

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

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

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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

speech act disorder in oral English, and puts forward some methods to overcome this kind of behavior disorder.

Objective: To analyze the specific manifestations of apology speech act disorder in oral English and study its influencing factors, especially the psychological factors affecting this behavior disorder. This paper discusses these psychological factors in detail, and gives the methods to overcome this behavior barrier. Through these methods, students can alleviate the speech behavior barrier of apology in oral English.

Subjects and methods: The research objects are college students. 270 college students with apology speech act disorder were randomly selected from three universities. These students come from different majors and have different personality characteristics. Understand their English learning situation, their views on oral English apology and other relevant information, apply the methods to overcome the apology speech act barriers to these students, and record the relevant data. Through fuzzy evaluation, the influence of overcoming apology speech act disorder on college students with apology speech act disorder is evaluated. Grade 0-4 is adopted. The score is positively correlated with the degree of influence. Excel software and SAS software are used to process and analyze the data.

Results: In college English learning, due to students' lack of ability and introversion, students have different degrees of apology speech act barriers in oral English. Analyze the influencing factors of the behavior disorder and put forward relevant solutions. Through the application of these methods, students' apology speech act disorder has been improved to some extent. The impact of self-psychological suggestion on freshmen's apology speech act disorder is scored as 4 points. The results are shown in Table 1.

Table 1. The influence of ways to overcome apology speech act barriers on college students with apology speech act barriers

Grade	Self-psychological suggestion	Reduce psychological stress	Teachers give encouragement
Freshman	4	4	3
Sophomore	3	4	3
Junior	4	3	4

Conclusions: In view of the apology speech act obstacles existing in college students' oral English, relevant solutions are put forward. Through the methods of students' self-psychological suggestion and teachers' encouragement, students' apology speech act barriers are gradually alleviated and their learning efficiency is improved to a certain extent.

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MATHEMATICS TEACHERS' VIEW OF MATHEMATICS AND MATHEMATICS EDUCATION UNDER THE BACKGROUND OF EDUCATIONAL PSYCHOLOGY

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Background: Educational psychology emphasizes the intervention of human learning and educational programs in the educational context, so as to improve the teaching level. In educational psychology, taking students' learning tasks as the background and psychology as the basis, this paper analyzes students' learning psychology, designs courses and optimizes teaching plans from students' learning levels. In psychological research, the function mechanism of educational psychology is considered to be psychology leading pedagogy. Some studies have proposed that psychology in educational psychology not only refers to the changes of students' psychological activities in the process of teaching, but also proposed that teachers' psychological changes in teaching are important factors affecting the development of teaching. Generally speaking, students' psychology is the key factor of teaching curriculum formulation, because curriculum formulation serves students' learning, but it is undeniable that the psychological changes brought by teachers' educational ideas also determine the direction of teaching plan formulation. From the perspective of teachers in educational psychology, teachers' psychological changes have a great impact on the teaching model. It can be predicted that teachers are affected by students' grades and school tasks in