

In Figure 1, the positive mental health of the three aspects is quantified as the score value of 1-100. The larger the value, the higher the degree of mental health. It can be seen from the figure that after participating in the cross-cultural communication course, students' positive psychological evaluation in the three directions of positive emotional expression, self cognitive improvement and multicultural aesthetic ability has increased. Among them, the difference of multi-cultural aesthetic ability is the largest, while the gap of self cognitive improvement ability is the smallest. The experiment proves that the training course of college students' cross-cultural awareness and cross-cultural communicative competence is conducive to actively guide college students' psychology.

Conclusions: The traditional educational concept not only suppresses the thinking and creative ability of college students, but also is not conducive to the healthy development of college students' body and mind. As English has become an international lingua franca, students in Asia, Africa, Latin America and other regions have gradually begun to accept cross-cultural communication courses. Aiming at the positive psychological influence mechanism of cross-cultural communication courses, this study puts forward three teaching principles: social identity psychological orientation, interpersonal adaptability and multicultural aesthetic psychology. Experiments show that the cross-cultural communication curriculum based on the optimization principle is conducive to the improvement of college students' self-cognition, the improvement of their multicultural aesthetic ability, and the expression of positive psychological emotions.

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ANALYSIS OF IDEOLOGICAL AND POLITICAL EDUCATION STRATEGY BASED ON COLLEGE STUDENTS' ANXIETY IN THE NEW ERA

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Background: In the new era, college students have been surrounded by network electronic media for a long time. The complex network information and students' learning content conflict with each other, and they are addicted to the hedonism and impetuosity given by electronic media. At the same time, the social requirements for talents and individual quality in the new era and the life ideals of college students conflict with the hedonism and money worship endowed by the network, which has led to the anxiety of college students in the confusion of ideological goals for a long time. In addition, the requirements of social education and family education are higher and higher, and the mental health factors of college students have been ignored for a long time. It is imperative to improve the educational strategy of colleges and universities. The traditional ideological and political education curriculum includes Marxist theory, Mao Zedong Thought and the theory of socialism with Chinese characteristics. It has the characteristics of clear ideological fog. Therefore, the improvement of the teaching implementation strategy of this course is suitable for alleviating the anxiety of college students. The first major feature of ideological and political course is the combination of theory and practice. The exploration of the relationship between things and consciousness is in line with the theory of cognitive psychology. Secondly, the teaching objectives of ideological and political courses are highly coincident with those of positive psychology. The common goal of ideological and political education curriculum and positive psychology is to build good moral values for college students. At this stage, the reform measures of ideological and political education curriculum in colleges and universities are many and fruitful. However, the reform content based on the healthy psychology of college students is relatively few. Considering the source of college students' anxiety, the optimization strategy of ideological and political education curriculum should focus on building college students' correct life values, and bring the traditional psychological education methods into the ideological and political classroom. Use classroom management, interactive teaching and teamwork to mobilize students' interest in learning. In this way, combining the psychological teaching mode with the traditional teaching content of ideological and political classroom can not only improve students' psychological cognition level, alleviate college students' anxiety, but also improve students' learning enthusiasm.

Objective: The purpose of this study is to seek the optimization of the classroom implementation strategy of ideological and political education in colleges and universities by combining the psychological education model and the curriculum content of ideological and political education, and use the optimized

ideological and political education to alleviate the anxiety of college students and bring correct moral value orientation to college students.

Subjects and methods: This research method qualitatively and quantifies the psychological state of students through classroom observation and student interview. The subjects were 100 random students, who were divided into experimental group and traditional group. The experimental group participated in psychological ideological and political education courses, and the other group participated in traditional ideological and political education courses. The experiment lasted 12 weeks, and both courses had 24 class hours. By synthesizing the students' classroom performance and self-evaluation, we can get the students' psychological state score. The interpretation scale is 5 and the maximum is 1. 1 means very dissatisfied, 2 means dissatisfied, 3 means satisfied, 4 means quite satisfied, and 5 means very satisfied.

Results: The evaluation of four indicators of ideological and political education courses by students in different groups is shown in Table 1

Table 1. Evaluation of four indexes of ideological and political education course by students in different groups

Ideological and political class grouping	Classroom discipline evaluation	Evaluation of students' speaking enthusiasm	Teachers' teaching evaluation	Learning content recognition evaluation
Experience group	4.20	2.65	4.70	4.28
Traditional group	4.40	1.90	4.16	3.50

In Table 1, students' evaluation indicators of ideological and political education classroom are divided into four categories: classroom discipline evaluation, classroom speech enthusiasm evaluation, teacher teaching evaluation and learning content recognition evaluation. The score in the table is the average value of the evaluation of 50 students. It can be seen from the table that in addition to the classroom discipline evaluation, students' satisfaction with the experimental classroom is higher than that of the traditional classroom. Among the evaluation indicators of teachers, the satisfaction of students increased slightly, the satisfaction evaluation increased by 0.54, while the recognition satisfaction of learning content increased the most, and the average score of 50 students increased by 0.78. The experiment shows that the experimental course of the combination of ideological and political education and psychological education is beneficial to improve students' learning enthusiasm and recognition of learning content, and indirectly has a positive impact on students' mental health.

Conclusions: In view of the anxiety and psychological pressure faced by contemporary college students, the education system of colleges and universities should be reformed accordingly. Because the teaching objectives and learning contents of ideological and political education course are consistent with the objectives of psychological health education, the research considers combining the learning contents of ideological and political education course with the teaching forms of mental health education course to form an innovative ideological and political education course. The experiment shows that students have higher enthusiasm to participate in the experimental course, and students have higher acceptance of the learning teaching content. This helps students to establish correct moral values, guide students to maintain positive emotions and alleviate students' learning pressure.

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STUDY ON THE INFLUENCE OF LAND SUBSIDENCE ON AQUIFER PARAMETERS AND WATER SUPPLY CAPACITY UNDER THE BACKGROUND OF COGNITIVE IMPAIRMENT

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Background: Land subsidence is a major engineering geological problem faced by major cities. It is a local downward movement that the standard height of the crust surface is reduced due to the consolidation and compression of underground loose strata. Land subsidence is closely related to excessive exploitation of groundwater. When there are compressible strata below the groundwater level, excessive exploitation of groundwater will occur, resulting in land subsidence. Once land subsidence occurs, it is difficult to deal with it. Therefore, it is necessary to prevent land subsidence. At present, the main preventive measures include strengthening the monitoring of groundwater dynamics and land subsidence, opening up new alternative