Taiwan as the research object, and uses the validated learning attachment scale to evaluate them. All participants have experience in collaborative learning. Their ages ranged from 19 to 29, with an average age of 26.76. We use Kim's foreign language listening anxiety scale as the measurement scale, and use Likert scoring method to evaluate the scale. Pearson correlation, standard deviation and statistical significance are combined to illustrate the correlation. T-test of independent samples was used to verify the difference between high anxiety group and low anxiety group. According to the statistical value of anxiety, participants were divided into three groups: low, medium and high anxiety groups. The questionnaire includes two kinds of anxiety, namely debilitating anxiety and promoting anxiety. Through t-test, univariate and multivariate analysis of variance and regression analysis, we investigated the relationship between foreign language anxiety, self-efficacy and academic achievement of students of different genders.

Results: The results showed that the scale had sufficient internal consistency (overall Cronbach coefficient > 0.86), and the total variance explained was more than 58.06%. Finally, this study takes 504 undergraduates from 12 universities as the research object, and illustrates the evaluation of Lai through a case. The effective data collected from the survey were further analyzed, and the four identification types were clustered. Type 1 is one of the two main types, including students with the highest average value of learning dependence; The lowest average value of avoidance; He is gentle in confidence and trust. In a collaborative learning environment, they often rely on peer discussion or listening to others' opinions to complete tasks. Type 4 students showed the highest average value of avoidance and dependence and the lowest average value of trust. These students believe in themselves more than others and rely more on their peers when they complete tasks. These findings are very consistent with the cultural background and behavioral characteristics of Taiwanese students. At the same time, based on the foreign language listening anxiety scale designed by Kim, we studied the level of self-efficacy and anxiety, and found that compared with male college students, female college students' foreign language achievement and self-efficacy level are much higher. However, there is no significant difference in anxiety level between male and female college students.

Conclusions: Learning attachment style is one of the factors with great individual differences. In the collaborative learning environment, learning attachment style may have an impact on academic performance. The new learning Attachment Scale (LAI) was synthesized and validated as an effective tool. Using this scale, students are gathered together to distinguish the social interaction of work patterns in teams, which provides a new perspective for exploring the relationship between the factors affecting collaborative learning. Obviously, future research can test the relationship between learners' attachment styles and learning outcomes. Our results showed that although there was a positive correlation between promoting anxiety and English listening performance, it was not statistically significant (P > 0.05). Among the students' psychological anxiety, debilitating anxiety dominated, and the results were statistically significant (P < 0.01). This means that debilitating anxiety can be used as an index to measure the anxiety level of college students. Our results show that there is a negative correlation between listening anxiety and listening performance. The Pearson correlation in the high anxiety group was significantly higher than that in the low anxiety group. This shows that students with poor English level are more likely to be anxious than students with good English level. Independent sample t-test verified that there was significant difference in debilitating anxiety between the two groups, P < 0.01, but there was no significant difference in promoting anxiety, P > 0.05.

DECENTRALIZATION AND DISASTER COLLABORATIVE MANAGEMENT OF CHINA PAKISTAN ECONOMIC CORRIDOR BASED ON EMOTIONAL BEHAVIOR CHANGE

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Background: Although China Pakistan Economic Corridor (CPEC) plays a key role in China’s “the Belt and Road” initiative, the region cannot avoid various disasters. In fact, the China Pakistan Economic Corridor, especially Pakistan, is one of the most vulnerable areas in the world. With CPEC's vision of decentralized disaster governance and response system, we urgently need to promote our new cross-border disaster management. The disasters along CPEC highlight the differences in cross-border health and well-being. In particular, people analyze the emotions and emotional changes in corridor decentralization and disaster collaborative management.

Research Objects and Methods: This paper systematically analyzes the disasters of China Petroleum Engineering Construction Co., Ltd. and the evolution of its disaster management system. Specifically, this paper compares the disaster management systems and mechanisms of China and Pakistan at the national, provincial, municipal and community levels, and then carefully studies the current trend of decentralized disaster management through a recent round of semi-structured and public interviews in Xinjiang. From their experience, the problems and gaps between decentralized and decentralized disaster management have been found. At the same time, this study uses (1) positive emotion scale to analyze the changes of people's emotional behavior in this area. Panas emotion scale developed by Watson et al. It is widely used to measure emotions. The scale includes two dimensions: positive emotion and negative emotion. There are 6 questions in this dimension, which are scored by Likert 5 points: 1 means “very inconsistent”, 5 means “very consistent”, the same below). In this study, the CA coefficient of the questionnaire is 0.90. (2) Motivation scale. The topic of measuring motivation mainly refers to the entrepreneurial motivation scale compiled by Phan, with a total of 8 questions, using Likert 5-point scoring method. (3) Social support scale. The scale is adapted from the social support scale compiled by Ye Yuemei et al. It has 8 questions and is scored by Likert with 5 points. C scale α The coefficient is 0.87. (4) Behavioral propensity scale. Entrepreneurial orientation dimension in intention measurement. The scale has 6 questions and is scored by Likert with 5 points. scale α The C coefficient of is 0.95.

