

guiding effect of information flow advertising creative design on consumer anxiety.

Subjects and Methods. The participants were randomly divided into an intervention group and a control group. The intervention group received innovative information flow advertising design, including personalized recommendation, creative graphic design, etc. The control group received regular information stream advertising. A week after receiving the AD, all participants completed a consumer anxiety scale as a post-test. In addition, participants' personal background information, such as age, gender, education, etc. was collected in the study to control for possible confounding factors. The statistical software is SPSS23.0.

Results. The results showed that participants in the intervention group had significantly lower levels of consumer anxiety compared to the control group. After controlling for personal background, the creative design of information flow ads remained a significant predictor of consumer anxiety levels.

Conclusions. The creative design of information flow advertising can effectively reduce consumer anxiety and provide a new theoretical basis for advertising design. Future research should further explore the specific influence mechanism and application scope of creative advertising design, in order to provide more scientifically based guidance and suggestions for the advertising industry.

Cognitive function of depressed students by applying flipped classroom teaching mode in art teaching

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Background. In the current educational environment, the cognitive function of depressed students has become a focus of attention. Art teaching, as a creative and expressive form of education, may have a positive impact on the cognitive function of depressed students. This study aims to explore the effect of flipped classroom teaching mode on the cognitive function of depressed students in art teaching.

Subjects and Methods. A randomized controlled trial design was adopted in the study. Flipped classroom teaching mode was adopted for art teaching in the intervention group. Students learned independently before class and conducted in-depth discussion and practical operation in class. The control group received the traditional face-to-face teaching mode. The study involved 100 middle school students diagnosed with depression, with an average age of 15. All participants had their cognitive function assessed before and after the study. The analysis software is SPSS23.0.

Results. The research results showed that after the intervention of flipped classroom teaching mode, the cognitive function of depressed students in the intervention group was significantly improved, including attention, memory and executive function,

and the difference was statistically significant compared with the control group. In addition, the depression symptoms of the students in the intervention group were also alleviated to a certain extent.

Conclusions. The application of flipped classroom teaching mode in art teaching can effectively improve the cognitive function of depressed students, and also have a certain effect on their depression symptoms.

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Cultural factors on German language teaching and students' cross-cultural psychological anxiety

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Background. Educational environments are evolving, recognizing that language acquisition extends beyond the science of linguistics and spans broader dimensions of sociocultural understanding. In the realm of German language education, there exists a marked effect of cultural factors on teaching strategies and student performance, which in turn influences cross-cultural anxiety. This study investigates the integration of cultural factors into the curriculum and pedagogy to alleviate cross-cultural anxiety, thus fostering a more conducive learning landscape for German language students.

Subjects and Methods. The study incorporated a mixed-subjects design involving both students and teachers of German language courses across various educational institutions. These participants were selected based on their exposure to German language learning environments. The Foreign Language Classroom Anxiety Scale (FLCAS) and the Sociocultural Adaptability Scale were employed as the primary data collection tools. These standardized scales served to quantify the perceived levels of cross-cultural anxiety and the extent of cultural factor integration in the pedagogy. The collected data was rigorously analyzed using the statistical software, SPSS23.0.

Results. The analysis of the collected data showed a compelling pattern. There was a significant correlation between the extent of cultural factor integration in teaching methodologies and the levels of cross-cultural anxiety among the students. As the implementation of culturally integrative teaching strategies increased, the foreign language anxiety experienced by learners decreased accordingly. This observational pattern was consistent across the various educational institutions involved in the study.

Conclusions. The research validates the import of cultural integration in alleviating cross-cultural anxiety. Incorporating such strategies could potentially enhance the efficacy of German language teaching.