

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

the suffering of the victims is an urgent problem for humanitarian logistics. At present, most of the decisions are made in a single cycle, with the maximum satisfaction of time and material quantity as the optimization objective of material allocation, without considering the acceptability of disaster victims to material damage. If the materials are damaged in the emergency rescue, the existing emergency logistics distribution model may lead to the distribution scheme of emergency materials not meeting the psychological expectations of the victims, and even lead to the panic of the victims. Therefore, it is necessary to further study the impact of material damage on victims' psychology, so as to make the emergency logistics distribution more reasonable and optimized in the case of material damage. This paper designs a logistics distribution path planning model. The degree of psychological influence of the affected after material damage is regarded as a psychological cost or price. Based on psychological factors depriving cost, this paper studies the optimization of post disaster material allocation with the objective of minimizing social cost.

**Study design:** In order to improve the accuracy of distribution of goods in the flow distribution path planning model, the problem of material damage occurred in the process of material transportation.

**Methods of statistical analysis:** The urgency of emergency distribution is divided, and the single index evaluation matrix of emergency materials is constructed, as shown in Table 1.

**Table 1.** Evaluation Matrix of Single Indicator for Emergency Supplies.

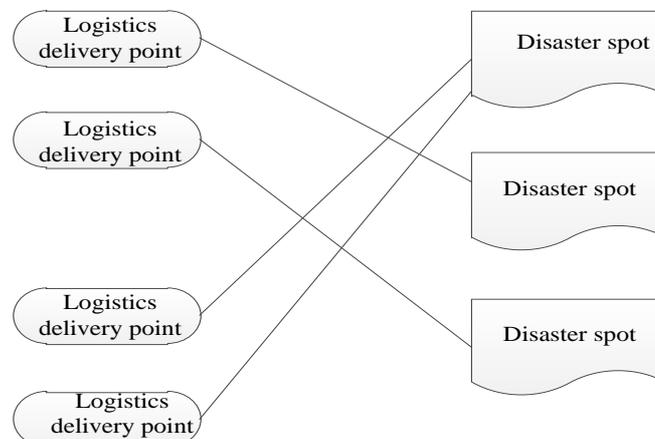
Goods	Index	1	2	3
Food	P1	1	0.5	0.6
Clothing	P2	0.9	0.4	0.6
Tent	P3	0.8	0.8	0.7
Medicines	P4	0.5	0.6	0.7
Gunny-bag	P5	0.6	0.8	0.8

After material damage, the audience panic and is impressed by many factors, including subjective and objective factors, physiological and psychological factors. To sum up, in the face of psychological changes after material damage, the audience first analyzes the psychological impact, as shown in Table 2:

**Table 2.** Psychological factors after material damage.

Index	Influencing factor
Psychological factors	Event factors Emergency scale; type of emergency; time and place of emergency; breakdown of emergencies
	Social factors Social support; media transmission regional culture; regional systems; government rescue
	Individual factors Psychologic factor; mental factor; psychological factor educational background; relevant experience; concept of life; physiological property

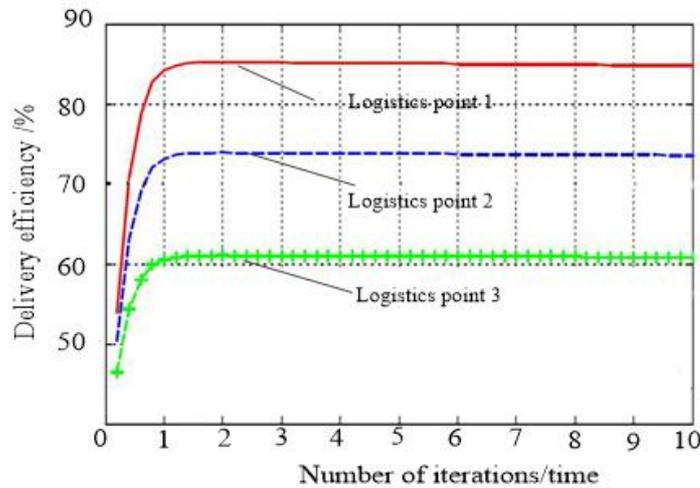
**Statistical analysis methods:** Based on this analysis, the logistics transportation efficiency and cost of the rescue site are taken as the analysis index, and the logistics distribution path planning model oriented to the psychological impact after material damage is constructed, as shown in Figure 1.



**Figure 1.** Logistics Distribution Path Planning Model for Psychological Impact after Material Damage.

In the logistics distribution path planning model which is oriented to the psychological influence after material damage, it includes multiple logistics distribution points, which are distributed to three logistics points respectively, and the logistics transportation efficiency of rescue sites is analyzed.

**Results:** According to the above settings, the logistics distribution efficiency of the logistics distribution path planning model for the psychological impact of material damage is shown in Figure 2.



**Figure 2.** Logistics distribution efficiency of logistics distribution path planning model for psychological impact after material damage.

By analyzing the data in Figure 2, it can be seen that the material distribution efficiency of the three disaster relief points in the experiment is different by using the proposed model. With the continuous change of the number of experimental iterations, the distribution efficiency of the three material rescue distribution points is constantly changing, among which, the logistics distribution efficiency of distribution point 1 is the highest, which is due to the optimal path in the proposed model transportation.

**Conclusion:** In emergency rescue, the distribution of emergency materials is an important part of emergency management. Reasonable and effective distribution of materials can not only improve the efficiency of emergency rescue work, but also appease the panic of the affected personnel, and provide a guarantee and basis for the smooth development of the follow-up rescue work. On the basis of summarizing the current research situation at home and abroad, this paper analyzes the background of earthquake disaster, considers the psychological factor of material damage faced by disaster victims, and studies the distribution of emergency materials. The results of the study are as follows:

(1) The psychological problems of the affected persons in the face of material damage are studied, the individual factors, event factors and social factors that constitute psychological perception are subdivided, and the age structure and educational background of the representative affected persons, the degree of damage caused by the emergency and the perception time of the affected persons are selected to describe the psychology.

(2) The model is applied to the specific cases of emergency material allocation decision, and the delivery results are compared and analyzed to verify the validity and applicability of the model.

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## VISUAL COMMUNICATION EFFECT OPTIMIZATION OF PUBLIC WELFARE POSTERS BASED ON COGNITIVE PSYCHOLOGY

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**Background:** Cognitive psychology is a trend of thought and research in psychology that emerged in the West in the mid-1950s. In a broad sense, it refers to the study of advanced human psychological processes, mainly cognitive processes, such as attention, perception, representation, memory, creativity, problem