levels have good learning adaptability. If students have better learning adaptability. Many medical journals point out that the main factor of students' adaptability in higher vocational schools is emotional intelligence. The higher the level of emotional intelligence, the better the adaptability of students. Students with higher emotional intelligence can better analyze the sudden changes in their learning environment and living environment, which enables them to adapt to the environment by adjusting their state, so that they can maintain stable emotions, help them make correct decisions and decisions, and then better complete their college study. Students with low level of emotional intelligence will have bad emotions such as lack of confidence, irritability and anxiety in the face of a strange environment, which makes them unable to objectively analyze the surrounding environment and make reasonable decisions, making their adaptability very poor, which makes it difficult for them to adapt to university study and life. Therefore, students in higher vocational colleges need to face the heavy pressure of work and study.

Objective: This paper analyzes the correlation among higher vocational college students' mental health, learning adaptability and emotional intelligence, in order to provide scientific guarantee for higher vocational college students' physical and mental health.

Research objects and methods: 500 students in higher vocational colleges were selected as the research object. The correlation of students in higher vocational colleges was evaluated by emotional intelligence scale, college students' learning adaptability scale and Symptom Checklist90. Pearson correlation analysis was used to analyze the correlation among mental health, learning adaptability and emotional intelligence.

Methods: The mental health analysis of students in higher vocational colleges through SPLM software. The measurement data conforming to the normal distribution are expressed by the mean ± standard deviation. The *t*-test is used for the comparison between groups, and the bootstrap method with deviation correction is used for the analysis of the intermediary effect. $P < 0.05$ indicates that the gap has significant statistical difference, and $P < 0.01$ indicates that the gap has very significant statistical difference.

Results: Table 1 refers to the correlation among students' mental health, learning adaptability and emotional intelligence in higher vocational colleges. It can be seen from Table 1 that the correlation between emotional intelligence and learning adaptability is 0.39, and the significance value is lower than 0.01. The correlation between emotional intelligence and mental health was -0.14, and the significance value was lower than 0.01. The correlation between learning adaptability and mental health was -0.36, and the significance value was lower than 0.01.

Table 1. Correlation among students' mental health, learning adaptability and emotional intelligence in higher vocational colleges

Category	Relevance	Significance
Emotional intelligence and learning adaptability	0.39	<0.01
Emotional intelligence and mental health	-0.14	<0.01
Learning adaptability and mental health	-0.36	<0.01

Conclusions: Emotional intelligence of higher vocational college students is directly related to mental health. Emotional intelligence can predict mental health through learning adaptability. Higher vocational colleges can improve students' emotional intelligence through community activities, psychological lectures, related courses and other forms of activities, which is of great significance to the improvement of their mental health level.

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A STUDY ON AFFECTIVE DISORDERS IN COLLEGE ENGLISH TEACHING UNDER THE CROSS-CULTURAL BACKGROUND

Wenjing Zhou

School of Foreign Languages, Wuhan Textile University, Wuhan 430072, China

Background: Affective disorder is a common clinical disease, and depression and anxiety are the most common clinical manifestations. Research has found that with the increasing pace of life and increased working pressure, the incidence rate of affective disorders is increasing. The disease itself will affect the patient's health, but also have a great impact on the patient's family. Affective disorder refers to mental illness caused by emotion or mood change. This type of population is mainly manifested in low behavior or

high behavior. Specifically, there may be moody emotions such as anxiety and irritability. In severe cases, patients may have negative emotions such as despair and sadness. Anxiety is mostly closely related to learners' past experience, especially when learners suffer negative evaluations and personal injury from people around them. Inferiority complex is a psychological phenomenon. It refers to the emotion that individuals underestimate their abilities and experience failure in the process of learning. The sense of inferiority affects not only English learning, but also the individual ability and potential. The occurrence of affective disorder is closely related to the patient's life attitude and the patient's view of things. If appropriate measures are not taken for effective intervention, it will have very serious consequences, and even hurt others or commit suicide. Positive intervention measures taken by patients with affective disorders can have a positive effect on their body and mind. Under the multi-cultural background, there will be a variety of emotional barriers in the process of college English teaching. The influencing factors are the negative transfer of Chinese acquisition to English, traumatic emotional experience, the temperament and personality of power translators, and the deviation of value cognition.

At present, there are relatively few influencing factors of affective disorder in English translation at home and abroad, and the corresponding research results have not made outstanding achievements, especially in the multicultural environment. Affective barriers in college English teaching should be prevented from the aspects of affective attitude, learning strategies, cultural background, cognitive style, mother tongue transfer and so on. English teachers need to accumulate more cultural backgrounds and cultural characteristics of countries around the world, constantly improve their learning strategies, adjust and optimize their emotional attitudes, and ensure that the language they deliver can deliver positive information. Pay attention to the motivation education of internal translation and guide translators to have interest in English. Cultivate the translator's healthy personality and pay attention to the cultivation of the translator's good character. Establish a good and equal relationship between teachers and students and form a harmonious and inclusive classroom environment. Improve the current education management system and build corresponding evaluation methods. Affective disorder in English learning is caused by the destruction of the law of English learners' emotional activities. It will lead to the disorder of learners' attitude in the process of English learning, which specifically refers to the attitude and emotional state that hinders the smooth progress of learning.

Objective: To analyze the intervention scheme of affective disorder in college English teaching under the cross-cultural background, and evaluate the effect of the intervention scheme through satisfaction, in order to improve college students' affective disorder in English teaching.

