

conditions of Marxism and China be unified, so that the development and progress of the Sinicization of Marxism will continue to be brought forward and the socialist road in our country will continue to move forward.

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AN ANALYSIS OF THE WORK OF RECESSIVE IDEOLOGICAL AND POLITICAL EDUCATION IN THE ERA OF WE-MEDIA

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Background: Since the twenty-first Century, the rapid development of the media has brought great changes to the people's life. Especially for college students, they are more influenced by we-media. Since college students have a strong ability to accept new things, they soon become we-media enthusiasts. Since we-media have enriched the life of college students, they also make them more closely connected with the society. However, there have also been the phenomenon of excessive dependence on we-media of college students. Since we-media itself has some amateurs and complexity, it will bring more negative effects to college students, which will hinder their formation of correct ideas and values. Therefore, it is necessary to guide them correctly and attach importance to their ideological and political education and corresponding innovation, especially in the era of we-media. The influence of we-media on the college students is a subtle process, and the stealth ideological and political education is a gradual process. Therefore, the effective combination of the two is not only consistent with the development of we-media era, but also in accordance with the law of the formation of contemporary college students' behavior. Therefore, it is of great theoretical and practical significance to study the recessive ideological and political education in colleges and universities from the perspective of we-media. From the theoretical point of view, the study of recessive ideological and political education in colleges and universities in the era of we-media is a supplement and innovation to the current theory of ideological and political education in colleges and universities.

Study design: Under the influence of the era of we-media, the environment of traditional ideological and political education has changed dramatically, and it has also made the recessive ideological and political education in colleges and universities usher in new opportunities for reform and development. In view of this, based on a brief introduction to the characteristics of recessive ideological and political education in colleges and universities, this paper focuses on the advantages of recessive ideological and political education in colleges and universities in the context of we-media. At last, it puts forward the concrete way to realize the ideological and political education in the era of we-media. It is hoped that this discussion can provide some theoretical and practical basis for the innovation and development of Chinese university's recessive ideological and political education from the perspective of we-media.

Subjects and methods: The concept of recessive ideological and political education is relative to the dominant ideological and political education. It is a kind of unconscious education for college students. It has an indirect influence on college students by means of potential means, to achieve the purpose of ideological and political education by moistening things in a thin and silent way. In the specific implementation process, the goals of education and the means of education are basically negative, and the effectiveness of education needs a long accumulation and subtle influence. While once the effect is realized, the influence on the students is more profound than the dominant ideological and political education. It shows remarkable characteristics.

Methods of statistical analysis: The era of we-media has provided a broad and convenient platform for the ideological education of colleges and universities, and expanded the way of communication and interaction. Compared with the traditional dominant ideological and political education, it has significant advantages.

Results: We-media has great influence on college students' world view and outlook on life. We must effectively guide students to make rational use of we-media and make the implicit role of ideological and political education. Therefore, it is of great significance to change the way of ideological and political education and to innovate the contents of ideological and political education.

Conclusions: The advent of we-media era has brought great changes to people's lives. The gradual expansion of we-media effect has placed people in an era of information explosion. As a member of society and masters of advanced knowledge and technology and beach-goers of the times, college students are bound to have a profound connection with the application of we-media. We-media has greatly promoted

the improvement of college students' comprehensive quality. At the same time, we must also realize that the changes in the social environment caused by the development of we-media will also bring negative influence on the growth of college students. Therefore, in the context of we-media, the combination of Recessive Ideological and political education and we-media is the inevitable choice of current ideological and political education in colleges and universities under the requirements of educational tasks and environment. We should fully understand the advantages of the recessive ideological and political education under the environment of we-media and actively explore the path of its realization.

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MULTI-MODAL DISCOURSE ANALYSIS THEORY IN COLLEGE ENGLISH TEACHING AUXILIARY PSYCHOLOGICAL FACILITATION ANALYSIS

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Background: Multimodal discourse refers to the comprehensive use of auditory, visual, and tactile ways to communicate through various means, such as language, image, sound, and action. In addition to the content of speech, gestures, body potential, multimedia equipment, environment and other factors can convey the meaning of discourse. Nonverbal and adjoint linguistic features are the object of linguistic research. Now, in the theory of multimodal discourse analysis, the nonverbal features in communication are studied as a symbol system similar to language. All kinds of symbol systems can be used to communicate in social communication and to express the meaning of speakers. Modality (Mode) refers to the symbol resource that synchronously implements discourse and communication categories, which can be realized through a medium. There is cooperation between modes, and mutual coordination between modes needs to be designed.

Subjects and methods: Multiple reading and writing ability refers to the information of all modes that can be read and can produce the corresponding material accordingly. In English teaching, it is equipped with multimedia equipment and channels, such as simulation software, image recognition software and scientific simulation. Multimodal discourse theory tries to analyze the path of information transmission and interpretation, and discusses how to produce a diversified overall meaning. The New London team put forward the following four aspects: the teaching mode of real practice, clear guidance, critique and transformation practice. In higher vocational English teaching, we can explore the specific process and training mode suitable for this kind of teaching according to the existing teaching methods, and cultivate students' multiple reading and writing ability. The design path is shown in Figure 1.

Research objects: This study was aimed at sophomore students. In March 2017, the implementation of teaching experiment began. The class 1 is the experimental class, and the class2 is the control class. The experiment lasted for three months, the two classes used the same teaching materials, the teaching hours in the same week were the same, they were all 5 sessions, and the teaching teachers were the same. The teaching of experimental class is guided by multimodal discourse analysis theory. It focuses on enabling students to fully mobilize various senses such as visual and auditory learning, while the control class still uses traditional teaching methods to teach vocabulary.

Methods of statistical analysis: There are 14 questions in the questionnaire 1. Among them, the 1-4 questions are to investigate the students' liking for English. The 5-14 questions are to investigate the multimodal factors in English classroom and the influence on the learning effect. It aims to understand the students' attitude to English learning before the experiment and whether teachers have adopted multimode teaching mode in the course of teaching. The questionnaire 2 consists of 17 questions. 1, 3, 4, 8, 10 is to investigate students' perceptions of multimodality teaching method. 6, 7, 11, 12, and 14 questions are to investigate the students' views on the traditional teaching method. 2, 5, 9, 15, 16, and 17 questions are the students' views on the memory advantages of two vocabulary teaching methods. It aims to investigate the effects of multimodal vocabulary teaching on students' vocabulary acquisition after the experiment.

Results: This study has gone through three stages: Preparatory stage: during this period, the author consulted a lot of relevant data, made clear the contents and methods of the study, and entered the internship school to understand the English learning situation of the subjects. Based on the above content, the title of the report is completed, including the introduction, literature review and research objectives, research questions, research object and research tools.

Conclusions: In the age of information technology, multi-modal discourse analysis theory is used to guide teaching as a meaningful and significant teaching model. Through the presentation of images, and the body language of teachers, we can make teaching more vivid, so as to improve students' interest in learning and