

research object in a juvenile detention center, and the treatment effect of patients was evaluated by explicit aggressive behavior scale.

**Study design:** 100 patients with antisocial personality disorder were randomly divided into study group and control group, with 50 people in each group. The study group was treated with ideological and political education based on personality psychology, while the control group was treated with blank treatment. One month later, the scores of explicit aggressive behavior scale were compared between the two groups.

**Methods:** The relevant data were processed and analyzed by software SPSS18.0 and excel.

**Results:** After one month of intervention treatment, the score of explicit aggressive behavior scale in the study group was significantly lower than that in the control group ( $P < 0.05$ ), as shown in Table 1.

**Table 1.** Explicit aggressive behavior scale scores of the two groups

Timing	Score		<i>t</i>	<i>P</i>
	Research group	Control group		
Before intervention	8.7±3.8	8.6±2.9	0.246	0.752
After intervention	2.1±1.3	7.4±3.8	6.537	0.013
<i>t</i>	8.462	1.453	-	-
<i>P</i>	0.000	0.132	-	-

**Conclusions:** Antisocial personality is antisocial personality disorder, also known as ruthless personality disorder and social morbid disease. It is a disease that seriously affects social security and social harmony. Patients with antisocial personality disorder are often imprisoned or put into reeducation through labor for violating the law and discipline. Therefore, in the process of imprisonment or reeducation through labor, it is of great significance to guide the personality of patients with antisocial personality disorder, reduce the antisocial degree of patients, and avoid patients from violating the law and discipline again, which is of great significance to social harmony and stability and the long-term development of patients. Based on personality psychology, ideological and political education is used to educate and treat imprisoned patients with antisocial personality disorder. The results showed that after one month of intervention treatment, the score of explicit aggressive behavior scale in the study group was significantly lower than that in the control group ( $P < 0.05$ ). Therefore, the ideological and political education based on personality psychology can effectively reduce the aggression and antisociality of patients, improve social security and promote the construction of a harmonious society.

\* \* \* \* \*

## AN EMPIRICAL STUDY ON GENDER DIFFERENCES IN COMPLIMENT RESPONSE STRATEGIES OF CHINESE COLLEGE STUDENTS IN THE CONTEXT OF COGNITIVE IMPAIRMENT

Li Yang

*School of Foreign Studies, Nanjing University of Posts and Telecommunications, Nanjing 210023, China*

**Background:** In the process of economic and social development, the competition is becoming more and more fierce. Therefore, many college students have too much psychological pressure and suffer from social anxiety, which leads to cognitive impairment. Cognition refers to the process that the brain processes the acquired information and skills intelligently. In the process of cognition, it will involve a series of complex social behaviors and activities such as learning, memory, emotion, thinking and so on. When the human cerebral cortex is damaged by various factors, the brain's intelligent processing process will be limited and abnormal, which will lead to cognitive impairment. Cognitive impairment is a pathological process involving brain function. Patients with cognitive impairment are often accompanied by learning impairment, memory impairment and aphasia, which seriously affect their daily life and reduce their quality of life. Therefore, we need to find an appropriate way to alleviate social anxiety and treat cognitive impairment. Compliment is a kind of positive speech act, which can praise someone's quality, possessions and talents explicitly or implicitly. The reasonable use of compliments can express their greetings or encouragement, which also plays an important role in alleviating the contradiction between the two sides and improving their relationship. The use of compliments can effectively alleviate social anxiety, and then play a role in the treatment of cognitive impairment.

Language is one of the most direct and convenient ways of communication between human individuals,

individuals and groups, groups and groups. Language is also a cultural and social phenomenon. Different countries and races also have different languages. Some studies have shown that there are obvious differences between men and women in the use of language, and this difference is mainly reflected in the users' vocabulary, language and communication strategies. There are also significant differences between men and women in the response strategies of compliments. Personality psychology is a branch of psychology, which mainly studies the unique behavior patterns of individuals, including beliefs, self-concept, personality and so on. Personality psychology holds that each individual has unique characteristics, that is, the specificity of behavior characteristics and personality composition characteristics. This uniqueness leads individuals to choose different coping styles when facing the same problem. Based on personality psychology, this study analyzes the gender differences of compliment response strategies of Chinese college students, and then analyzes the personality characteristics of students with cognitive impairment of different genders, so as to treat the patients, improve the treatment effect and reduce the family burden of students.

**Objective:** Patients with cognitive impairment are often accompanied by learning impairment, memory impairment and aphasia, which seriously affect their daily life and reduce their quality of life. Therefore, we need to find an appropriate way to alleviate social anxiety and treat cognitive impairment. Based on personality psychology, this study analyzes the gender differences of compliment response strategies of Chinese college students, and then analyzes the personality characteristics of students with cognitive impairment of different genders, so as to treat the patients, improve the treatment effect and reduce the family burden of students.

**Subjects and methods:** 80 students with cognitive impairment were selected from three universities, including 43 boys and 37 girls. The concise Mini-mental State Examination (MMSE) was used to evaluate the degree of cognitive impairment of students.

**Research design:** By interviewing teachers, classmates and students with cognitive impairment, we get the basic information and compliment response strategies of students, and compare the degree of cognitive impairment of students with different gender and compliment response strategies, so as to analyze the relationship between different personality characteristics and the degree of cognitive impairment.