Research objects and methods: The students and teachers of two schools are selected as the research object, and the satisfaction evaluation of affective disorder before and after intervention in college English teaching under the cross-cultural background is carried out by clustering feature tree algorithm. The number of students and teachers in each school is 50. The evaluation contents include students' learning initiative, students' learning enthusiasm and application flexibility. The evaluation results are measured by very satisfied, relatively satisfied, satisfied, slightly satisfied and not very satisfied. The satisfaction rate refers to the ratio of the number of very satisfied, relatively satisfied and satisfied people to the total number of people. The study takes the average value of the evaluation results of all research objects as the final result, so as to ensure the reliability of the results.

Methods: The satisfaction before and after affective disorder intervention in college English teaching under the cross-cultural background is analyzed by the statistical analysis software.

Results: Table 1 shows the satisfaction before and after affective disorder intervention in college English teaching. On the whole, after the implementation of the affective disorder intervention program in the process of college English teaching, teachers and other evaluators have high satisfaction with students' learning initiative, students' learning enthusiasm and application flexibility, with values exceeding 85%. This shows that after the introduction of the affective disorder intervention program, college English teaching can be generally recognized by students and teachers, and the intervention program can be applied to college English teaching in a cross-cultural context.

Table 1. Satisfaction before and after affective disorder intervention in college English teaching

Time	Students' learning initiative	Students' learning enthusiasm	Application flexibility
Before intervention	73	72	73
After intervention	89	90	88

Conclusions: The intervention program of affective disorder in college English teaching proposed by the research can greatly alleviate students' affective disorder, which can not only help students better adapt to the English teaching methods of cross-cultural background in colleges and universities, but also improve the overall education level of colleges and universities.

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THE TRAINING MODE OF BIG DATA INNOVATION AND ENTREPRENEURSHIP TALENTS FROM THE PERSPECTIVE OF PSYCHOLOGY

Mengli Zheng

School of Innovation and Entrepreneurship, Zibo Vocational Institute, Zibo 255000, China

Background: Developmental psychology is a branch of psychology, which aims to reveal the internal mechanism of personal development and help and guide individuals to achieve all-round comprehensive development by analyzing the factors affecting human development. The research contents of developmental psychology include geriatric psychology, middle-aged psychology, child psychology, comparative psychology and so on. In a narrow sense, developmental psychology can be regarded as child psychology. In a broad sense, developmental psychology includes child psychology, evolutionary psychology, national psychology, comparative psychology, animal psychology and so on. The educational significance of developmental psychology lies in providing theoretical basis and support for the current educational and teaching activities. First, draw a conclusion through the psychological research of science specialty and apply it to the development of education and teaching to ensure the scientificity of education and teaching activities. Second, it is of great help to assist teachers in carrying out targeted education and teaching activities, especially for teachers with less experience. Third, developmental psychology plays an important role in the development of human society and individual development and self-improvement. It can enhance the scientificity of the teaching mode. Psychological knowledge is widely used in the education process of college students' talent training mode, and the educational results have achieved satisfactory results. At present, developmental psychology is effectively combined with philosophy, computer and other disciplines and fields, and it has played a very important role. Therefore, it is of great practical significance to study the training mode of innovative and entrepreneurial talents suitable for big data from the perspective of developmental psychology.

From the perspective of developmental psychology, the big data system needs to solve the following problems: balance ideological education and political education to help solve psychological confusion. Pay attention to the practical activities of mental health and set up activity classes outside the classroom. Establish and improve the long-term archives of ideological education for freshmen. Improve the ability of teaching specialization and constantly expand the ideological education team. The big data innovation and entrepreneurship talent training mode for development psychology needs to be improved and optimized from the following aspects, including setting up a professional career planning courses for innovation and entrepreneurship talents, building diversified innovation and entrepreneurship theme education activities, adhering to the combination of individual consultation and classified counseling, establishing a talent training system in the whole life cycle actively carry out innovation and entrepreneurship practices and activities. Among them, paying attention to individual experience is the most critical. Teachers' teams should adopt teaching forms such as theme exchange and role-play according to the individual's educational background, specialty and discipline. At the same time, teachers meet the individual sense of experience through the setting of different teaching experience scenes, and tap their potential to complete innovation and entrepreneurship. Perfect training shall be provided for teachers to form a professional teaching team. Each teacher needs to have new innovative and entrepreneurial thinking and developmental psychology theory.

Objective: Build a big data innovation and entrepreneurship talent training mode from the perspective of developmental psychology, and evaluate the new big data innovation and entrepreneurship talent training mode through consensus, in order to improve the success rate of college students entering the society and entrepreneurship.

Research objects and methods: Select 500 students from four universities in a city who want to start a business as the research object, and analyze the recognition of big data innovation and entrepreneurship talent training mode before and after innovation through Gaussian mixture clustering algorithm. The assessment includes five aspects: professional career planning courses for innovation and entrepreneurship talents, building diversified innovation and entrepreneurship themed education activities, adhering to the combination of individual consultation and classified counseling, establishing a talent training system in the whole life cycle, and actively carrying out innovation and entrepreneurship practices and activities. The evaluation index is recognition degree. The recognition degree is set as low, medium and good grades, and the corresponding scores are 1-2, 3-4, and 5-6 respectively. The recognition rate is the ratio of the number of people with and good recognition to the total number of people. The study takes the average value of all