, colleges and universities should shoulder the mission of intangible cultural heritage education inheritance and provide effective platform and technical support. Local universities play a leading role in regional culture. They should give full play to their geographical advantages and actively explore the way of educational inheritance of local intangible cultural heritage. Shu embroidery is one of the four famous embroideries in China and has been listed in the first batch of national intangible cultural heritage list. As a textile intangible cultural heritage, Shu embroidery has the most essential function of decorating clothes. In today's diversified fashion, this form can still serve real life. Introduce Shu embroidery into the teaching of clothing design major in colleges and universities, give full play to the discipline and professional expertise, transform intangible cultural heritage into resources for modern design, and explore the living inheritance from "heritage" to "resources" with the help of fashion culture. The teaching of Shu embroidery specialty adopts the combination of theoretical teaching, technical study and design practice, in order to realize the inheritance and innovation of intangible cultural heritage.

**Objective:** Anxiety is a common negative emotional state. It is a negative emotion caused by feeling nervous, worried, uneasy and unable to cope with external pressure. It hinders individual psychological adjustment. Anxiety will affect daily behavior and life enthusiasm. The long-standing anxiety tendency is a negative emotional response. Research shows that anxiety and anxiety disorders account for 5 to 10 percent of the total number of college students. However, they rarely take the initiative to go to the hospital. Therefore, they have great concealment. At the same time, they will seriously damage the body and mind of college students, reduce their learning efficiency and quality of life, and have a negative impact on their adaptation to college life and their own healthy development. Therefore, effectively alleviating college students' psychological anxiety is one of the focuses of current research.

**Subjects and methods:** 60 volunteers, aged ( $23.15 \pm 1.48$ ) years, were selected. Colorless blindness, weak color, normal vision or corrected vision greater than 0.8. The standard score of self-rating anxiety scale is more than 50. The subjects are ordinary college students with anxiety symptoms. The subjects were randomly divided into 30 in the experimental group ( $23.22 \pm 1.43$ ) years old,  $BMI = 21.33 \pm 2.64$ , and 30 in the control group ( $23.08 \pm 1.53$ ) years old,  $BMI = 21.45 \pm 1.54$ . Except for demographic variables, there was no significant difference in emotion regulation ability, executive function, emotion and anxiety at baseline. Before the experiment, inform the experimenter that the experiment content is the course of innovative teaching mode of Shu embroidery specialty, remind him of his right to withdraw freely at any time, and start the experiment after signing the informed consent.

**Study design:** The experimental group conducted the teaching of Shu embroidery specialty under the innovative mode, 2-4 times a week, each time for one class hour. During this period, there are professional teachers for guidance. The control group carried out the traditional teaching mode of Shu embroidery. Teachers should treat the two groups of students equally in teaching. The overall test time is 4 months.

**Methods:** The anxiety status of the two groups of college students after 4 months was detected by self-rating anxiety scale, and the data were statistically analyzed by SPSS 18.0 and excel.

**Results:** The statistical results obtained after the 4-month test of this study are shown in Table 1.

**Table 1.** Comparison of partial anxiety status / number of people in the two groups before and after the test

Group	Before and after the experiment	No anxiety	Mild anxiety	Moderate anxiety	Severe anxiety
Test group	Before the experiment	0	9	15	6
	After the experiment	13	12	5	0
Control group	Before the experiment	0	12	14	4
	After the experiment	5	5	17	3

It can be seen from Table 1 that after four months of innovative teaching mode of Shu embroidery specialty in the experimental group, the anxiety of college students has been significantly alleviated, the students with severe anxiety have changed to severe anxiety or mild anxiety, and the students with moderate anxiety have changed to mild anxiety or even no anxiety, indicating that the innovative Shu embroidery specialty teaching can effectively intervene the anxiety of college students. The students in the control group did not get good anxiety. Although some students turned into non anxiety, the students with moderate anxiety increased instead of decreased, indicating that the psychological anxiety of college students is difficult to alleviate by themselves without intervention. This also shows that schools and parents should pay attention to the psychological state of college students and carry out psychological intervention or guidance in time to avoid excessive psychological burden and aggravation of anxiety.

**Conclusions:** Relying on professional teaching and community activities, promote the inheritance of Shu embroidery, drive more people to join in, and promote the development of Shu embroidery through innovation and entrepreneurship. Shu embroidery has low requirements for students, the process is simple and feasible, and can be completed independently. It is suitable for college students to alleviate anxiety. Colleges and universities can incorporate Shu embroidery and other courses that can regulate college students' psychological anxiety into the teaching of mental health centers, psychological associations and Shu embroidery majors, so as to strengthen students' ability to master the awareness and regulation of their own emotions.

\* \* \* \* \*

## THE EFFECT OF INTEGRITY CONSTRUCTION OF COLLEGE STUDENTS ON THE SOLVING OF COGNITIVE DISORDERS

Zhixin Xie

*School of Marxism, Suzhou University of Science and Technology, Suzhou 215009, China*

**Background:** University campus is a special part of the society. The unique campus culture formed by it has a strong influence in contemporary Chinese society, and sometimes has a far-reaching impact on China's society and cultural consciousness. Therefore, the construction of a harmonious university campus can be called the foundation of building a socialist harmonious society. From the traditional view of the Chinese