

PRACTICAL PROBLEMS AND IMPROVEMENT STRATEGIES OF ENGLISH VOCABULARY TEACHING FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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SUMMARY

Background: The purpose of this study is to optimize English teaching and improve teachers' English teaching level and students' English vocabulary learning efficiency. Therefore, from the perspective of educational psychology, this paper explores the practical problems and improvement strategies of English vocabulary teaching, investigates and analyzes the current situation of English vocabulary teaching, and puts forward corresponding improvement strategies and suggestions.

Subjects and methods: In this study, on the basis of studying the relevant theories of English lexicology, linguistics and educational psychology, a questionnaire survey on English vocabulary teaching was conducted among 193 English teachers in the head teacher training class and educational technology ability training class. This paper analyzes and summarizes the main problems existing in English vocabulary teaching, and puts forward corresponding improvement strategies for the main problems existing in English vocabulary teaching.

Results: By means of questionnaire and interview, this paper investigates and analyzes the current situation of English vocabulary teaching, and obtains that the main problems and difficulties of English Vocabulary Teaching in practice are: Teachers are dependent on the use of teaching materials and lack of innovation; The way teachers explain vocabulary is not scientific; It is difficult for teachers to apply the awareness of guiding students' vocabulary strategies to teaching practice; Vocabulary teaching methods and evaluation methods are inconsistent, which can't form effective feedback on vocabulary teaching; Students lack interest in vocabulary learning. In view of the problems existing in the current English vocabulary teaching practice, this paper puts forward the improvement strategies as follows: Be good at discovering the problems in the teaching materials and use the teaching materials creatively; Explain, grade and deal with vocabulary scientifically; Guide and cultivate students' vocabulary strategies in practice; Vocabulary evaluation should be consistent with vocabulary teaching methods to form effective feedback; Try to cultivate student's interest in vocabulary learning.

Conclusions: This paper explores the practical problems and improvement strategies of English vocabulary teaching from the perspective of educational psychology, and puts forward the corresponding improvement teaching strategies for some problems that need to be solved in English vocabulary teaching. Ensure the effect of teachers' vocabulary teaching and students' vocabulary learning, improve the level of teachers' English teaching and students' English vocabulary learning efficiency, and provide a certain reference value for the optimization of English teaching.

Key words: educational psychology - English vocabulary - teaching practice problems - teaching improvement strategies

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INTRODUCTION

Educational psychology is the product of the combination of psychology and education (Menz et al. 2020). Since ancient times, education has been an eternal social phenomenon (Matthews & López 2020). Since the beginning of human society, there has been education for the purpose of imparting human knowledge and experience, improving human living standards and human nature (Taft et al. 2020). Psychology is the study of human psychological phenomena and the combination of psychology and education. In psychology, individual psychology is generally divided into psychological process and personality psychology. Psychological process refers to people's psychological activity process, which is divided into cognitive process, emotional process and will process (Reyes et al. 2021). Cognitive process is the reflection process of human brain on the phenomenon and essence of objective things when people contact external things. Emotional process is that people have more or less subjective attitude and

experience of various objective things in the process of understanding things. Will process is a psychological process in which people overcome various difficulties to achieve their goals. They are different and interrelated psychological processes, so we should study people's psychological process in pedagogy. They are a unified and connected whole, and the teaching process is also closely related to the psychological process. The psychological process is common to all people, but everyone has different innate qualities, different environment, social living conditions and educational conditions, so everyone shows different psychological characteristics, which constitutes people's personality differences, that is, personality psychology. Personality psychology mainly includes personality tendency and personality characteristics (An & Han 2020). Personality tendency is a person's conscious tendency, including psychological components such as needs, motivation, interest, ideal and world outlook (Bossio et al. 2021). Personality characteristics are essential and stable psychological characteristics, including ability, temperament, personality and so on. Educational

psychology studies psychological problems in the process of education. Although the research objects of pedagogy and educational psychology are different, they all serve teaching practice and have a very close relationship. Educational psychology provides psychological basis, discusses how to achieve good teaching effect from the psychological law, and applies the law of teaching psychology and learning psychology to optimize teaching in various specific disciplines.

