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.
Study on the Influence of Intelligent Teaching Mode Based on Emotion Regulation on the Teaching Quality of Agricultural Meteorology

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Abstract: Physical education is the embodiment of school education. It can help students to develop physical strength, improve their health, and form a correct understanding of the world. At the same time, physical education is also an important way to cultivate students' emotional quality. Therefore, it is of great significance to study the influence of intelligent teaching mode on emotion regulation on the teaching quality of agricultural meteorology. The study was conducted using a mixed-methods approach, including a survey of students' attitudes towards intelligent teaching mode and emotion regulation, as well as an analysis of the correlation between these factors and teaching quality. The results showed that intelligent teaching mode significantly improved students' emotion regulation and teaching quality. The study contributes to the development of intelligent teaching mode in the field of agricultural meteorology, and provides a new perspective for higher education reform.

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 platform, students can enjoy a more diversified and effective learning experience. This study aims to explore the implementation and practice of WeChat public platform teaching resources based on psychological and emotional regulation in primary school foreign language (English) curriculum.

Methods: The study adopted a mixed-methods approach, including qualitative and quantitative data collection. Qualitative data were collected through interviews with primary school teachers and students, and their responses were analyzed to understand the implementation of WeChat public platform teaching resources. Quantitative data were collected through a survey of students' attitudes towards the implementation of WeChat public platform teaching resources, and the correlation between these factors and learning outcomes was analyzed. The results showed that the implementation of WeChat public platform teaching resources significantly improved students' emotional regulation and learning outcomes. The study contributes to the implementation of WeChat public platform teaching resources in primary school foreign language curriculum, and provides suggestions for further improvement.

Results: The implementation of WeChat public platform teaching resources significantly improved students' emotional regulation and learning outcomes. 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 implementation of WeChat public platform teaching resources 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 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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