

AN EXPLORATORY RESEARCH ON ADVERTISING STRATEGY AND BRAND BUILDING BASED ON USER PSYCHOLOGICAL NEEDS ANALYSIS

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Background: With the constant intensification of market competition and the change of consumer's consumption concept, whether an enterprise can succeed in the market depends not only on products and services with excellent quality, but also on having well-known famous brands. A successful brand is the most powerful weapon and the most valuable asset for enterprises in the market competition. However, in today's increasingly fierce brand competition, there are still many people who are confused or misunderstood about what brand is, what are the basic elements of brand equity, and how to accumulate brand equity, so that they lose their rules in the process of marketing. At present, the "customer-oriented" thinking mode has been widely recognized, and the trend of brand research on consumer psychology in the process of communication has followed. This trend will definitely dominate the brand building, image packaging, advertising strategy formulation and business philosophy of many enterprises and businesses in the future. Psychological analysis of users in advertising and marketing is one of the supporting theories of brand building in recent years.

Subjects and methods: Based on the discussion of consumer psychology, especially consumer insight theory, and the concept and connotation of brand communication, this paper focuses on how to build an all-round brand communication process system. Combining the psychological model of users accepting online advertisements with the hierarchical effect model of online advertisements, the psychological stages of users that affect the effect of online advertisements are obtained. Based on the characteristics of each stage of users' psychology, this paper analyzes the problems that users encounter in each stage of psychology. This paper deeply analyzes the psychological mechanism and research methods of emotional factors in brand building, and puts forward the brand strategy of how to create emotional symbolic significance. So as to guide enterprises to make multi-media image packaging and advertising strategies, and clarify the importance of psychology related theories for effective brand building and communication.

Results: The growth process of brand is the development process of the relationship between brand and consumers. The degree of development of this relationship can be reflected in four aspects: brand awareness, brand association, brand reputation and brand loyalty. With its rich content, strong interactivity, accurate positioning to specific audience groups and low operating cost, Internet has quickly gained the favor of advertisers. However, with the spread of online advertisements on various websites, users become numb to online advertisements, and even actively avoid watching advertisements in the process of browsing websites.

Conclusions: Effective advertising can stimulate the relevant experiences and emotions of target consumers to realize the symbolic significance of the brand. The strategy of self-persuasion and self-imagination focuses on letting consumers imagine and own and experience the consumption process in an emotional way. A little increase in brand loyalty will lead to a substantial increase in brand profits. Therefore, improving brand loyalty is the most effective way for enterprises to achieve sustained profit growth. To create the association of symbolic interests of consumers, we should highlight the quality of enterprise services, and provide personalized products and special services for consumers to meet the psychological needs of different customers, so as to maintain the long-term good relationship between brands and customers and realize brand loyalty.

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EFFECTIVE COLLEGE ENGLISH TEACHING STRATEGIES BASED ON THE PERSPECTIVE OF PRACTICAL PSYCHOLOGY

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Background: Vocabulary is the foundation of language. Vocabulary teaching is the difficulty and focus of English teaching. The current situation of vocabulary teaching is problematic. Front-line teachers have their methods of conducting vocabulary teaching, which lacks systematicity and theory. The relationship between vocabulary learning and memory is particularly close. Cognitive psychology's research on the laws of memory and the results of the processing level theory can be used for reference.

Subjects and methods: The research objects are two liberal arts and art classes in the school's second grade. There are 59 students in Class A (35 boys and 24 girls). Fifty-seven students in class B (30 boys and 27 girls). There are no differences in the statistical data of the sample selected this time in terms of age and

teaching. We use Class A as the experimental class and Class B as the control class. The teaching methods of the experimental class are as follows: The article proposes an external vocabulary processing teaching method and a deep vocabulary processing teaching method. The shallow-level vocabulary processing teaching method refers to analyzing the pronunciation and spelling of words, fixed collocations, and blocks. We use words or phrases as unit vocabulary teaching methods. The specific methods include the combination of sound and shape, the idea of synonymy, the word-formation method, the English-English interpretation method, and the block method. The deep-level vocabulary processing teaching method has no fixed answers and fully exerts the psychological initiative of students. We regard sentences and context as unit vocabulary teaching methods. The content includes the grammar of reading aloud, syntax, task-based vocabulary teaching method, topic method, autonomous inquiry method, and situational method. Class B teaches following the usual teaching methods. Evaluate the results of this experiment through various tests and questionnaires.

Results: The difference between the experimental and control classes before the experiment is not very obvious. The significance based on the approximation method is $P=0.446>0.05$, so there is no statistical significance. It also shows no obvious difference between the two sets of data. It can also be seen from the average scores of the experimental class and the control class that the numbers of draws for these two groups are 76.3500 and 75.5256, respectively, and the difference between these two values is not big. This shows that the vocabulary difference between the control class and the experimental class before the experiment was not obvious. After the experiment, the rank and sum of ranks produced by the non-parametric tests between the control and experimental classes are very different. $P=0.000<0.01$ indicates a significant difference between the results of the experimental class and the control class.

Conclusions: After more than three months of vocabulary teaching experiments, the student's performance in the experimental class has been greatly improved. It can be concluded that the vocabulary teaching method based on memory psychology is effective and feasible. This research is just one aspect of vocabulary teaching. Our relatively short experiment on the connection between English vocabulary teaching and memory psychology. Therefore, it is impossible to know whether such teaching is stable and durable in promoting teachers, and the experiment is only for some students. It isn't easy to make a comprehensive summary. Therefore, this study needs further follow-up research verification.

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PSYCHOLOGICAL OBSTACLES AND COUNTERMEASURES OF COLLEGE STUDENTS' ENGLISH LEARNING BASED ON PSYCHOLINGUISTICS

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Background: In English teaching, facing the same teaching content, students' desire to speak English will be different. Some students will be eager to try and actively participate, but some students are unwilling or afraid to speak English. Learning English is both a cognitive process and a process of psychological change, and the result of cognition often depends on psychological change. At present, in college students' English learning, some students have many obstacles, such as inferiority complex, frustration psychology, practical psychology, coping psychology and so on. The influencing factors are superficial understanding of English learning, lack of confidence, inflexible methods and poor environment. There are many factors that affect English learning, but the main factor that affects learners' English learning is learners' own subjective factors. The main factors include learners' personal psychological factors and learners' own emotional factors. Aiming at the obstacles that affect the improvement of English level, psycholinguistic analysis has made a developmental research and summary on the basis of psycholinguistic theory and years of teaching practice.

Subjects and methods: With the development of psycholinguistics and English teaching research, more and more researches begin to focus on the study of learners. This paper discusses the psychological barriers of college students' English learning from the perspective of psycholinguistics, analyzes some emotional factors and their influences in the process of students' learning, and discusses how college English teachers optimize students' emotional and psychological state in teaching, so as to better promote English teaching. By investigating the existing learning strategies of college students, this paper analyzes the characteristics of college students' learning strategies and several main factors affecting their learning strategy choices, so as to enhance their awareness of strategy use and improve their English learning efficiency.

Results: There is a close relationship between learning and mental health. They are the basis, influence and promote each other. Common psychological barriers of college students in learning include: motivation conflict, cognitive barriers, attention barriers, psychological discomfort of taking exams and so on. The discussion of English learning strategies can broaden students' strategic vision, expand the range of strategies,