Pronunciation, vocabulary and grammar are the three elements of language. Vocabulary is the carrier of pronunciation and grammar, the smallest meaning unit of language and one of the three elements of language (Dakhi & Fitriia 2019). Human thinking activities and ideological exchanges first rely on vocabulary. Without mastering vocabulary, it is impossible to master a language. English teaching is inseparable from vocabulary teaching. Vocabulary teaching runs through the whole process of language teaching. Without mastering a certain amount of vocabulary, listening, speaking, reading, writing and translation can't be carried out smoothly (Jin 2021). Therefore, English vocabulary teaching plays an important role in the whole English Teaching (Zhang 2021). With the advent of knowledge economy and the acceleration of global integration, higher requirements are put forward for citizens' foreign language quality. English teaching is an important stage of cultivating citizens' foreign language quality. English vocabulary teaching is an important part of English teaching. It directly affects the application and development of students' English ability and plays a positive role in improving students' lifelong vocabulary learning ability. Therefore, English vocabulary teaching directly affects the quality of English teaching and plays an important role in English teaching.

At present, scholars in relevant fields have made rich research on English vocabulary teaching. (Krbala et al. 2020) found that many students lack the knowledge of how to use discourse comprehension strategies purposefully and effectively. In this experimental study, 257 sixth graders from 10 Estonian schools were evaluated for the effectiveness of text comprehension strategies in vocabulary and text comprehension. Therefore, Estonian language teachers taught skimming, vocabulary building, monitoring, generating and answering questions, as well as determining the main ideas and summary within a three-month intervention expectation. Group level analysis shows that the students in the experimental group improve their vocabulary and text understanding ability at all levels, while the students in the control group only improve their text understanding ability. Individual level analysis showed that students in different side groups benefited from the intervention under the experimental conditions. However, under controlled conditions, only those students with average vocabulary and text comprehension can improve their literal comprehension. Since various strategies can improve students' text understanding ability at different levels, they should be incorporated into the curriculum and reading class. (Gu et al. 2019) applied talents are the

training goal of Applied Undergraduate Colleges and universities, and practical ability is an important assessment index of applied talents. Based on the analysis of the importance of practical teaching of business majors in Application-oriented Colleges and universities, this paper analyzes the main problems existing in the process of practical teaching of business majors. Then it puts forward strategic suggestions for business majors to improve the effectiveness of practical teaching from the aspects of "double teachers and double abilities" teacher team construction, "school enterprise cooperation" practical teaching mode, development of virtual simulation practical teaching projects, development of competitive practical teaching projects, and improvement of practical teaching quality monitoring system. Generally speaking, there are many perspectives and contents in the field of vocabulary teaching, but the research focuses on how to help students master more vocabularies and how to use vocabulary. With the gradual maturity of vocabulary teaching theory and the emphasis on vocabulary teaching, many different schools have emerged.

Under the guidance of theory, this research will conduct surveys and researches on the basic situation of vocabulary teaching, presentation of vocabulary, content of vocabulary teaching, methods of vocabulary teaching, and evaluation of vocabulary teaching through questionnaires and interviews under the guidance of theory. Try to analyze the possible problems from the survey results, put forward specific vocabulary teaching strategies for the problems, and strive to provide guidance and enlightenment to high school English teachers in the practice of vocabulary teaching.

SUBJECTS AND METHODS

Study setting

The research objects selected in this study are mainly English teachers in the class teacher training class and educational technology ability training class in a certain school. There are 193 people in total, which guarantees the sample size. They come from dozens of schools in different regions, covering key, general and vocational schools, thus ensuring the representativeness and diversity of the sample. Among them, teachers with more than 10 years of teaching experience account for 52.8%, which fully shows that most of the teachers in the survey and research are experienced teachers from the front line of teaching work. They have profound insights and experience in English vocabulary teaching, and the data provided for this study is of great value.

