

general influence, obvious influence and full influence, and is given five integers of 1, 2, 3, 4 and 5 to quantify respectively, so as to improve the accuracy of statistical results. After receiving the feedback results of the expert group, sort out these information and judge whether the expert opinions are consistent. If they are consistent, stop consulting. On the contrary, continue to feed back the opinions to the members of the expert group and require further evaluation until the members of the expert group reach an agreement.

Results: After the expert consultation, make statistics of the final consultation results, and get Table 1.

Table 1. Statistics of the final consultation results of the expert group

Reason	No effect	Slight impact	General impact	Obvious influence	Full impact
Reduce psychological anxiety	4	15	28	17	3
Reduce learning fear	0	8	14	37	8
Improve interest in learning	9	16	25	13	4
Improve learning initiative	4	7	16	33	7
Improve concentration	3	26	24	11	3

Experts believe that more effective teaching reform measures include: adjusting teaching speed in combination with students' learning progress, giving students positive psychological feedback in time, and designing and implementing reward mechanism. It can be seen from Table 1 that after the consultation, the expert group believes that the above measures can mainly reduce psychological anxiety, reduce learning fear, improve learning interest, improve learning initiative and improve attention concentration, and have the most significant effect on reducing learning fear and less effect on improving attention concentration. The number of people who choose these two effects as "fully affected" is 8 and 3 respectively.

Conclusions: In view of the mental health problems of dance choreographer and director students in some colleges and universities, this study designed and carried out a social experiment based on expert inquiry method. The experimental results show that the expert group believes that the above measures can mainly reduce psychological anxiety, reduce learning fear, improve learning interest, improve learning initiative and improve attention concentration, and have the most significant effect on reducing learning fear and less effect on improving attention concentration. The number of people who choose these two effects as "fully affected" is 8 and 3 respectively. The experimental results show that using the theoretical methods of educational psychology in the teaching of dance choreographer and director major in colleges and universities can improve students' mental health to a certain extent.

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RESEARCH ON PATH OPTIMIZATION OF INDUSTRY EDUCATION INTEGRATION MODE OF VOCATIONAL EDUCATION BASED ON PSYCHOLOGY

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Background: Educational psychology is a branch of traditional psychology. Its main research objects are the learning psychology of the educated and the teaching psychology of the educators in the process of education. By studying the psychology of educates and educators, the application of educational psychology can achieve many purposes, such as improving teaching methods, stimulating students' learning motivation, assisting students to face difficulties in the learning process and so on. Moreover, using the theoretical methods of educational psychology to study and optimize the problems existing in the teaching process will help to improve teachers' teaching ability and the ability to solve complex educational problems, and assist the school to adjust teaching measures and management mode according to the research results, so as to improve the overall teaching strength of the school from many aspects. The integration of industry and education means that vocational schools actively set up professional industries according to their majors, closely combine industry and teaching, support and promote each other, turn the school into an industrial business entity integrating talent training, scientific research and scientific and technological services, and form a school running mode integrating school and enterprise. For students receiving vocational education,

due to the strong application attribute of learning knowledge and skills, the training mode of production education integration can provide them with a better learning environment and enhance their employment competitiveness. However, in fact, the industry education integration mode teaching in some vocational schools has no name, and the combination of teaching content with industrial development and industrial practical application is weak, which leads to some students' anxiety and doubt about their career future, and even develop into mental anxiety disorder. This is not conducive to students' normal work and study. Therefore, this study attempts to integrate the methods and ideas of educational psychology into the integration of industry and education of vocational education, and analyze the potential reform path of the latter and the impact of students' employment anxiety.

Subjects and methods: Through telephone consultation, on-site interview and other means, we talked with a number of students who have received vocational education in the mode of integration of industry and education on the teaching mode of integration of industry and education. On the basis of these materials, combined with educational psychology, this paper designs some reform paths and countermeasures of industry education integration that may help to improve students' learning effect, alleviate employment anxiety and enhance employment competitiveness. Then send this information to 42 teaching experts, industry education integration and front-line backbone teachers (they are the members of the expert group of this study), and ask them to judge and supplement whether these measures are reasonable and enforceable enough, and then evaluate the positive impact of these strategies on students' Employment anxiety. The impact degree is evaluated according to five categories: no impact, slight impact, general impact, obvious impact and full impact, and is given five integers of 1, 2, 3, 4 and 5 respectively for quantification. After reaching an agreement with the members of the expert group, the inquiry shall be stopped. On the contrary, it is necessary to sort out the feedback opinions and continue to send them to experts for modification and evaluation. In the experiment, the measurement type features are displayed in the form of mean \pm standard deviation for *t*-test, and the counting type features are displayed in the form of number or proportion of number for chi square test. The significance level of difference is taken as 0.05.

Results: Make statistics on the results of the last expert consultation and get Table 1.

