

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.

* * * * *

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

Li Peng & Xiaoming Li

School of International Studies, Shandong Youth University of Political Science, Jinan 250014, China

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

expand their horizons. English teaching can carry out multimodal teaching methods in the aspects of modern language laboratory utilization, multiple literacy training, classroom type and teaching process setting. The multimode teaching model can be realized to cultivate higher vocational talents with better and more practical English ability.

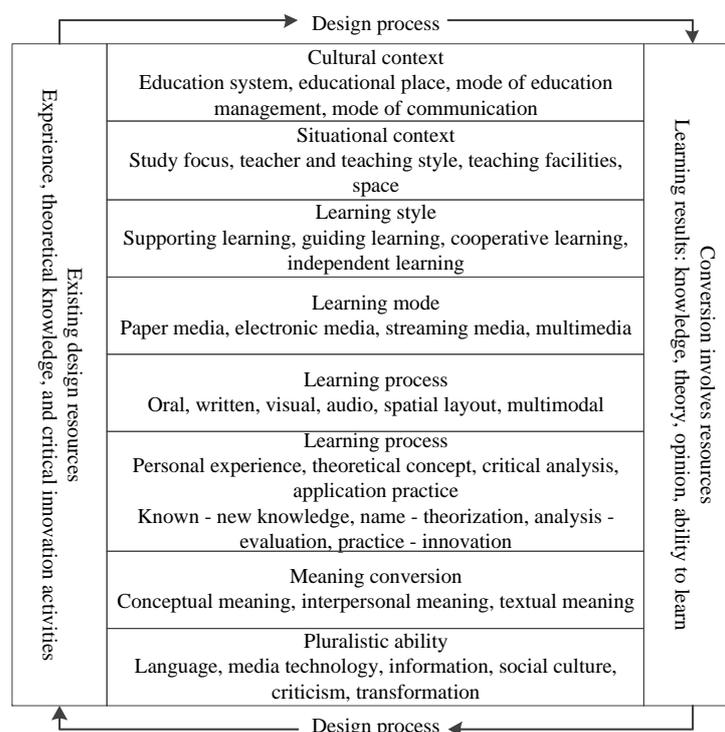


Figure 1. Integrated framework for design learning

* * * * *

ANALYSIS ON THE APPLICATION OF EDUCATIONAL PSYCHOLOGY IN TEACHING ACTIVITIES OF COLLEGES AND UNIVERSITIES

Jiaoxia Chen & Xiansheng Jin

Jiaozuo Normal College, Jiaozuo 454000, China

Background: With the rapid development of society and the improvement of the national economy level, the teaching in colleges and universities is progressing day by day, and the thought and values of college students are showing positive attitude. The teaching activities in colleges and universities have achieved certain results. But with the development of Internet technology, the popularity of network information and the teaching of higher vocational colleges are facing a great challenge. The research of educational psychology plays an indispensable role in setting up the correct outlook on life and values of college students in teaching activities. It can effectively follow the law of psychological development of college students in modern society. Based on the perspective of educational psychology, Ling Zhanyi analyzed the function of physical education in shaping personality, and put forward effective system and mechanism of educational psychology under the background of personality shaping in physical education, which is of great value for people to understand and grasp the function of sports education in the new period. Lv Yonghong thought that the application of emotional education psychology is very necessary for ideological and political education teaching. She also expounded the connotation of Ideological and political education and the problems and corresponding countermeasures in the ideological and political education in colleges and universities. She Shuanghao analyzed the course of development of psychology of Ideological and political education. She believes that there still exist some problems such as disciplinary location, knowledge structure and sources, research methods and so on. Therefore, we need to pay attention to the practice experience summary and localization theory construction, and strengthen the scientific research of Ideological and political education psychology.

Study design: This paper probes into the application of educational psychology in the teaching