Design

This paper mainly uses two research methods of questionnaire and interview to conduct a questionnaire survey on English vocabulary teaching among 193 English teachers in the head teacher training class and educational technology ability training class. In the questionnaire survey, the multiple-choice questions in

the questionnaire include single-choice and multiple-choice questions. For the data analysis of multiple-choice questions, the Frequencies process in the SPSS16.0 for Windows software package is used for data collation and analysis of multiple-choice questions (Gao & Ying 2020). So far, the analysis of multiple topics is still based on description. Multiple topics can't be analyzed as several independent single choice questions, because these variables actually answer a big question. This study selects the two most important summary indicators in the multi topic analysis: first, the percentage of responses. Among all the choices made, the number of choices of this item accounts for the proportion of the total number of times (total responses). Second, percentage of cases, that is, the proportion of people who choose this item in the total number of people. The two analysis indexes show the same proportional relationship, but the reflected meanings are different.

The questionnaire survey mainly understands the basic situation of English vocabulary teaching, vocabulary presentation, vocabulary teaching content, vocabulary teaching methods and vocabulary teaching evaluation. In the questionnaire survey, a total of 193 questionnaires were distributed, 187 were recovered and

184 were effective, with an effective rate of 91%, ensuring the effectiveness of the survey data. At the same time, this paper also uses the method of interview as a supplement to the questionnaire, mainly to understand what problems and difficulties teachers have in English vocabulary teaching, and what good suggestions they have. Five English teachers from three schools were interviewed. They are representative in teaching age, educational background, professional title, school and grade.

RESULTS

According to the content of the survey, this paper mainly makes statistics and analysis of the survey results from five aspects: the basic situation of English vocabulary teaching, vocabulary presentation, vocabulary teaching content, vocabulary teaching methods and vocabulary teaching evaluation.

Basic situation of English vocabulary teaching

The statistical data of teachers' vocabulary teaching ideas are as Table 1.

Table 1. Statistical data of teachers' vocabulary teaching ideas

	Most important	Very important	More important	unimportant
Number of problems	40	116	26	2
Proportion /%	21.8	63.0	14.1	1.1

From the survey results in Table 1, we can see that teachers' vocabulary teaching ideas directly affect the practice of vocabulary teaching. Among them, 21.8% of teachers believe that vocabulary teaching is the most important in the whole English teaching, and 63% of teachers believe that vocabulary teaching plays a very important role in the whole English teaching, which shows that a considerable proportion of teachers are aware of the importance of vocabulary teaching. While 14.1% of teachers and 1.1% of teachers think vocabulary

teaching is more important, or even not important. According to the analysis of the survey results, there are still a small number of teachers who do not pay enough attention to teachers' vocabulary teaching ideas, do not realize the importance of vocabulary teaching, and do not realize that vocabulary teaching plays a basic and important role in the whole English teaching.

The role of teachers in vocabulary teaching is as Table 2.

Table 2. Teachers' role in vocabulary teaching

	Not so useful	Great useful	Very useful
Number of problems	22	142	18
Proportion /%	12.1	78.0	9.9

According to the survey results in Table 2, 78% of teachers think that teachers play a very important role in vocabulary teaching. Teachers play an important role in choosing appropriate vocabulary teaching methods, guiding and cultivating students' vocabulary learning strategies. 9.9% of the teachers believe that the memory and mastery of vocabulary mainly depend on Teachers' teaching. These teachers realize the important role of teachers in vocabulary teaching, but ignore that students are the main body of vocabulary learning to a certain extent. Mobilizing students' enthusiasm in learning vocabulary is also one of the important factors in

vocabulary teaching. 12.1% of the teachers thought that teachers played little role in vocabulary teaching, and the memory and mastery of vocabulary mainly depended on the students' own efforts. 22% of teachers still have a one-sided understanding of the role of teachers in vocabulary teaching, or exaggerate the role of teachers or students, and do not realize that teachers and students play different roles in vocabulary teaching.