Table 1. Statistical results of the final opinions of the members of the expert group

Countermeasures and paths	Impact rating	Impact level	Number of evaluators
Determine alternative practical projects according to students' wishes	3.27 \pm 0.18	General impact	38
Configure industrial practice instructors	3.58 \pm 0.23	General impact	39
The teaching difficulty is organized in a progressive way	4.05 \pm 0.16	Obvious influence	41
Allocation of industrial knowledge in theoretical teaching to supplement teaching assistants	4.24 \pm 0.26	Obvious influence	37

It can be seen from Table 1 that the members of the expert group believe that the strategy of "configuring industrial knowledge supplementary teaching assistants in theoretical teaching" can alleviate students' employment anxiety to the greatest extent, and the impact effect of "teaching difficulty is organized in a progressive way" is also high. The average scores of the impact grades of the two countermeasures are 4.24 and 4.05 respectively, both exceeding the obvious impact grade. And the standard deviation is not higher than 0.3, indicating that the opinions of the members of the expert group are relatively consistent.

Conclusions: With the gradual acceleration of China's industrial transformation, the popularity of industry education integration teaching mode in vocational colleges is also higher and higher. However, there are some deficiencies in the industry education integration teaching in some vocational colleges, such as the weak combination of teaching content with industrial development and industrial practical application, resulting in some learning anxiety about the career future. In view of this situation, from the perspective of educational psychology, this study designed and carried out a social experiment based on expert inquiry method to explore the paths and countermeasures that can help alleviate students' employment anxiety and improve the teaching quality of industry education integration. The inquiry results show that the strategy of "allocating industrial knowledge to supplement teaching assistants in theoretical teaching" can alleviate students' employment anxiety to the greatest extent, and the impact effect of "teaching difficulty is organized in a progressive way" is also high. The average scores of the impact grades of the two countermeasures are 4.24 and 4.05 respectively. This inquired information will provide some references for improving vocational education based on the integration mode of industry and education in the future.

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A STUDY ON THE TRAINING STRATEGIES OF ENGLISH MAJORS FROM THE PERSPECTIVE OF COGNITIVE PSYCHOLOGY

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Background: The core focus of cognitive psychology is the processing of human sensory information in the brain and the formation of subsequent thinking. The research object of cognitive psychology is mainly people's high-level thinking processes, such as perception, attention, memory, language, etc. in contrast to traditional psychological theories, the research scope of cognitive psychology also includes processes that cannot be directly observed, such as reasoning logic based on observed information, storage and extraction of information, etc. Cognitive psychology pays more attention to the basic psychological causes of human behavior, but the process from psychological state to behavior cannot be directly observed. Therefore, psychologists can only speculate and verify this process through the information received by the observation object and the generated behavior. Therefore, the research process in this field often needs to add various social experiments to provide data support for speculation. The commonly used experimental methods of cognitive psychology include interview, questionnaire, Delphi, analytic hierarchy process and so on. At present, with more and more economic, cultural and social exchanges between China and other economies in the world, the country's demand for high-level English professionals is also increasing day by day. However, the cultivation of high-quality English talents requires not only the efforts of teachers and schools, but also the cooperation of students. Experts and students in the industry pay less attention to one of the main subjects of English education, namely students. Therefore, this study attempts to improve and optimize the training strategies of English majors by combining the theoretical methods of cognitive psychology, and analyze the effectiveness of these strategies.

Subjects and methods: A university is randomly selected from domestic foreign studies universities, and then 240 college students majoring in English are randomly selected from the university as the research objects. The research objects are evenly divided into experimental group 1, experimental group 2, experimental group 3 and control group. First, the basic information statistics and significance test of the difference are carried out for the personnel in each group. After confirming that there is no significant difference in the basic information among the students in each group, only then can follow-up experiments be carried out, otherwise it is necessary to adjust the experimental grouping or re select the research object. After the beginning of the experiment, the control group was required to only accept the traditional English teaching. The first and second experimental groups only trained teachers and students in cognitive psychology theory and method respectively. The third experimental group trained teachers and students in cognitive psychology theory and method at the same time, and then conducted English teaching for the three experimental groups. The English teaching content requirements of each group were consistent to control the experimental variables. Before and after the experiment, the students in each group need to be tested for their positive learning psychology. The test questions are designed and completed by the research team. The test is a hundred-mark system. The higher the score, the more obvious the positive psychological performance of the subjects. All measurement type features in the study are displayed in the form of mean \pm standard deviation for *t*-test. Counting type features are displayed in the form of number or proportion of number for Chi square test. The significance level of difference is taken as 0.05.

Results: After completing the grouping experiment, count the positive psychological test results of all students, and get Table 1.

It can be seen from Table 1 that the positive psychological test scores of students in each group before the experiment are slightly different, indicating that the experimental grouping is reasonable and the data of each group are comparable. After the experiment, the average value of positive psychological