

Factor	Safety atmosphere	Engineering quality	Accident occurrence
Project constructor	4	4	4

Conclusions: Due to the harsh construction site environment, construction personnel need to remain calm, consciously abide by safety rules, and with a firm, confident, hopeful and resilient attitude to complete the task. The conclusion of this study shows that improving the psychological capital of construction workers can reduce the negative impact on safety performance. Therefore, construction workers in complex environment should have self-efficacy, optimism, hope and resilience to complete the task. Therefore, in order to reduce the safety accident rate effectively, the construction personnel and the construction enterprise should cooperate mutually enhances constructor’s psychological capital, causes the construction personnel’s point of view to be optimistic and helps the construction personnel to enhance the hope level and the tenacity level.

* * * * *

CULTURAL COMMUNICATION AND ADAPTATION ANALYSIS OF STUDENTS WITH COMMUNICATION ADAPTATION BARRIERS IN FOREIGN LANGUAGE TEACHING

Jia Guo

School of Foreign Languages and International Trade, Wuhan Polytechnic, Wuhan 430074, China

Background: In recent years, with the continuous development and progress of economy and society, the international status of our country is gradually strengthened, and English as a common language is playing a more and more important role in society, especially in school English teaching. So, what is the most important thing in English teaching? There is no doubt that students’ intercultural communication ability is one of the most important skills in English learning. Students’ cross-cultural communication ability is the essence of English learning level, but also for our country’s cultural exchange to contribute more to the force. This paper analyzes the importance of English and the necessity of cultivating students’ intercultural communication ability, and discusses how to cultivate students’ intercultural communication ability in English teaching. With the deepening of economic globalization in the world, students are required to master not only the basic grammar, vocabulary, reading and listening skills, but also the ability to speak English, especially the ability to communicate across cultures. Cross-cultural communication ability mainly refers to the ability to communicate between different cultures, which to some extent represents a country’s soft power, so it is necessary to strengthen students’ cross-cultural communication ability. To cultivate students’ ability of cross-cultural communication, the most important thing is to cultivate students’ language sense, a kind of natural conditioned response to English. Teachers should first cultivate students’ interest in English, and then impart basic knowledge to them. Finally, teachers should explain the culture to enhance students’ understanding of foreign culture. Language and culture are complementary to each other. Language is the basis of culture, and culture is the embodiment of language. Cross-cultural communication ability mainly refers to the communication between native speakers and non-native speakers, but also refers to the communication between different languages and cultures. In essence, the realization of intercultural communication ability is the essential goal of English learners. That is to say, only by mastering a certain language can we have a better understanding of foreign culture, and only by mastering a country’s culture can we have a deeper understanding of all aspects of a country. In many cases, language is the most important tool to understand a country, so, English learning in secondary schools is very important, especially in the way teachers teach students English. In addition, for an English teacher in a polytechnic school, we should always keep in mind the importance of cultivating students’ intercultural communication skills. We should not blindly put English achievements first. We should teach students the basic knowledge, and then give students cultural input and cultural explanation activities.

Objective: Communication barriers are the difficulties in communicating ideas and information between people and groups. There are the following types: (1) Language barriers. Language is a tool for the exchange of ideas, but not the thought itself, in addition, people’s ability to express ideas in language varies greatly, so it is difficult to avoid errors when expressing ideas in language and exchanging information. (2) Conceptual barriers. People’s social experience is different, belief is different, the attitude and point of view of things must be different, cannot avoid the conflict of ideas in communication. (3) Temperament disorder. Different personalities and temperaments make it difficult to communicate with each other. There are many factors that cause communication barriers. Besides human factors, there are also material factors. The responsibility of leaders is to take measures to eliminate these obstacles, dredge channels, so that the communication between organizations and individuals unimpeded.

Subjects and methods: This paper studies the cultural communication and adaptation of students with communication and adaptation barriers in foreign language teaching from three aspects: stimulating students' interest in learning English, perfecting teachers' teaching methods and creating a good English learning environment.

Study design: A total of 100 students with communication adaptation disorder were randomly selected to be surveyed, regardless of age, gender and major. Questionnaire survey was conducted between 20-30min time limit, and overtime was invalid. There were 100 questionnaires, 96 questionnaires and 93 valid questionnaires.

Methods: Using Excel to count the influence of cultural communication of students with communication adaptation disorder in foreign language teaching.

Results: In this survey, the influence value of specific factors is 0-4, which means irrelevant, 1 means slight influence, 2 means general influence, 3 means obvious influence, and 4 means full influence. In order to reduce the great error caused by individual subjectivity in the evaluation, the evaluation value of 100 students is rounded off to the average, and the result is obtained. The specific statistical table is shown in Table 1.

Table 1. Influence of cultural communication of students with communication adaptation disorder in foreign language teaching

Factor	Interest in learning	Teaching method	Learning environment
Student	3	4	4

Conclusions: With the continuous spread of economic globalization in the world, English, as a universal language, plays a vital role in cultural exchange and communication. Teachers should not only perfect their own teaching methods, but also arouse students' interest in learning English. Schools should also devote their efforts to students' English learning.

* * * * *

APPLICATION OF ART AND DANCE EDUCATION IN THE CULTIVATION OF EMOTIONAL PERCEPTION ABILITY OF PATIENTS WITH AFFECTIVE DISORDER

Ruiqi Sun

College of Music, Hainan Normal University, Haikou 571158, China

Background: Among various forms of artistic expression, dance is the most historic and oldest art category. Its essence is to use the body language of the human body to achieve the purpose of expression. Dance has many functions. It can not only exercise people's body and form, but also cultivate their sentiment and pleasure their body and mind. It can also unite groups and contact feelings through emotional expression. As an educational course, art and dance education has significant educational significance, including cultivating ideological and moral quality, enhancing aesthetic ability and enriching knowledge system. In the aspect of cultivating ideology and morality, the training process of art and dance education is relatively difficult, which can make the educational objects establish the spirit of hard work. The standardization and unity of art and dance education and training can promote the formation of team cooperation consciousness and collective honor concept of educational objects. The etiquette rules included in art and dance education can cultivate the character of self-esteem and self-confidence on the basis of adjusting the emotion of the educational object. At the level of enhancing aesthetic ability, art and dance education can make the body of educational objects more beautiful and improve their artistic cultivation level. At the level of enriching the knowledge system, art and dance education includes allusions and knowledge of many kinds of dances, so that the educational objects can appreciate the diversified artistic value and spiritual connotation of dance. Affective disorder is a common mental disease. The causes of affective disorder are mainly divided into three factors, namely biochemical factors, genetic factors and social psychological factors. The main manifestations of patients with affective disorders are abnormal high or low emotion, slow thinking, cognitive and behavioral changes, etc. Patients with severe affective disorders may even have extreme behaviors such as self-mutilation and suicide. The emotional perception ability of patients with affective disorder will continue to decline or change due to the development of the disease. Art and dance education can cultivate the emotional perception ability of patients from the perspective of cultivating their sentiment and help them return to their normal mental state.

Objective: The main treatment methods of patients with affective disorders include physical therapy, drug therapy and psychotherapy. Generally, comprehensive treatment is adopted to control the symptoms