English vocabulary presentation

Research shows that if the amount of information in

short-term memory exceeds seven memory units, the effect of short-term memory will be affected, that is, the number of words presented by teachers should not exceed the range of students' memory ability. A survey of the number of lexical presentations is as Figure 1.

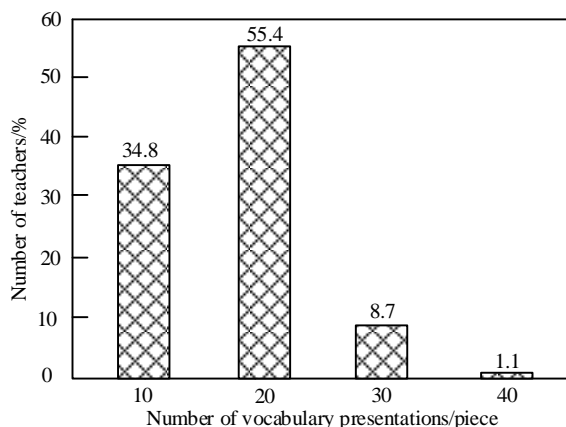


Figure 1. Survey on the number of vocabulary presentations.

From the survey results in Figure 1, we can see that 55.4% of the teachers present 20 new words in a class, and most teachers can realize the relationship between the number of vocabulary and the memory ability of students. 34.8% of the teachers thought that 10 new words should be presented in a class. The proportion of teachers who think that 30 or more new words are presented in a class is 8.7% and 1.1%. The vocabulary of each unit in the PEP textbook is 30-50. Teachers should arrange vocabulary teaching according to the actual teaching needs and the importance of vocabulary.

Teaching content of English vocabulary

According to the Enlightenment of memory stage theory on vocabulary teaching, teachers only introduce new words to students, but can't lead students to review in time in teaching. Students are likely to forget words in a short time. The way and frequency of review have an important impact on students' memory of vocabulary and enable students to firmly store the learned vocabulary in long-term memory. The survey of

students' vocabulary review methods is as Figure 2.

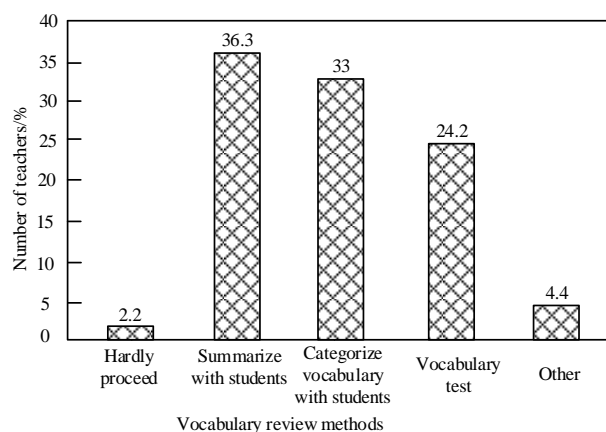


Figure 2. Survey on students' vocabulary review methods.

From the survey results in Figure 2, we can see that 36.3% of teachers lead students to ask questions or summarize the key phrases of one or more units together with students to make vocabulary review. 33% of the teachers led students to classify their vocabulary according to theme, word formation, usage or category. 24.2% of teachers insist on vocabulary review, and only 2.2% of teachers hardly review vocabulary. Among them, 4.4% of the teachers suggested reviewing the vocabulary through reading practice and composition practice.

Teaching methods of English vocabulary

This paper selects six typical English vocabulary teaching methods. Through the questionnaire survey, understand the use frequency of these methods, select the four use frequency options of "not use", "occasionally use", "sometimes use" and "often use", and follow the Likert scale. From "not used" to "often used", specify the score of 0 to 3, then take the mean value of the data of each method, and compare each method horizontally and vertically, so as to have an in-depth understanding of the use of English vocabulary teaching methods. The frequency weight analysis of each method used in vocabulary teaching is as Table 3.