Results: This paper discusses the latest trend of disaster management along China Pakistan Economic Corridor (CPEC). China and Pakistan have shown a trend of decentralization, but this is still a legacy of the strong role of the state in the disaster policy agenda. Therefore, the case investigation results of CPEC show that national and provincial disaster management institutions play a key role in disaster relief. At the same time, we will vigorously focus on disaster management and highlight the role of municipal governments and communities as key subjects of disaster management. Although the decentralization of disaster management system has become the mainstream trend of China and Pakistan, Xinjiang, China, is vast and sparsely populated, and the fragmentation of administrative management has brought many obstacles to the practice of Multi Center disaster management.
Conclusion: The results of CPEC case investigation show that national and provincial disaster management institutions have played a key role in disaster relief. At the same time, we will vigorously focus on disaster management and highlight the role of municipal governments and communities as key subjects of disaster management. Although the decentralization of disaster management system has become the mainstream trend of China and Pakistan, Xinjiang, China, is vast and sparsely populated, and the fragmentation of administrative management has brought many obstacles to the practice of Multi Center disaster management.

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STUDY ON THE INFLUENCE OF INTELLIGENT TEACHING MODE BASED ON EMOTION REGULATION ON THE TEACHING QUALITY OF AGRICULTURAL METEOROLOGY

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Background: The traditional teaching mode ignores the dominant position of students' learning and damages students' learning initiative. In addition, students have rich knowledge acquisition channels, the traditional way of knowledge transfer can not meet the needs of students, and the traditional teaching effect is not obvious. Therefore, a new teaching mode is urgently needed to improve this situation. The emergence of intelligent teaching mode improves the disadvantages of traditional teaching mode to a certain extent, effectively realizes the flipped classroom, and better reflects the status of students as learning subjects. At the same time, teaching must help students adjust their emotions.

Research Objects and Methods: Investigate the impact of intelligent teaching mode on the teaching quality of agrometeorology, and analyze the achievements in forestry, ecology, soil and water conservation and desertification control. This paper analyzes the plant protection under the traditional classroom teaching mode and the plant protection under the intelligent teaching mode. In terms of scientific teaching methods, intelligent teaching tools are combined with rainy day classroom and pad classroom (demonstration, assimilation and discussion). Then investigate students' cognition of intelligent teaching mode. In order to verify that teaching can only affect students' emotional aher behavior, this paper will also use and evaluation methods to evaluate the Cognitive Emotion Regulation Questionnaire. The questionnaire revised by Dong guangsheng and others is adopted, with a total of 36 items. The five-level scoring method is adopted, and 1-5 points are given successively from “completely inconsistent” to “fully consistent”. It includes 9 subscales (4 items each), which are divided into adaptive cognitive emotion regulation strategies (acceptance, active Refocus, refocus planning, positive reappraisal and rational analysis) and non adaptive cognitive emotion regulation strategies (self blame, meditation, disaster and blame others). The higher the score of each subscale, the more individuals tend to use this cognitive emotion regulation in the face of negative events.

Results: The intelligent teaching mode is helpful to improve the teaching quality of agricultural meteorology and effectively make up for the shortcomings of the traditional classroom teaching mode. The final paper score, experimental score and final total score are higher than those in traditional classroom; 83.04% of the students affirmed the application of intelligent teaching mode in agrometeorology teaching. The post hoc comparison of negative emotion regulation strategies found that for cognitive reappraisal, the high group was significantly higher than the subthreshold (P <. 05) and (P < .001), but there was no significant difference between the subthreshold low group and the high group (P > .05); For cognitive immersion, the high group was significantly lower than the subthreshold low group (P < (P < .001), and the subthreshold was also significantly lower than that of depressed adolescents (P < .05).

Conclusion: The intelligent teaching mode constructs an interdisciplinary teaching platform for interactive teaching, maximizes students' learning time, enables students to make full use of their spare time to find academic literature and deepen their understanding of the classroom. Students listen and interact in a prepared, purposeful and confident way, which has greatly mobilized students' enthusiasm and initiative in learning and greatly improved classroom efficiency. Intelligent teaching mode can improve students' innovative ability, fully stimulate students' divergent thinking, improve students' awareness of autonomous learning, and promote mutual learning and friendship among students. It provides a platform for learning style ideas. It is a teaching mode that makes students have a real sense of acquisition and is actively recognized by students. Intelligent teaching mode realizes the information transmission and curriculum resource sharing among students, and changes the current situation of low utilization efficiency of information resources in traditional teaching. Strengthen the communication between students, enhance the sense of teamwork, and promote their cooperation and common learning. Intelligent teaching mode not only improves the teaching quality, but also enriches the teaching content, increases the amount of learning knowledge, improves students' learning initiative, meets students' thirst for knowledge, and can better transport learning talents for the society. Promote students' anxiety regulation in life events and cultivate students' all-round development.

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RESEARCH ON THE IMPLEMENTATION AND PRACTICE OF WECHAT PUBLIC PLATFORM TEACHING RESOURCES BASED ON PSYCHOLOGICAL AND EMOTIONAL REGULATION — TAKING PRIMARY SCHOOL FOREIGN LANGUAGE (ENGLISH) CURRICULUM AS AN EXAMPLE

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Background: Nowadays, wechat applications are very popular in China. Through the text, pictures, sound and video on the wechat...