psychological locus of control refers to people's general view of the outcome of behavior or events. One pole of this continuous spectrum is internality and the other pole is externality. The internality of locus of control (internal control) refers to people's belief that they are responsible for the results of things, that is, personal behavior, personality and ability are the determinants of things. The externality of locus of control refers to people's belief that the outcome of an event is mainly affected by external factors, such as luck, social background and others. The preparation process of the scale can be seen in Rotter's special report. The version introduced here contains 23 items and 6 insertion questions. Each item is a group of internal control statements and external control statements. The subjects are required to choose one from them and score the external control selection, with the score ranging from 0 (extreme internal control) to 23 (extreme external control). The scale is a self-rated scale, which is completed within 15 minutes. It is most commonly used for college students and other groups. From several studies that have been done, we can see that the norm of I-E scale is different. Owens (1966) reported that male = 8.2 (SD = 4.0) female = 8.5 (SD = 3.9) Parkes (1985) reported male (n = 146) x = 11.5 6 (SD = 3.3) female (n = 260) x = 12.6 (SD = 3.7).

Results: (1) In the past 30 years, the number of papers published in this field has increased significantly compared with 2005 and 2015; (2) The United States, Britain, Italy and China are the main sources of contribution, which generally presents the characteristics of “large concentration and small dispersion”; (3) Formed a group of cooperative teams with a certain sense of cooperation; (4) The topics of papers published in the academic field of museum display design are becoming richer and richer, and the research perspectives are becoming more and more diverse, with a total of about 4000 keywords, showing a good development trend of interdisciplinary integration and “clustering”; (5) The perspective of evolutionary path, the focus of academic research in this field has experienced the transformation of “theoretical method” → “interactive experience” → “participation service”, and the relevant research objects have also experienced the change of “exhibits” → (6) the research has initially formed two directions of knowledge flow, of which the more important is the influence of sociology represented by psychology on the academic research of exhibition design, which has important relevance and relevance. At the same time, our results show that although curatorial design is positively correlated with audience emotion, it is not statistically significant (P > 0.05). Among the audience's emotional changes, positive emotions dominated, and the results were statistically significant (P < 0.01). This means that positive emotion can be used as an indicator to measure the change of audience emotion. Our results show that the quality of exhibits is negatively correlated with positive emotions. The Pearson correlation of negative emotions was significantly greater than that of positive emotions. This shows that the audience with high appreciation level is more likely to cause emotional changes than the students with low appreciation level. Independent sample t-test confirmed that there was significant difference in positive emotion between the two groups (P < 0.01), but there was no significant difference in promoting emotion (P > 0.05).

Conclusion: The research focus is no longer the accessibility of the museum or the relevance of the exhibits, but the psychological needs of the audience, such as participation experience, culture and education and leisure and entertainment. Therefore, the research on audience orientation and psychological experience has become an important topic and core content of academic research on museum display design. However, CiteSpace application software has some limitations, which makes it unable to grasp the structure of a discipline or knowledge field more comprehensively and deeply. However, in general, this study has enlightenment significance for the subsequent academic research innovation of the development and Path Evolution of the discipline of exhibition design in international museums. In short, we should give full play to the important role of irrational factors in design elements, actively pay attention to their psychological, emotional and behavioral changes, their abilities and response measures, pay attention to the impact of exhibition design and emotional changes, and be good builders, managers, coordinators and collaborators of design methods. According to the psychological characteristics of this part of the audience, we should actively and flexibly organize rich activities, create high-quality and rich curatorial level, observe and study this part of the audience, adjust their emotional state to the best state, and promote the healthy development of their good cognition and life.

Acknowledgements: This paper is an outcome of the project “Digital archive, creative platform and global communication of the Chinese intangible cultural heritage” (No.19ZDA336) supported by the National Social Science Foundation of China, the project “Application research of interaction design in the field of cultural heritage display and communication” (No. 20BG127) supported by National Social Science Foundation of China art Project, the project “Knowledge organization and service for cultural heritage” (No. 20215080008) supported by Independent research project of Tsinghua University, and the project “Winter Olympics Olympic Digital Museum Presentation and Communication Technology Research and Application Demonstration”(No. 2021YFF0307700).

EXPLORING THE INFLUENCE OF ANXIETY SENSITIVITY ON COLLEGE ENGLISH LEARNING -BASED ON THE LEARNING ATTACHMENT STYLES

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Background: Many researches on collaborative learning have shifted the focus from implementation to social construction with others. We propose learning attachment to explore students’ interpersonal relationships in a collaborative learning environment. Learning attachment style is based on Bobby’s model, which asserts that patterns reflect the working patterns of self and others. In this study, learning attachment among students, teaching assistants and teachers is considered to be a factor of individual differences, which may mediate the impact on learning performance, especially in the context of collaborative learning. It also studies the impact of students' anxiety on interpersonal relationships

Subjects and Methods: This study developed and verified the learning Attachment Scale (LAI) by synthesizing the theoretical model in the literature review, purifying the items in the expert focus group, and testing the reliability and validity of the learning attachment scale through statistical analysis. The four scales of learning attachment style are self-confidence, trust, dependence and avoidance. After developing the contents of 40 projects within the four dimensions, experts will explain and evaluate them, and then jointly decide and confirm whether the contents of these projects conform to their respective dimensions and whether the expression is appropriate. This study takes 504 undergraduates from 12 universities in...
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. The 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 2 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 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.