Table 3. Frequency weight analysis of various methods used in vocabulary teaching

Options	Not used 0/%	Occasionally use 1/%	Sometimes used 2/%	Often used 3/%	Mean value
Intuitive teaching method	17.8	26.7	31.1	24.4	1.6
Context teaching method	3.3	18.9	24.4	53.3	2.3
Vocabulary classification teaching method	1.1	20.2	39.3	39.3	2.2
Word-building law teaching method	3.3	15.6	37.8	43.3	2.2
English Interpretation	28.1	31.5	28.1	12.4	1.25
Lexical chunk teaching method	1.1	21.1	15.6	62.2	2.4

From the survey results in Table 3, we can see that lexical chunks and contextual teaching are favored by

teachers, whose average values are 2.4 and 2.3 respectively. The average values of intuitive teaching

method and English interpretation method are 1.6 and 1.25, indicating that teachers use these two methods less frequently in vocabulary teaching. The rules of vocabulary classification and word formation are the same as the average value of vocabulary teaching methods. Obviously, teachers have the same utilization rate of these two methods among vocabulary teachers. According to the analysis of the survey results, among the six teaching methods, lexical chunk teaching method, context teaching method, vocabulary classification

teaching method and word formation law teaching method are generally welcomed by teachers, while intuitive teaching method and English interpretation teaching method are rarely used by teachers.

Teaching evaluation of English vocabulary

The survey is also multi-choice, with the same method and significance. The data analysis frequency of vocabulary evaluation criteria is as Table 4.

Table 4. Frequency of data analysis of vocabulary evaluation criteria

Options	Name	Count	Responses	Cases
Correct pronunciation and spelling	A	80	22.5	43.5
Correct understanding of lexical meaning	B	82	23.0	44.6
Be able to choose words appropriately according to the context	C	76	21.3	41.3
Can skillfully use	D	118	33.1	64.1

From the results of Table 4, we can see that there is little difference in Teachers' choice of vocabulary test criteria. 43.5% of the teachers thought that mastering a word was accurate pronunciation and correct spelling, and 44.6% thought that mastering a word was a correct understanding of the meaning of the word. These teachers ignore the test of vocabulary application ability. 41.3% of the teachers believed that being able to choose vocabulary appropriately according to the context was the real mastery of vocabulary. 64.1% of the teachers chose to be able to skillfully use vocabulary, which shows that teachers are aware that the ability to use vocabulary is the most important factor in the evaluation criteria. The new curriculum standard requires the cultivation of students' comprehensive language use ability. Specifically, in English vocabulary teaching, the test of vocabulary comprehensive language use ability is the real vocabulary test standard. According to the analysis of the survey results, some teachers still have one-sided understanding of vocabulary testing standards.

DISCUSSION

Through questionnaires and interviews with English teachers, this paper will explore the main problems and difficulties in English vocabulary teaching from the perspective of teachers' teaching.

Teachers are dependent on the use of teaching materials and lack of innovation

The curriculum standard emphasizes that teachers should use teaching materials creatively instead of teaching with teaching materials. Whether teachers rely on or innovate the use of teaching materials affects the effect of vocabulary teaching. When using teaching materials for vocabulary teaching, teacher pays attention to relying on teaching materials for the explanation of vocabulary, the explanation of vocabulary meaning, the selection of vocabulary exercises and the way of vocabulary practice, which is lack of innovation.

The way teachers explain vocabulary is not scientific

Teachers choose to focus on explaining vocabulary in the order of vocabulary, ignoring students' subjective initiative and students' potential for autonomous learning, and failing to pay attention to students' basic vocabulary level and vocabulary learning ability, so that students lose interest in learning. The reading articles are decomposed into fragments of various lexical meanings by teachers, which not only interrupts students' reading thinking, but also is not conducive to the cultivation of students' reading ability. At the same time, students also lose the opportunity to guess new words by using the context in reading.

