

functional and artistic communication of modern calligraphy aesthetic design works, bring the people with cognitive impairment into the category of public aesthetics.

Objective: Starting from the people with cognitive impairment, this study helps the people with cognitive impairment recognize modern aesthetic works of art by establishing an auxiliary path for the cognitive impairment of modern calligraphy aesthetic design works, so as to achieve the mass aesthetic promotion without group difference.

Subjects and methods: This study uses the random forest algorithm to classify the cognitive impairment groups, and on this basis, measures the impact of different aesthetic cognitive intervention means on the cognitive impairment groups through the form of group intervention, so as to achieve the effect of establishing a special aesthetic cognitive assistance system for the cognitive impairment groups with different characteristics.

Study design: This study uses the random forest algorithm to classify the groups of cognitive impairment according to the main symptoms of cognitive impairment, classify them according to the symptoms of cognitive impairment such as visuospatial impairment, attention impairment and abstract cognitive impairment, and make a comparative analysis of multiple groups according to the groups.

Methods: This study preliminarily set the random forest algorithm code according to the characteristics of cognitive impairment, and the statistics and sorting of grouped data rely on Excel.

Results: The dimension analysis of cognitive impairment intervention is shown in Table 1.

Table 1. Analysis of intervention dimensions of cognitive impairment

Measurement index	Intervention factors		Interaction	
	<i>F</i>	<i>P</i>	<i>F</i>	<i>P</i>
Visuospatial impairment	11.26	0.00*	12.91	0.00*
Attention impairment	10.36	0.03*	11.21	0.00*
Impairment of language ability	2.51	0.12	2.43	0.79
Abstract cognitive impairment	9.26	0.02*	10.38	0.00*
Delayed recall impairment	1.63	0.22	2.06	0.92
Directional force damage	0.03	0.85	3.12	0.83
Executive damage	2.31	0.13	1.51	0.85

Note: "*" indicates $P < 0.05$, which is statistically significant.

As shown in Table 1, in the process of intervention, the P values of visual spatial ability impairment, attention impairment and abstract cognitive ability impairment in the process of intervention are all below 0.05, which is statistically significant, and the P values of these three elements in the process of interactive cognition between patients and calligraphy works of art are also below 0.05, which is statistically significant. Obviously, the aesthetic cognitive assistance for the three damage dimensions is more effective.

Conclusions: The current public aesthetic concept is aimed at normal cognitive groups, but there is a lack of relevant aesthetic cognitive guidance measures for cognitive impairment groups. This study makes an interactive and intervention analysis on the main cognitive ability dimensions of cognitive impairment patients. The results show that the impairment of visual spatial ability, attention and abstract cognitive ability have the greatest impact on the interaction process between cognitive impairment groups and calligraphy works of art. Therefore, aesthetic cognitive assistance should mainly start from these three impairments to help cognitive impairment patients occupy a place in aesthetic cognition and form a real public aesthetic promotion.

Acknowledgement: The research is supported by: 2020 National Social Science Fund Art Project "Research on engraving printing and the evolution of calligraphy in Tang and Song Dynasties from the perspective of media change" (No. 20bf079).

* * * * *

EDUCATIONAL DEVELOPMENT TREND AND TEACHING INNOVATION OF JOURNALISM AND COMMUNICATION SPECIALTY FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

Xin Zhou

Sichuan Film and Television University, Chengdu 610000, China

Background: Educational psychology originated in the early 20th century. In recent years, educational psychology is closely related to psychiatry, medicine, sociology, anthropology, education and other fields. The main research content of educational psychology is the basic psychological laws of education and teaching in education and teaching situations. Based on psychology, the research involves teaching design, educational technology, special education and classroom management. Educational psychology can improve the level of teachers, improve the quality of education and teaching, and promote the reform of education and teaching. As for research methods, the main research methods of educational psychology are quantitative methods and qualitative methods. The characteristics of educational psychology include teachers' characteristics, students' characteristics and teaching methods. Different from psychology, educational psychology focuses on the psychological laws of student groups, and evaluates whether students can learn knowledge and master corresponding skills under normal teaching conditions. The teaching subject of educational psychology theory is the workers engaged in education, and the purpose is to guide teachers to complete teaching work. The future research trend of educational psychology is learners' subjective initiative, the action mechanism in the learning process, the influence of situational environment on learning results, teaching mode and so on. The practical significance of this discipline is to assist teachers to complete the problems in teaching work, provide scientific and reasonable theoretical guidance for teachers' teaching work, and assist teachers to analyze in practical teaching work.

Under the background of the continuous maturity and development of educational psychology theory, the educational development of journalism and communication specialty is facing very severe challenges, which is mainly reflected in teaching methods, comprehensive ability and so on. The teaching mode of Journalism and communication specialty needs to constantly update the communication concept, reasonably allocate practice and theory, integrate discipline construction and enhance application ability. The innovation of teaching mode is reflected in the effective integration of the educational methods of journalism and communication specialty and other teaching methods, and the collaborative completion of the curriculum system. The curriculum content needs to take the professional knowledge of journalism and communication theory course as the main teaching content. From the perspective of media development, practitioners of journalism and communication major need to improve their comprehensive strength and make themselves high-level applied talents to adapt to the high speed of the industry. The discipline courses set up cover multiple fields, which will avoid students' passive acceptance of knowledge and promote the integration of theory and practice. The teaching of journalism and communication major attaches importance to students' enthusiasm to participate in learning and discussion, cultivate students' abilities in decision-making, leadership and analysis, enhance students' overall concept and sense of industry mission, and comprehensively improve the comprehensive professional ability of students majoring in journalism and communication electronic information.

