actively and flexibly organize rich and colorful activities, strive to create a relaxed and harmonious living atmosphere, create a friendly and mutual aid social atmosphere, and promote their good cognition and healthy development of life.

Acknowledgments: Supported by National Natural Science Foundation of China (Grant No. 72071077), Beijing Social Science Foundation under Grant (Grant No. 19GLB024), and the Fundamental Research Funds for the Central Universities (Grant No. 2020FR001).

THE INFLUENCE OF ORGANIZATIONAL SUPPORT AND COLLEAGUE SUPPORT ON ORGANIZATIONAL COMMITMENT AND TURNOVER INTENTION
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Background: The research on turnover intention mainly focuses on the relationship between turnover intention, job satisfaction and organizational commitment; Few studies have considered the relationship between turnover intention and commitment, because they may be related to job support. Therefore, this study uses two methods of organizational support and colleague support to study their impact on organizational commitment and turnover intention. More specifically, this study aims to determine: 1. When the two kinds of support are used together, whether it helps to strengthen employees' commitment to the organization, and then affect employees' turnover intention; 2. Which support variables have a greater impact on organizational commitment; Thirdly, as the second-order factor of verification, organizational commitment includes three first-order factors: emotional commitment, continuous commitment and normative commitment.

Research Objects and Methods: This study was conducted in the hotel industry of the people's Republic of China; This study developed an online questionnaire, which involves organizational support, colleague support, organizational commitment and turnover intention. All questionnaires were measured by Likert five point scale; The responses range from 1 (strongly disagree) to 5 (strongly agree). LISREL® 214 questionnaires were measured, the structural model and four hypotheses were tested. Chi square test, degrees of freedom, approximate root mean square error (RMSEA), non-standard fitting index (nfi) and comparative fitting index (CFI) were used to evaluate the model data fitting. At the same time, in order to test the relationship between the fitting index and people's emotions, especially depression, the automatic thinking questionnaire (ataq) is designed to evaluate the frequency of automatic negative thoughts related to depression. To find out the internal self description of depressive patients to express their cognitive experience. Atq involves four levels of depression: (1) individual maladjustment and desire for change; (2) Negative self-concept and negative expectation; (3) Lack of self-confidence; (4) A sense of helplessness. The questionnaire asked the subjects about the frequency of 30 different ideas in the last week. The frequency is divided into five grades: 1 none; 2 = occasionally; (III) sometimes; 4 = frequent; 5 = persistent. All items were negative experiences of depression, pointing to depression, and their scores were positively correlated with the degree of depression. In other words, the higher the frequency, the heavier the depression (e.g. “I'm worthless”, “my future is hopeless”, “I'm disappointing”) The total score ranges from 30 (no depression or very mild depression) to 150 (extreme depression). In the original literature, hollon & Kendall (1980) did not give a critical value of depression, but only gave a score of 79.6 ± 22.5 3, and 48.6 ± 10.90 in non-depressed patients.

Results: Among the 214 respondents, women accounted for 68.2% (146). In the second-order model, the loads of three specific factors (emotional commitment, continuous commitment and normative commitment) and overall factors (organizational commitment) are 0.86, 0.70 and 0.94 respectively. The four hypotheses are supported by the significance of good model data fitting index and structure coefficient.

Conclusion: The results of this study show that the combination of organizational support and colleague support will make a great contribution to the cultivation of organizational commitment, and the cultivation of organizational commitment will have a negative impact on turnover intention. In addition, this study also found that the path coefficient of colleague support to organizational commitment is higher than that of organizational support. Organizational commitment is a second-order factor, which can be explained by three first-order factors: emotional commitment, continuous commitment and normative commitment. This study found that colleagues' emotional support has a positive and significant impact on job satisfaction, because appropriate support helps to reduce job stress and naturally improve job satisfaction. The empirical study also found that employees' emotional support and standardization can reduce work pressure and naturally face work pressure. When perfect construction support is provided and appreciated, there will be a sense of job achievement after completing the task, which will help to improve job satisfaction. The survey was conducted in China's hotel industry; The results of this study can be extended to other environments. Training opportunities at work, the organization's personal development policy, encouraging the application of newly acquired knowledge and skills at work and the support of colleagues are important factors to strengthen organizational commitment, which in turn will reduce the willingness to leave. In addition, employees need / desire good working relationships and personal promotion opportunities. This study is one of the few studies that apply the second-order model of three dimensions of organizational commitment to organizational commitment. It also recognizes that the support of organizations and colleagues is an important factor affecting employees' attitudes towards organizational commitment and turnover intention.

Acknowledgments: Mechanism and Paths of High-quality Development of Henan Manufacturing Industry based on Value Co-creation (Grant No. 2022-ZZJH-052)

A DIACHRONIC CASE STUDY OF ENGLISH TEACHERS' ONLINE EMOTION REGULATION
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Background: With the deep integration of information technology and teaching, using network platform for teaching reflection has become the only way for teachers' professional development. Through a diachronic case study, this study discusses the characteristics of
online reflection and its impact on the professional development of English teachers. In the modern era of constantly paying attention to personal psychological quality, psychological evaluation is not only limited to students, but also has attracted much attention to teachers’ personal emotional regulation ability, which is related to whether teachers can correctly and actively guide students’ psychology and help them grow healthily. At the same time, this paper analyzes whether teachers will have anxiety and emotional regulation in teaching.

