

organic interaction between the two, so that students can combine their own music learning experience to continuously strengthen their own music memory length, and actively realize their benign growth and development through simple, scientific and reasonable training, Improve personal music professional quality.

**Subjects and methods:** This paper studies the classification mode of piano solfeggio teaching methods from the perspective of cognitive psychology by using the methods of literature research and observation, analyzes the significance of solfeggio Teaching and the important role of music cognitive psychology in solfeggio teaching, and puts forward the innovation path of audio-visual teaching. In the process of Solfeggio teaching, as a music teacher, we should provide students with rich information. However, because of the difference of each student's perception of information, different information will be selected. In the process of teaching, teachers should find the right starting point, which has an important influence on the improvement of the singer's ability of solfeggio. In the process of explaining music problems, teachers should accurately grasp the students' music cognitive psychology, so that students can feel the information stimulation. Teachers should provide students with corresponding help and do music analysis. In the process of receiving information, teachers should provide corresponding guidance according to the students' practical ability of solfeggio. Not only that, consolidate the necessary information. From the perspective of cognitive psychology, through studying students' ability of visual singing, students can fully understand the psychological changes of students. In this way, teachers can find the correct explanation methods, students can also set their mentality, carry out high-quality teaching, learn music with optimistic attitude, and remember the knowledge of perception in the mind. In any case, if the knowledge accepted in class is not digested, it cannot be understood deeply, and only stays in the level of memory. In the time after class, students should consolidate the knowledge they have learned, review them in time, deepen their memory, and combine them with thinking activities to understand deeply. Besides, Solfeggio teaching has its own uniqueness. For the teaching content of solfeggio, students should complete the teaching content independently, and other groups should cooperate. Teachers should arrange suitable homework for students' actual learning level, provide correct guidance to students and help students to practice their ears more efficiently.

**Result:** In the process of teaching, we can find that solfeggio teaching results are closely related to music cognitive psychology. From the perspective of music cognitive psychology, solfeggio is a weak part in cognitive psychology and music psychology, which is of great significance to cultivate students' musicality. In the whole process of teaching practice, there is a certain relationship between learners' individual learning ability, learning status and applied cognitive psychology.

**Conclusion:** Under the background of the new era, the content and form of solfeggio teaching have changed. Teachers no longer take simple sound recognition as the main body, but actively understand the specific connotation and essence of different music fields, so as to better realize the auditory training the purpose and requirement of training. In short, in the teaching activities of music solfeggio, due to the differences of students' professional and cultural background, teachers should effectively improve students' music ability, which is the focus of research in the teaching of music solfeggio. From the perspective of cognitive psychology, in the cultivation of students' sight singing ability, students' music literacy can also be improved.

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## NONVERBAL SYMBOLS AND THEIR VALUES OF SOCIAL PSYCHOLOGY IN JAPANESE CLASS

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**Background:** Language is an indispensable tool and way in people's daily life, work, study and social communication. Verbal communication is generally divided into oral communication and written communication. But there is another way of information communication that is often ignored but always used, which is called nonverbal communication. It is mainly reflected in the communicators' facial expression, body posture, eyes, clothing, voice quality, tone and so on, which can more truly express their feelings and attitudes. Because they do not use language with clear meaning, it is called non-verbal communication. Body language, also known as "body language", is one of the most abundant and effective non-verbal symbols. In the process of Japanese classroom teaching, teachers communicate with students through a series of linguistic and non-verbal forms, such as explanation, demonstration, eyes, gestures,

passwords, etc., and organize and manage classroom teaching activities to achieve classroom teaching objectives. This paper briefly introduces the general characteristics of body language, and explains the cultural differences and social communication functions of eye language, body distance language, body touch language and posture, as well as the effects and skills of non-verbal communication in Japanese classroom.

**Objective:** This paper draws on the relevant theories and knowledge of social psychology and linguistics. This paper analyzes the characteristics of information exchange between teachers and students in Japanese teaching, and the effects and skills of the use of nonverbal symbols in Japanese classroom teaching. The author believes that in practical teaching, Japanese teachers should use nonverbal symbols scientifically, pay attention to the cultural differences and communication functions of body language, effectively express teachers' feelings, attitudes and thoughts, and fully reflect the requirements of teaching content and objectives, so that students can obtain useful classroom communication information, not just nonverbal symbols themselves.

**Subjects and methods:** The same body language often has different meanings in different cultures, thus representing different communicative functions. Different body language can express the same or similar meaning in different cultures, and play a similar role in social communication. Erving Goffman, a famous American sociologist, has long been engaged in the study of people's behavior in social activities. He points out that body language has a communicative function that cannot be conveyed by words. The following four body language application problems are elaborated in combination with Japanese classroom teaching.

**Results:** (1) Eye language and its application. Eye contact is an important way to judge whether the communicators are intimate or not. But the culture of eye contact is very different. Michael Argyle, an American social psychologist, found that people who like each other have more eye contact than those who are indifferent or unfriendly, and the longer they look at each other, the more likely it is that the listener is more interested in the speaker than in the topic. Too much eye contact is always uncomfortable. Most people become nervous and uncomfortable under intense gaze. Always staring at others is usually offensive, making people feel violated or provoked, and never leaving a sincere impression. In Japanese classroom teaching, experienced teachers can encourage the students who study hard with appreciative eyes, and criticize the students who disturb the classroom order with severe eyes. Generally speaking, eye contact between teachers and students should be warm and friendly. For teachers, when explaining demonstration actions, they should pay attention to the students, and the students' eyes should also pay attention to the teachers. In eye contact, drooping eyelids generally means humble, submissive or embarrassed, and wandering eyes means bored and dissatisfied with the content. Teachers' eyes should not stay on a student's face for too long. Too long eye contact always makes students uncomfortable. In Japanese teaching, teachers use appropriate eyes to communicate with students, which can often play an unexpected effect on students' learning and classroom teaching management.