It is difficult for teachers to apply the awareness of guiding students' vocabulary strategies to teaching practice

Teachers do not approve of the guidance and training of vocabulary strategies, and believe that there is no need to guide students' vocabulary strategies. Teachers have the awareness of guiding vocabulary strategies, but they do not instruct students how to do in actual operation, and it is difficult to determine the effect of instruction in practice.

Vocabulary teaching methods and evaluation methods are inconsistent, which can't form effective feedback on vocabulary teaching

Teachers use a variety of vocabulary teaching methods for vocabulary teaching, and use a relatively single vocabulary evaluation method to test students. The result of this is that only the pronunciation or spelling of the vocabulary learned by the students is tested, and the test on the comprehensive use of the vocabulary learned by the students is neglected, so that effective feedback cannot be formed for vocabulary teaching.

Students lack interest in vocabulary learning

Students' schoolwork burden is heavy, and students' memory of vocabulary is easy to forget, which leads to students' signs of weariness of vocabulary and loss of interest in vocabulary learning. Students have no interest in vocabulary learning. Long-term vocabulary learning will cause students to have a vicious circle and lose their interest in vocabulary learning.

Aiming at the main problems and difficulties in English vocabulary teaching, the improvement strategies for English vocabulary teaching are proposed:

Be good at finding problems in teaching materials and use teaching materials creatively

Teachers' creative use of teaching materials is reflected in Teachers' need to optimize curriculum resources. Teachers can provide students with more opportunities to contact English materials, enrich students' vocabulary and improve students' language application ability. In vocabulary teaching, only when teachers optimize the exercises in the teaching materials can they improve the level of teachers' creative use of teaching materials, so as to improve the guarantee for improving vocabulary teaching.

Explain, grade and deal with vocabulary scientifically

Teachers should classify vocabulary and deal with classified vocabulary differently according to the actual level of students and the requirements of curriculum standards and different tasks of vocabulary teaching. Vocabulary explanation not only enables students to learn the form, meaning and guessing strategies of vocabulary, but also improves students' ability to use vocabulary.

Guide and cultivate students' vocabulary strategies in practice

Teachers first input new words for students according to the resource strategy. Secondly, guide students to use vocabulary memory strategies, consolidate students' memory of vocabulary, and guide students to use vocabulary flexibly. Finally, teachers can help students make their own vocabulary learning goals and learning plans according to the actual situation of different students.

Vocabulary evaluation methods should be consistent with vocabulary teaching methods to form effective feedback

Teachers can establish correct evaluation standards for vocabulary mastery, adopt a variety of evaluation methods to adapt to teacher methods, and make efforts to achieve common vocabulary teaching goals. Vocabulary teaching methods and evaluation methods must be harmonized under the common vocabulary teaching goal,

can the development of students be promoted, and the effect of vocabulary teaching can be improved.

Try to cultivate students' interest in vocabulary learning

Teachers should fully understand students' vocabulary foundation, help and guide students to develop vocabulary learning goals and plans that suit their own. Adopt a variety of vocabulary teaching methods suitable for the actual situation of students to guide and stimulate students' interest in vocabulary learning. Test and evaluate students' vocabulary mastery in time, give students an objective evaluation, and cultivate students' self-confidence in this process, thereby fostering and enhancing students' interest in vocabulary learning.

CONCLUSIONS

English vocabulary teaching is an important part of English teaching. Through investigation and research on five aspects of English vocabulary teaching, it is found that there are some problems that need to be solved in English vocabulary teaching. Whether these problems can be recognized by teachers and be resolved in vocabulary teaching, the improvement of teaching strategies will directly affect the effects of teachers' vocabulary teaching and students' vocabulary learning, and will also indirectly affect the overall level of English teaching. Therefore, English teachers not only recognize the problem in consciousness, but also solve the problem in the practice of vocabulary teaching. This is the key to improving the level of English vocabulary teaching. First of all, teachers should set reasonable vocabulary teaching goals. The teaching goal is a more specific and clearer task indicator in subject teaching. It is not only the teaching of teachers, but also the regulation of the quality and quantity of students' learning achievement. Only after teachers have a thorough understanding of the curriculum standards, teaching materials, and students can they set reasonable vocabulary teaching goals. Secondly, teachers should reasonably grasp the content of vocabulary teaching and choose appropriate vocabulary teaching methods in their teaching practice. Finally, teachers should do a good job of evaluating vocabulary and form effective feedback on vocabulary teaching. Therefore, teachers should continuously adjust and improve teaching in the process of vocabulary teaching to optimize teaching.

