

## A RATIONAL ANALYSIS OF THE SPIRITUAL AND MORAL ASPECTS OF APPLIED LINGUISTICS IN TEACHING

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**Background:** Applied Linguistics holds that people should rebuild the teaching system of language at the moral level and connect language with context and social ideal practice. In recent years, the application of Applied Linguistics in spiritual teaching has been expanding, which has effectively improved the practicability of language discipline. This paper mainly analyzes the orientation of Applied Linguistics in the teaching of moral society. This paper discusses its teaching application characteristics and curriculum evaluation system. Applied linguistics has two definitions: narrow and broad. In a narrow sense, this discipline mainly studies cross-cultural communication terms and language teaching, and mainly focuses on the interior of the language discipline. In a broad sense, applied linguistics has been fully applied in the fields of sociology, psychology, philosophy and logic, and has certain guiding significance for the design of professional terms in various disciplines. It covers a wide range of Applied Linguistics fields, such as the correction of grammatical errors, the application of basic vocabulary and other theoretical support disciplines. Applied linguistics is mainly used in linguistic fields related to communicative discourse errors, including lexicography and grammar. It solves the problem of expression when we apply syntactic theory to communication in our daily life. According to the relationship between linguistic theory and application, some scholars regard applied linguistics as "the method to solve grammatical problems" and "the standard to deal with the logical relationship between all sentences", and compare it with the set stage of various language expressions. Due to the vague use of some words, it is easy to cause misunderstanding in practical communication. Therefore, in language teaching, intermediary function is the teaching focus that can not be ignored.

**Objective:** For colleges and universities, students' learning and employment will have an important impact on the development of the school. Therefore, in language teaching, colleges and universities should not only pay attention to students' mastery of theoretical knowledge, but also pay attention to students' use of language. Applied linguistics is a commonly used theory in language teaching in Colleges and universities. It is also a secondary discipline of foreign languages and literature. It aims to cultivate talents engaged in foreign linguistics and applied linguistics. Its application in English teaching is effective and will be of great benefit to students' future development.

**Subjects and methods:** With the policy of one belt, one road, and the increasingly close international economic and cultural exchanges, people pay more attention to the practical application of foreign language in Chinese language teaching. This requires colleges and universities to truly make students useful from the perspective of students' major and combined with the needs of industry and social development.

**Results:** 1. Teachers should strengthen their professional knowledge and combine subject knowledge with mental. Han Yu said that "teachers preach, teach and dispel doubts". The function of teachers is to impart knowledge and solve students' doubts. A good teacher must do these two aspects properly. Imparting knowledge is like a peerless master in martial arts novels, sparing no effort to teach what he has learned all his life. Teachers, too, often inculcate us in the teaching process for fear of forgetting what important knowledge points. Good teachers will use their professional knowledge and experience to formulate a systematic teaching plan. In the teaching process, they will give full play to their professional knowledge in combination with teaching elements such as teaching content, teaching objects and teaching methods. "Dispelling doubts" is the further development of "preaching and teaching". After students initially understand what they have learned, there should be many related problems to be solved, and teachers need to know how to dispel doubts and teach? As the saying goes, "knowing yourself and the enemy is invincible in a hundred battles". Teachers should first understand what students don't understand in order to solve their doubts. This requires that teachers not only have the knowledge in textbooks, but also have relevant mental knowledge, timely grasp students' mental dynamics, grasp students' mental state, and let students better accept new knowledge, so as to "win a hundred battles". There are great differences between Chinese students and domestic students in thinking mode, learning methods and mental dynamics. It is urgent for teachers of Chinese as a foreign language to have professional knowledge and mental related knowledge.

2. Teachers should communicate deeply and fully stimulate students' interest in learning. We all know that "interest is the best teacher". If people are interested in a thing or something, the process is always difficult but beautiful, and the effect is always twice the result with half the effort. Therefore, to stimulate students' interest is to fully stimulate their subjective initiative, give full play to the positive

role of emotional factors, develop students' positive emotions and overcome negative emotions, so as to enable students to promote learning effect with a positive attitude. From the perspective of education and mental health, a student who comes to school to study, no matter who, wants to be concerned and praised by teachers in learning, life and spirit. Especially when students encounter difficulties and setbacks in these aspects, they hope that someone will understand and care about themselves. In the process of teaching practice, teachers should recognize this mental, make use of this mental to have a good relationship with students, strengthen communication, highlight students' subjectivity, and stimulate their interest in learning. I have deep experience in this aspect. At the undergraduate stage, I studied English major. I came to the school with good wishes and affirmed my learning ability. However, when they arrive at a new environment, they are very uncomfortable. In addition, when they find that many students in the class are very strong in knowledge reserve and learning ability, they unknowingly begin to deny themselves, have no confidence and show little performance. There are many people in the class and the teacher's energy is very limited. The more they don't show themselves, the less they can get the teacher's attention and recognition, inferiority complex will be more serious. At that time, I even began to be afraid of learning English. Of course, as expected, my grades were average. Later, he began to slowly summon up his courage, communicate with the teacher and talk about his difficulties in learning. The teacher also began to help and care about himself after class. He often asked questions and affirmed them in class; After class, he told me a lot of methods and skills, such as watching more original British and American films and listening to more music. Slowly, my interest in learning came up, and I was more and more willing to take the initiative to contact English, change from passive to active, and learn happily and efficiently. New foreign students, whether in the surrounding environment or the crowd, are very strange. It is easy to have a mental of trust and dependence on teachers. Teachers should seize this mental and express goodwill and concern to foreign students, so as to strengthen communication. In the process of teaching practice, teachers and students should deeply communicate and understand each other. Teachers should fully grasp the mental state of students in the learning process, step by step, appropriately adjust the teaching plan, and let students understand their own teaching arrangements and teaching tasks. Teachers should also understand students' views and suggestions on some problems in the teaching process. This can not only mobilize students' enthusiasm for the course, but also complete the teaching task well. Make students want to learn, love and learn, so that after class, interest drives the effect.