**Methods:** The relevant data were processed and analyzed by software SPSS17.0.

**Results:** There were significant differences in the choice of compliment response strategies between different genders, as shown in Table 1.

**Table 1.** The choice of compliment response strategies in different genders

Strategy	Male		Female	
	Number	Percentage (%)	Number	Percentage (%)
Explicit compliment	19	44.2	32	86.5
Implied compliment	4	9.3	4	10.1
Mention but not compliment	5	11.6	1	27.0
Not mentioned	15	34.9	0	0.0
Total	43	100	37	100

**Conclusions:** In the process of economic and social development, the competition is becoming more and more fierce. Therefore, many college students have too much psychological pressure and suffer from social anxiety, which leads to cognitive impairment. The reasonable use of compliments can express their greetings or encouragement, which also plays an important role in alleviating the contradiction between the two sides and improving their relationship. The use of compliments can effectively alleviate social anxiety, and then play a role in the treatment of cognitive impairment. Based on personality psychology, this study analyzes the gender differences of compliment response strategies of Chinese college students, and then analyzes the personality characteristics of students with cognitive impairment of different genders, so as to treat the patients, improve the treatment effect and reduce the family burden of students.

**Acknowledgement:** The research is supported by: Key Program of the National Social Science: Research on the Government Affairs Micro-Blog Discourse and Language Ability Construction in Response to Public Opinions.

\* \* \* \* \*

## ANALYSIS OF INNOVATIVE TEACHING REFORM OF FINANCIAL ACCOUNTING SPECIALTY EDUCATION IN COLLEGES AND UNIVERSITIES FROM A PSYCHOLOGICAL PERSPECTIVE

Xuemei Dong

*Faculty of Education, Sichuan Vocational and Technical College, Suining 629000, China*

**Background:** In an enterprise, financial accounting is an indispensable post. The working ability of relevant staff is related to the profit limit of the enterprise. Therefore, the teaching of financial accounting is very important. Financial accounting teaching is a compulsory course for finance majors, which plays an important role in finance-related majors such as accounting and financial management. The traditional teaching mode of the financial accounting course in colleges and universities is relatively backward and has many defects, which leads to students' inability to understand and remember some abstract and complex concepts, which is not conducive to students' learning. In the long run, students will have anxiety, and then have the psychology of weariness. Generally speaking, anxiety refers to people's emotional reaction to specific things in reality or the value characteristics of things that may happen in the future. Mild anxiety can help people better concentrate and energy, so as to improve work or learning efficiency. Long-term and excessive anxiety will lead to the impairment of students' physical function, the decline of mental health level, affect students' daily life and study, and have a negative impact on students' long-term development and the improvement of China's market economy. Based on the above contents, it is necessary to innovate and reform the traditional teaching mode of financial accounting courses in colleges and universities, so as to improve the teaching effect and alleviate students' anxiety.

Educational psychology is a branch of psychology. Its main research direction is the learning effect of students, the effect of teaching intervention, the teaching psychology of teachers and the social psychology of school organization under the educational situation. Educational psychology is to apply psychological theory to education, so as to improve teaching methods, improve students' learning enthusiasm, and help students solve various problems in the process of learning and growth. Based on educational psychology, this study analyzes the psychology of students majoring in financial accounting, and then puts forward strategies to innovate and reform the traditional teaching mode of financial accounting. The first is to construct the intelligent teaching mode of the financial accounting course in colleges and universities by combining multimedia technology and Internet technology. In the intelligent teaching mode, we should strengthen practical teaching, innovative teaching methods, actively promote school-enterprise cooperation and improve students' practical ability, optimize teaching resources, strengthen the cultivation of teachers' professional level. The innovation and reform of the traditional teaching mode of financial accounting course based on educational psychology and the construction of intelligent teaching mode combined with Internet technology can improve students' learning interest and enthusiasm and improve students' financial accounting scores, so as to output more high-quality accounting talents for the society and the market and make a contribution to the development of China's social economy.

**Objective:** The traditional teaching mode of the financial accounting course in colleges and universities is relatively backward, and there are many defects, such as relatively backward teaching resources, weak teachers and so on. Based on educational psychology, the research analyzes the psychology of students majoring in financial accounting, and constructs the intelligent teaching mode of the financial accounting course in colleges and universities in combination with multimedia technology and Internet technology, so as to improve students' learning interest and enthusiasm, improve students' financial accounting scores, and output more high-quality accounting talents for the society and the market.

**Research objects and methods:** Two classes of financial accounting specialty in a university were selected as the research objects, and the teaching effects of the two classes were evaluated by using the examination results of the two classes of financial accounting specialty courses.

**Research design:** One class (68 people) was used as the research group and the other class was used as the control group (70 people). Among them, the class of the research group adopts the intelligent teaching mode constructed by combining Internet technology for teaching, the control class adopts the traditional college financial accounting teaching mode. Three months later, compare the examination results of college financial accounting courses in the two classes.

**Methods:** The relevant data were processed and analyzed by software SPSS17.0.

**Results:** After teaching, the results of the college financial accounting examination of the students in the research group were significantly improved ( $P < 0.05$ ). And it was significantly higher than that of the control group ( $P < 0.05$ ). The results of the college financial accounting examination of the two groups of students are shown in Table 1.