Subjects and Methods: This study adopts the method of stratified sampling, selects the information of more than 8 months and 8 years from the community as the sample, and uses the methods of content analysis and social network analysis to test the sample text. We take the 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. Studies have shown that middle school students generally have anxiety, doubt, tension, pessimism and other emotions in the process of learning English, and different degrees of positive and negative emotions will have a certain impact on patients’ cognition and behavior tendency, which is closely related to the development and outcome of cognitive model. At the same time, as a contemporary teaching model, the biological psychological social model also emphasizes the important role of psychological factors in the process of learning and development. Therefore, it is very important to identify students’ learning anxiety early and intervene. The positive and negative emotion scale (PA-NAS) is a commonly used evaluation tool in emotion measurement at present. This study introduces it into the beginner population for applicability research. The results show that the scale has good internal consistency, homogeneity, effectiveness and discrimination effectiveness, and can provide a basis for correctly evaluating the positive and negative emotions of affected students. Empirical results show that some personal factors will aggravate the negative emotions of patients. Medical staff should focus on such patients, strengthen evaluation, take targeted intervention measures as soon as possible, effectively improve students' negative emotions, promote students to make behavior changes and improve patients' compliance.

Results: Content analysis showed that in terms of reflection time, there were annual (May and November) and daily (10 a.m. and 10 p.m.) peaks in information release. In terms of reflection content, English teachers mainly focus on the reflection on classroom teaching and teacher development, followed by the reflection on student development and educational reform, and the reflection on interpersonal relationship is the least. In terms of reflection level, the number of technical and understandable reflection is higher than that of critical reflection. In the technical and understandable reflection, there is more information about classroom teaching, teacher development and student development, while in the critical reflection, there is more information about classroom teaching, teacher development and educational reform. Social network analysis shows that the community is in a recession. Compared with the early period (2014-2017), the number of participants in reflective interaction in the later period (2018-2021) has decreased, the network is more dispersed, the group dynamics is gradually weakened, and all three elements of the community have a recession trend. The study studied the level of self-efficacy and anxiety, and found that compared with male teachers, female teachers’ work efficiency and self-efficacy level are much higher. However, there was no significant difference in anxiety level between male and female teachers. In addition, the study also found that there was a negative correlation between job anxiety and teaching quality. There is also a significant negative correlation between job anxiety and self-efficacy. However, it does not have the corresponding statistical significance. Through t-test, univariate and multivariate analysis of variance and regression analysis, we investigated the relationship between job anxiety, self-efficacy and teaching quality of teachers in different regions and genders.

Conclusion: This study shows that English teachers create new opportunities for professional development by making full use of their existing time, paying attention to classroom teaching, teacher-student development, information exchange, resource sharing and reflective community interactive discussion. It improves teaching knowledge and skills through technical reflection, reconstructs teaching beliefs through comprehensive reflection, examines the interaction between society and education through critical reflection, and finally consciously applies reflection to teaching practice to promote the professional development of English teachers. This study has some implications for understanding the positive impact of network reflection on English teachers’ professional development. In the face of English teachers who are about to or have joined the post, teaching philosophy, emotion regulation ability and self-efficacy can be used as comprehensive variables to measure the teaching level.

Acknowledgements: This paper is a phased research result of key project of the 13th Five-Year Plan of Education science in Gansu Province in 2020: Research on the Design and Use Strategy of Traditional Culture and Unified Compilation Chinese Textbooks (the project approval number is GS [2020] GHBZ189). The author wishes to thank the anonymous reviewers for their insightful comments and suggestions.

CONSTRUCTION AND PRACTICE OF INNOVATION AND ENTREPRENEURSHIP EDUCATION ECOSYSTEM IN LOCAL COLLEGES AND UNIVERSITIES FROM THE PERSPECTIVE OF EMOTION REGULATION -- A CASE STUDY OF HUIYIN INSTITUTE OF TECHNOLOGY

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Background: Local Colleges and universities shoulder the mission of cultivating high-quality talents for regional economic and social development. Cultivating innovative and entrepreneurial talents has become the top priority of talent training in local colleges and universities; Based on educational psychology and ecosystem theory, innovation and entrepreneurship education in Colleges and universities is of great significance to the personalized cultivation of groups, the regulation of entrepreneurial positive emotions and the improvement of practical innovation ability.

Research Objects and Methods: Aiming at the problems of incomplete analysis of psychological factors affecting students' learning and unreasonable learning methods, Huaiyin vocational and technical college comprehensively promoted the education and teaching reform by deepening the reform of innovation and entrepreneurship education. The training path of innovation and entrepreneurship education. The training path of innovation and entrepreneurship education.