

FARMERS' INCOME FROM THE PERSPECTIVE OF SOCIAL PSYCHOLOGY

Shujin Wang & Guanjun Huang

College of Economics and Management, Nanjing Agricultural University, Nanjing 210095, China

Background: The problem of farmers' income affects farmers' living standards, agricultural production capacity and market demand in the national economy. There are many factors involved in the problem of farmers' income, and the reasons are quite complex. Because the production cost is too high and the product price is low, 90% of farmers believe that farming is becoming more and more uneconomical, so farmers' initiative in farming is not high. The utilization rate of rural land is low, and the value created by the land used is very little. Most farmers earn some traditional food crops from the field. From the income per unit area of land, there is not much left after removing the cost. Less value-added in the processing of agricultural products. For the products sold, 95% are sold directly without any processing. In the processing part of 5%, the degree of processing is very low, such as processing soybeans into tofu and rice into adult cakes, creating less added value of agricultural products. Moreover, the employment of rural labor force is also facing difficulties. There is a large backlog of labor force, and the rural labor force has little capital accumulation and lack of technology. It is very difficult to do business and run factories. Even if there are farmers who go out to work, their income is low. Due to cognitive problems, the poorer the place is, the more serious the phenomenon of unreasonable consumption expenditure is, and so on. Generally speaking, the main reasons affecting farmers' income are as follows: First, some rural grass-roots organizations do not have a clear idea of their work. 71% of farmers believe that the main reason for low income is poor grass-roots guidance. Some rural grass-roots organizations believe that farmers are responsible for rural production and give up the guidance of farmers' production. In fact, in today's market economy, farmers' economic development needs the strong guidance of rural grass-roots organizations. If rural grass-roots organizations do not focus on guiding farmers to develop economy, it is difficult to do a good job in rural work. Second, farmers' concept of efficiency is not strong. Farmers did not pay attention to the rationality of agricultural planting structure in production. The survey data show that most of the agricultural products are grain, and the output of grain crops accounts for 74.5% of the total agricultural products, while the proportion of some cash crops with relatively high unit value is less than 5%. Third, the level of farmers' cultural quality is low. The survey data show that only 13% of them have high school or equivalent education, and 48% of them have not graduated from primary school or primary school. The above is only to understand the situation of basic culture and education, but in fact, few people master agricultural science and technology knowledge and skills.

Objective: The reasons restricting farmers' income in China are very complex. Solving the problem of farmers' income in China is also a very complex problem. It is an arduous and complex system project and a process that requires long-term efforts. This requires not only the efforts of farmers themselves, but also the help of governments at all levels. For the government, various measures need to be taken, including long-term measures and short-term measures, temporary measures and permanent measures. This requires us to analyze the psychological ideas of rural grass-roots organizations and farmers based on social psychology, improve the education level of rural population, improve the cultural quality level of farmers, and strengthen the benefit concept of farmers.

Subjects and methods: The application of social psychology can complete the analysis of farmers' income through various forms. This study mainly studies the problem of farmers' income from the level of farmers' own cultural quality and benefit concept through the application of social psychology.

Study design: 100 farmers were investigated by stratified cluster random sampling. Through the social psychology education of the 100 farmers, we talked with 100 farmers by means of interview. The main contents of the conversation were the economic form of today's society, the concept of benefits that modern people should have and the importance of cultural quality. The interview time was 30 mins.

Methods: Using Excel statistics, this paper analyzes the impact effect of farmers' income research from the perspective of social psychology.

Results: Only by doing a good job in farmers' social and psychological education, improving farmers' cultural quality, enhancing farmers' concept of benefits, and deepening farmers' understanding of today's social development, can farmers be spiritually positive and healthy, better accept new things from society, understand the latest social trends, change ideologically and psychologically, and have the courage to step out of the countryside. Dare to start their own businesses, so as to solve the problem of farmers' income.

The survey results are quantified by five grades of 0-4. 0 means irrelevant, 1 means slight impact, 2 means average impact, 3 means obvious impact and 4 means full impact. In order to reduce the large error caused by personal subjectivity in the evaluation, the evaluation value of 100 farmers is adopted and the average is taken to obtain the result rounded, the specific statistical table is shown in Table 1.

Table 1. Impact of research on Farmers' income from the perspective of social psychology

Factor	Cultural quality level	Benefit concept
Farmer	3	4

Conclusions: There are so many farmers in China. In order to solve the problem of food and clothing for farmers, lead farmers to a well-off society and drive China's economic development, we must increase farmers' income. The key to increasing farmers' income lies in their own quality. Farmers' cultural quality is relatively low, which requires government departments to go to the countryside to organize farmers' skill training based on social psychology, Break the rigid ideological situation, let farmers make bold attempts, innovate independently, adapt to circumstances, and let farmers know the latest information and dynamics of the market more and earlier. Income comes from farmers, and farmers must do well from themselves.

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BUSINESS ENGLISH TRAINING TEACHING BASED ON COGNITIVE PSYCHOLOGY

Zhuo Li

Foreign Language Department, Pass College of Chongqing Technology & Business University, Chongqing 401520, China

Background: Cognitive psychology divides knowledge into two kinds: declarative knowledge and procedural knowledge. Program knowledge includes both action skills and cognitive skills, such as playing table tennis, cycling and solving mathematical problems. The most characteristic of procedural knowledge is that it can be easily displayed by actions or steps to show how the thing is done, but it is not easy to describe it clearly in language. Business English majors have the characteristics of practicality, professionalism and openness: Practicality requires students to have strong hands-on and verbal skills. Professionalism requires students to have certain vocational skills. Openness requires society, especially business companies or enterprises to participate in professional construction. The "three characteristics" of business English vocational education determine the importance of business English professional training. According to the theory of cognitive psychology, declarative knowledge of business English can be divided into: English includes phrases, grammar, sentences, chapters and English terms for special purposes. Business subjects include international business laws and regulations, international business processes, import and export correspondence and document formats, business contract formats, business etiquette and communication, etc. Procedural knowledge of business English can be divided into: English includes listening, speaking, reading, writing and translation. Business subjects include business negotiation, business communication, international business operation, import and export correspondence and document catering, business quality, etc. The knowledge system of higher vocational education belongs to the action system, which is the combination of declarative knowledge and procedural knowledge, and the acquisition of procedural knowledge mainly depends on learning situations. Situational learning is the best way for students to obtain procedural knowledge. Business English learning scenarios can be simulated scenarios on campus, such as foreign trade negotiation training room, training room and language training room, or real scenarios off campus, such as foreign trade companies, foreign-funded enterprises, sinotrans companies and convention and exhibition centers. The learning scene in the school mainly includes English listening, speaking, reading, writing and translation training, import and export correspondence and document case simulation training, import and export comprehensive business simulation training, import and export simulation negotiation training, etc. The off campus learning scene mainly includes business English comprehensive ability training and professional quality training. From the classification of knowledge in cognitive psychology, it can be seen that the skills acquired in business English training are procedural knowledge, which can be divided into business speech skills and business process operation skills. Business language skills highlight the automatic reaction of business language in the real situation, while business process operation skills emphasize the skilled operation of business processes in the real situation. Therefore, they all belong to the process of information output, but their cognitive models or mechanisms are different.

Objective: Under the stimulation of the learning situation, the target language is output, and the sensory system modifies the target language. The so-called correction refers to the sensory registration of the external stimulus information first. Then, the sensory information that has been noticed is input into the