Objective: This paper analyzes the educational development trend and teaching innovation of Journalism and communication specialty under educational psychology, and provides constructive suggestions for the improvement of teaching innovation theory of Journalism and communication specialty in colleges and universities.

Subjects and methods: The students majoring in journalism and communication in two schools are selected as the research object to evaluate the educational development of journalism and communication under educational psychology through K-means + clustering analysis algorithm. The number of students in each school is 100. The evaluation contents include updating communication concepts, reasonably allocating practice and theory, integrating discipline construction and enhancing application ability. The evaluation results are very satisfied, quite satisfied, satisfied, slightly satisfied and not very satisfied. In order to ensure the reliability of the results, the average value of the evaluation results of all research objects is taken as the final result.

Methods: Through JMPPro15 data statistical analysis software, this paper analyzes the educational development and teaching innovation results of Journalism and communication specialty under educational psychology.

Results: Table 1 refers to the educational development of Journalism and communication major in school P under educational psychology. It can be seen from Table 1 that there are obvious differences in the satisfaction of the four grades. Among them, freshmen majoring in journalism and communication have the highest satisfaction, with a value of 76.0%. This shows that after the introduction of teaching psychology, the educational development of Journalism and communication specialty can be generally recognized by students. In the future, this development model can be applied to the teaching reform of journalism and communication specialty in schools.

Conclusions: The education and teaching innovation scheme of Journalism and communication specialty combined with educational psychology proposed by the Institute has high satisfaction. The teaching of

Journalism and communication specialty needs to carry out an integrated and innovative teaching mode to maximize the effective integration of Journalism and communication specialty and teaching resources of other disciplines.

Table 1. The educational development of journalism and communication major in school P under educational psychology

Type	Very satisfied	General satisfaction	Satisfied	Dissatisfied	Very dissatisfied
Freshman	6	7	6	4	2
Sophomore	5	6	7	3	4
Junior	4	6	5	4	6
Senior	5	3	6	6	5

Acknowledgement: The research is supported by: Education Department of Sichuan Province. Project name: Research and practice on the course construction of TV integrated production based on cross fusion. Project number: JG2021-1488.

* * * * *

ANALYSIS OF PSYCHOLOGICAL FACTORS OF APOLOGY SPEECH ACT DISORDER IN ORAL ENGLISH

Li Yang

Nanjing University of Posts and Telecommunications, Nanjing 210023, China

Background: Behavioral disorder is the result of various psychological disorders. This result can be found through observation to observe whether individual behavior is abnormal. According to the symptoms, behavioral disorders can be divided into two types: psychomotor inhibition and psychomotor excitement. The autonomy and non-autonomy of individual behavior are judged according to whether they are controlled by will. Autonomous behavior accounts for the majority of individual behavior. Judging behavior according to whether it is learned or not can be divided into habitual behavior and instinctive behavior. The former can be formed through learning, while the latter is congenital and innate. Although instinctive behavior is innate, it will also be influenced by thoughts, such as people's eating behavior. Behavior disorder is the abnormality of these different behaviors. In the psychomotor excitement, the individual's actions will be extremely excited, and the behavioral actions will increase greatly. When this behavior is coordinated with thoughts and emotions, and the actions of various parts of the body are coordinated as a whole, this kind of behavioral excitement is called coordinated excitement, such as the individual's behavioral excitement in emotional excitement or irritability. In contrast, uncoordinated excitement is common in schizophrenia. Psychomotor inhibition shows that the individual's behavior and actions have been greatly reduced, which has affected the individual's daily life. This abnormality is morbid. For example, numbness indicates that the amount of behavior and actions has reached the point where it can no longer be reduced. The individual is silent and does not eat. The response to external stimuli is very slow, his eyes are absent, there is no expression, and even incontinence. In addition, it can also be realized as wax flexion, disobedience, loss of use and loss of writing. In depression, motor inhibition also includes compulsive action, stereotyped words and deeds, continuous speech, imitation of words and deeds, eccentric and childish behavior, movement disorder and speech disorder. The experience of continuous language repeats an action that needs to be done several times before continuing to do the next action. For example, when the doctor asks the patient's name, age and other simple personal information, the patient will repeat each answer many times, which is a symptom of organic psychosis. Patients with eccentric behavior will show strange opposites in behavior and expression, which is common in schizophrenia.

In English learning, due to various psychological obstacles, students will show slight abnormal behavior and awkward behavior. They will hesitate, repeat for many times, or rarely have oral communication in oral English expression. They have no expression in the face of oral English communication and are more exclusive, showing the slight behavioral disorder of oral English expression and communication. Among them, there is the speech act disorder of apology in oral English. There are many influencing factors, such as ability factors and psychological factors. In the psychological factors, including attitude problems, introverted personality, too nervous and so on. This paper analyzes the psychological factors of apology