3. Teachers should teach according to people and cultivate students' good learning habits and self-confidence. International students are a complex group, including people from all over the world who come to China. There are great differences in race, class, age and so on. Their learning level, ability and habits must be very different. In order to face the whole, we must pay attention to these differences. For example, when foreign students first enter the school, the class examination is to find a suitable class for their next study according to the characteristics of students at this stage. This practice fully embodies the principle of teaching according to people, enables students to establish self-confidence, effectively eliminates the mental of some students who are tired of learning because of their poor foundation and can not catch up with the progress, and improves the overall teaching efficiency and effect of Chinese as a foreign language classroom. At the same time, in the process of designing corresponding teaching methods for students at different levels, teachers of Chinese as a foreign language have also improved their ability to control teaching materials and guide students. At the same time, teaching for different people should also be based on respecting students' personality and habits. Everyone has his own learning habits. Habits are not born. Good learning habits undoubtedly play a great role for foreign students in the process of Chinese learning. Learning Chinese requires not only learning certain pronunciation, vocabulary and grammar, but also practicing solid listening, speaking, reading and writing skills. It can also be said that the process of Chinese teaching, especially the process of foreign students learning Chinese, is the process of cultivating Chinese learning habits. On the basis of respecting students' good habits, teachers teach students according to their aptitude, which has cultivated students' self-confidence to a great extent and enabled students to give full play to their potential to a greater extent.

4. Teachers should give scientific guidance and improve students' learning ability. In the process of learning, students often encounter all kinds of problems. At this time, the guiding role of teachers is highlighted. Teacher guidance is not blind guidance or random guidance. It should be guided fully according to students' learning and mental characteristics, scientifically guide students, and actively use the relevant theories of education and mental health to help foreign students overcome various mental obstacles and mental fatigue, so as to scientifically and effectively arrange their own learning time and learning plan. Teach students to master the basic methods of each subject in the process of learning; Guide students to set up appropriate learning objectives according to their personal situation; Let students master new and more scientific learning methods while effectively learning subject knowledge; Let students learn to learn, learn to remember, learn to understand and learn strategies, so as to improve

students' learning ability. "Teaching fish is better than teaching fish". According to the students' learning and mental characteristics, give scientific guidance to enable students to give full play to their subjective initiative and greatly improve their learning ability. When foreign students in China just come into contact with Chinese, they will have a certain sense of strangeness, resulting in a certain exclusion of Chinese. Moreover, due to the lack of scientific methods for guidance, their entry may be very slow. At this time, a good teacher plays a great role. Some students may make learning methods wrong, some students may feel that Chinese is very mysterious and difficult to grasp, resulting in a sense of fear, and some students may always be very interested in Chinese, but they just don't know what learning skills they have, etc. "There are a thousand Hamlets in the heart of a thousand people". In the process of guidance, teachers must fully understand the mental points of each student and guide scientifically according to the relevant methods and theories of education and mental health. Only in this way can we find suitable methods and quickly improve our learning ability.

**Conclusions:** To cultivate high-quality language talents, we should start not only from the teaching content, but also from the teaching methods and teaching staff. High quality talents need not only basic literary and moral quality, but also social practice ability. Therefore, in the process of classroom teaching, teachers need to combine the moral theoretical knowledge of Applied Linguistics with practice to cultivate socialized talents, which is also the purpose of language teaching in our country. Of course, no matter what development model we adopt, we cannot ignore the basic principles based on China itself. On the basis of changing the teaching mode, we should better teach students Chinese knowledge and let students apply what they have learned. This is the ultimate goal of language teaching.

**Key words:** mental - education - language teaching

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## **ANALYSIS OF EMOTIONAL EXPRESSION OF COLOR MATCHING IN NATIONAL FASHION DESIGN BASED ON OPTIMISTIC AND POSITIVE PSYCHOLOGY**

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**Background:** In contemporary society, with the rapid development of economy, society, science and technology, people pay more and more attention to spiritual and cultural life, which is reflected in fashion design, that is, the position of emotional factors in fashion design is very important. Therefore, the psychological and aesthetic needs of consumers should be considered in fashion design. In fashion design, consumer psychology, aesthetics and other factors must be considered. On the other hand, fashion designers should invest rich emotional colors in their clothes. Emotion is a term in psychology, which refers to people's attitude and experience about whether objective things meet their own needs. At the same time, the general psychology course also believes that: "positive emotions and emotions are people's attitude experience of objective things, but optimistic positive emotions are more inclined to the attitude experience of personal basic needs and desires, while emotions are more inclined to the attitude experience of social needs and desires." In other words, emotion is people's subjective feeling and subjective experience. The emotional expression based on clothing is to express people's emotion through clothing to meet the needs of consumers.

**Objective:** Various studies show that the discipline of Chinese ethnic minority clothing color intersects with clothing science, color psychology, ethnic minority culture, aesthetics and other disciplines. The color culture of Chinese ethnic minority costumes reflects the aesthetics and cultural psychology of Chinese ethnic minorities. It is the carrier symbol of ethnic minority culture and fully shows the subtle relationship between ethnic minorities and nature. Today's society is changing with each passing day, and the continuous development and progress of society also promotes the development of ethnic minority dress color culture in China. Under the influence of multiculturalism, the modern dress color of Chinese ethnic minorities not only maintains the traditional color preference, but also meets people's actual functional needs, but also meets people's aesthetic spiritual needs, and pays more attention to people's