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COLOR COLLOCATION OF CREATIVE PRODUCTS CONSIDERING PERSONALITY PSYCHOLOGY

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SUMMARY

Background: At present, with the continuous development of the cultural and creative industry, the people's understanding of the definition of beauty has gradually improved. Facing the problem of the single color style of existing creative products, this article considers the influence of individual psychological factors and studies the color matching art that is more in line with the public's aesthetics. The current design concept of cultural and creative products is still the pursuit of individualization, but the presented works are the same and cannot achieve the purpose of cultural communication. Individual psychology, seeking creative products that are more in line with modern psychology and aesthetics, and improving color matching, cultural and creative product design innovation.

Subjects and methods: This paper conducts research based on the theory of personality psychology, establishes a correlation matrix between mass personality psychology and color matching, analyzes the importance of color matching in creative product design, and discusses the main principles of color matching design.

Conclusions: In view of personality psychology, research shows that the importance of color use in cultural and creative products and the personality psychological reaction of different color combinations.

Key words: personality psychology - cultural and creative products - color matching - situational psychology - emotional character system

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INTRODUCTION

With the development of global economy, consumers' demand for cultural industry and its derivative creative products is increasing. Cultural creative products are a kind of cultural products that protect, inherit and spread excellent culture with culture as the resource and carrier. They can refine the cultural characteristics of a country, a nation or a certain region and have a strong national culture. Cultural creative products have both cultural attributes and innovative attributes, which are the combination of traditional culture and innovative design (Snowball et al. 2021). The design of cultural and creative products is composed of shape, color, quality and sense, among which color plays an important role in shaping the style and brand characteristics of cultural and creative products and is one of the decisive factors affecting consumers' purchasing behavior. In the conventional color design of creative products, industrial designers combine their own knowledge, experience and other personal knowledge to introduce the constraints such as color system, style positioning and brand image of enterprises into creative product design, and then choose the color scheme according to the popular trend and consumer preferences, which has the characteristics of subjectivity and openness (Landoni et al. 2019). The color design of cultural creative products should start from the characteristics and attributes of the target culture, extract the colors that reflect the target region, and apply them to specific cultural and creative products combined with the creativity of designers. Compared with conventional cultural and creative products, the color design has more typical regional, cultural and contemporary characteristics. Different times, regions, nationalities, the

use of color is very different (Montalto et al. 2019). The cultural boundaries of existing cultural and creative products are fuzzy, and the communication of cultural styles and characteristic images is increasingly weakened (Mbaye & Dinardi 2019; Chang & Hung 2021). Therefore, considering personality psychology, this study explores the importance of color use in cultural and creative products and the personality psychological reaction of different color combinations.

SUBJECTS AND METHODS

Study setting

Concept of personality psychology. Personality psychology is a subject that describes, explains, predicts and controls individual behavior and its underlying causes. In the framework of behavioral prediction, whether it is based on the external or internal characteristics of the individual is the focus of academic debate for a long time. With the development of research, more and more researchers perfect the debate from different angles, trying to provide an integrated approach for personality study. Personality trait theory focuses on intra-trait congruence behavior and inter-trait difference behavior, that is, the typical congruence of individual behavior in different situations and the typical differences of inter-group behavior. However, many studies have shown that personality traits and behavior performance are not all related, most of the correlations are difficult to be higher than 0.3 or 0.4 level, personality traits on the prediction of behavior has been questioned. The debates and dilemmas of idiosyncrasy and situation urge scholars to construct a new framework to explain and predict