

Table 1.

In Table 1, the regression coefficient between education and financial behavior is -0.820 ( $P < 0.01$ ), the regression coefficient between economic status and financial behavior is 0.291 ( $P < 0.01$ ), the regression coefficient between risk preference and financial behavior is 0.249 ( $P < 0.01$ ), and the regression correlation coefficient between cognitive deviation and financial behavior is 0.589 ( $P < 0.01$ ). These four relationships are significantly linear. The variables that have little impact on financial consumers' financial behavior are economic conditions, and the other three variables have a greater impact on financial consumers' financial behavior.

**Table 1.** Correlation coefficients between education level, economic status, risk preference, cognitive bias and financial consumers' financial purchase behavior

Variable	Education level	Economic situation	Risk appetite	Cognitive bias	Financial behavior
Education level	1	-	-	-	-
Economic situation	-0.187**	1	-	-	-
Risk appetite	-0.140*	0.761**	1	-	-
Cognitive bias	-0.479**	0.370**	0.258**	1	-
Financial behavior	-0.820**	0.291**	0.249**	0.589**	1

Note: \* $P < 0.05$ , \*\* $P < 0.01$

**Conclusions:** Although there are more kinds of financial management methods, without understanding these financial management methods and risk factors, bank deposit is a common financial management method for financial consumers. Under the influence of cognitive bias, financial consumers' purchase behavior bias occurs. The higher degree of cognitive bias is anchoring and adjustment bias and framing dependence bias. Different educational background and risk preference will affect the financial behavior of financial consumers. Adjust the corresponding financial management scheme according to the factors affecting the behavior deviation, for example, adjust the asset allocation scheme according to their own actual situation, and improve their own assets through diversified financial management methods. By fully understanding their own cognitive bias, make better financial decisions and increase the probability of seizing financial speculation opportunities. While enhancing the awareness of financial risk, learn more financial knowledge to reduce the risk of financial management and the probability of behavior deviation caused by cognitive deviation, so as to avoid cognitive traps and improve financial investment income.

**Acknowledgement:** The research is supported by: Teaching Reform Research Project of Ordinary Universities of Hunan Provincial Department of Education: The Reform and Practice of Teaching Mode of Investment and Financial Management Courses in Universities under the Background of "Internet +" XJT [2018] No.436.

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## REFORM AND PRACTICE OF UNIVERSITY LAW TEACHING PARADIGM FOR STUDENTS WITH PERSONALITY DISORDER

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**Background:** With the great changes in social life, under the impact of diversified values and life attitudes, there are more and more deviations in students' cognition, emotion and consciousness. The main reasons for this psychological deviation and even confusion is the bad influence of the family, the wrong misleading of various media and the lack of school education. The common personality disorders are divided into paranoid personality disorder, schizophrenic personality disorder, hysterical personality disorder, obsessive-compulsive personality disorder, borderline personality disorder, antisocial personality disorder, explosive personality disorder and dependent personality disorder. In school education, the attention to students' consciousness quality and independent spirit is not high. In addition to no special personality training courses, the quality of teachers is also uneven. When teachers treat students, they are not in a completely equal position. During teaching, they pay more attention to their authority and image, ignore students' ideas, and teach standard answers rigidly, which is not conducive to the formation of students'

healthy personality. In addition, the traditional exam-oriented education examination system is somewhat rigid, which is not conducive to the formation and development of students' personality and creativity. These phenomena of lack of school education are common, which is still the case in university law education. For example, the curriculum form is single and there is no extended teaching, so that the comprehensive quality of students cannot be developed and improved. Teachers' attitude in teaching is not serious and perfunctory, resulting in poor teaching quality and affecting the relevant development of students.

**Objective:** To reform the University Law Teaching Mode for students with personality disorders, improve students' practical ability and legal theory literacy, help students balance academic and practice, and pay attention to foreign language ability under the trend of globalization while learning legal knowledge. Through relevant professional ethics courses, cultivate students' legal and moral quality, so as to cultivate more high-quality talents with sound personality for the country and improve the employment rate of legal talents.

**Research objects and methods:** The law students of a university were selected as the research object. The method of object selection was stratified cluster random sampling. The selected students were divided into intervention group and control group. The number of students in intervention group and control group were 315 and 307 respectively. There was no significant difference between the two groups ( $P > 0.05$ ). The control group carried out ordinary teaching, while the intervention group added the course of "legal professional ability and professional ethics" in addition to ordinary teaching. The intervention period of the two groups was 1 month. Personality diagnosis questionnaire (PDQ-4) and international personality disorder scale were used to record the relevant research data before and after the intervention. SPSS software was used for statistical analysis of relevant data.

**Results:** Statistical analysis was carried out by SPSS software, and the results are shown in Table 1.

In Table 1, the prevalence rates of paranoid, schizophrenic, performing, narcissistic, marginal and dependent types in the control group were 5.42%, 4.10%, 7.83%, 3.79%, 5.01% and 6.18% respectively, and the prevalence rates of paranoid, schizophrenic, performing, narcissistic, marginal and dependent types in the intervention group were 2.91%, 2.51%, 5.99%, 2.97%, 3.79% and 4.33% respectively. The incidence of these six types of personality deviation in the intervention group and the control group was statistically significant, and there was a very significant difference between the two groups in the four types of personality deviation: paranoid, split, performance and dependence ( $P < 0.01$ ).

**Conclusions:** The reform of university law teaching mode can reduce the incidence of personality deviation, improve students' personality deviation to a certain extent, and improve students' mental health level. Adhere to the improved teaching mode and contribute to improving the quality of legal talents.

**Table 1.** Comparison of prevalence rates of various personality deviations between the two groups

Personality shift type	Control group	Intervention group	P
	Prevalence rate (%)	Prevalence rate (%)	
Paranoid	5.42	2.91	<0.01
Split type	4.10	2.51	<0.01
Performance type	7.83	5.99	<0.01
Narcissistic	3.79	2.97	<0.05
Marginal type	5.01	3.79	<0.05
Dependent type	6.18	4.33	<0.01

**Acknowledgement:** Educational reform project of Chongqing Municipal Education Commission: Research on the training mechanism of legal talents majoring in moral and law, Project (No. 203452).

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## 3DMAX MODELS THE PSYCHOLOGICAL AESTHETICS OF MERCHANDISE CULTURE IN WINDOW DISPLAY DESIGN

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**Background:** The commodity exhibition design has transformed from the simple exchange to the purposeful and planned sales behavior along with the development of society and the improvement of economic level. As the most common form in the exhibition design, shopwindow is also an important part of