(2) The application of aspect distance. Aspect distance refers to the so-called interpersonal space or interpersonal distance behavior. Body contact language refers to the behavior of using body contact to express specific information in a specific space. The intimacy of the two sides in communication can be reflected by their spatial distance and physical contact. E. T. Hall puts forward the term "aspect distance language". He points out that communicators have certain requirements for the field of space, and according to the degree of intimacy between communicators, they can be divided into five categories: intimate distance, personal distance, social distance, public distance and long distance. Personal distance is the transition distance from intimate relationship to general social relationship. Social distance is a kind of social distance, also called politeness distance or "desk distance". Within this distance, the communicators can speak softly, and the conversation is usually in a more formal way. Public distance is the communication distance of formal occasions, within which communicators should speak loudly. The communication and interaction between teachers and students in Japanese classroom teaching is between social distance and public distance. Distance is the communication distance in public places, which is used for public speech and speech. Different cultures have different understanding of specific communication distance. Everyone lives in a kind of covert, which represents the necessary space between the individual and others. The total amount of space needed by individuals is affected by personality and age. Generally speaking, we should pay attention to the appropriate distance. Too far will make people feel uncomfortable, and too close will make people uncomfortable. Japanese classroom is a social place, teaching is a social activity, so teachers and students need to have their own space for social activities. The body distance communication between teachers and students should be kept in a certain space of public communication. For example, the position of students and teachers should not be too close, generally should be kept in 3-5 meters distance. If the distance is too far, it will affect the effect of explanation. If the distance is too close, both teachers and students will feel uncomfortable with each other. Teachers should adjust their position and direction at any time according to the size of the class, the number of students, the needs of explanation and demonstration, the requirements of teaching and practice formation, and make full use of the body

distance information conveyed by distance and space to interact with students, so as to achieve the best teaching effect.

(3) Posture and the use of posture. Body language, such as posture and attitude, conveys more concealed information. Posture often reflects a person's attitude and self-cultivation towards the person he is with. Experiments show that in Japanese teaching, when boys get along with the same-sex students they don't like, it's either very difficult or very relaxed, depending on whether they think the other person is threatening. In this experiment, female students always express their dislike of same-sex classmates in a very relaxed posture. Posture sometimes provides a guide to relationships within a group. You can imagine the conflict between students in Japanese class. At a glance, you can tell who is the initiator of the dispute. To understand the attitude of other students, just look at their posture. The teacher's handling of the incident may mean that he disagrees with the speaker or that he is changing his position. Of course, this does not represent a kind of accurate information, but it is obviously worthy of attention. The posture, tone and expression of Japanese teachers in class can directly affect the classroom atmosphere and students' enthusiasm for practice. Generally speaking, teachers with elegant posture will be respected and loved by students; The teachers with high tone and rich expression have more active classroom atmosphere, and the students are more active in practice. Due to the controllability of many acquired body language, an experienced teacher may successfully control his facial expression, thus making his teaching attitude calm and restrained without losing his generosity. However, a young teacher often does not realize that his teaching attitude is too rigid or too lax. His nervousness and eagerness, and his signs of self-confidence are leaking out from his body posture. It is often said that in Japanese teaching, it is not unreasonable to be proficient in speaking and practicing, to promote explanation by action demonstration, and to use gestures instead of speaking. For young teachers, it is very important to strengthen the ability of action demonstration and develop good posture and teaching attitude.

**Conclusions:** Language and speech are indispensable tools and ways in people's daily life, work, study and social communication. In Japanese teaching, it is not enough to only rely on language and explanation. If the communication between students and teachers is all completed by language, then the Japanese class will become quite monotonous. As a matter of fact, nonverbal symbols are particularly important in Japanese classroom teaching. They are usually used to make up for the deficiency of speech acts. Nonverbal symbols are mainly reflected in Teachers' feelings, attitudes and postures. In Japanese classroom communication, nonverbal symbols can better express the teaching content and teachers' thoughts. In practical teaching, Japanese teachers should use nonverbal symbols scientifically and pay attention to the communication function and cultural differences of body language in Japanese teaching, so that students can obtain real knowledge, skills and information, not just the teaching method itself.

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## PLANNING MODEL OF LOGISTICS DISTRIBUTION PATH FOR PSYCHOLOGICAL INFLUENCE AFTER MATERIAL DAMAGE

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**Background:** In the 21st century, China has entered an era of rapid economic development, people's material living standards have been greatly improved, the ecological environment has deteriorated, and all kinds of sudden natural disasters occur frequently, which pose a great threat to the safety of people's lives and property. In recent years, the damage caused by natural disasters has not been gradually reduced. In order to reduce disaster losses and stabilize social development, disaster emergency rescue research has become a hot spot of scientific research.

In the actual rescue operations, the victims, as the most important victims, not only suffered the loss of material property, but also suffered a great threat to their lives. The primary goal of emergency rescue at home and abroad is to minimize casualties. Therefore, in the case of frequent disasters, how to meet the rescue needs of the victims in the shortest time, provide timely and effective relief materials, and minimize