

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

Chengjun Yuan

Harbin University, Harbin 150086, China

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

the teaching process. Under the influence of students, teachers' psychology will show a fluctuating state. Under the teaching task of the school, teachers' psychological pressure will increase, which will affect the logic of teachers' teaching plan.

A number of studies show that in educational psychology, teachers' psychology is also the key factor affecting teaching quality. Especially in mathematics teaching, because mathematics is a highly logical subject, the requirements for teachers' professional knowledge and ability are more stringent. Mathematics teachers' view of mathematics is the basis for determining teachers' professional ability of mathematics. Mathematics view refers to teachers' mathematical literacy, and it is also an ideological concept that reflects teachers' ability to consider and deal with problems. After teachers have the corresponding view of mathematics, they need mathematics teachers to have the appropriate view of mathematics education. The view of mathematics education is quite different from the general view of education. British scholars divide the view of mathematics education into problem-solving view, Platonism view and instrumentalism view. In modern education, the view of mathematics education is divided into function view, learning view, teaching view, ability view and modern technology view. The educational results brought by different ideas in mathematics education are different. How to explore the change of teachers' educational view in mathematics education is the key to determine the teaching quality. Therefore, the research uses educational psychology as the theoretical basis to analyze the impact of the difference between mathematics teachers' mathematical view and mathematics educational view on the teaching quality, so as to provide theoretical reference for mathematics teaching.

Objective: This paper discusses the changes of psychological activities of mathematics teachers in teaching, investigates mathematics teachers' views on mathematics and mathematics education, discusses the differences between mathematics teachers' views on mathematics and mathematics education under the influence of educational psychology, and the influence of teachers' educational psychology on teachers' views on Mathematics and education.

Subjects and methods: 30 mathematics teachers were selected from 5 colleges and universities in a city, and 6 mathematics teachers were selected from each school. The correlation between mathematics teachers' view of mathematics education and multi-dimensional view of mathematics education is determined by investigating and analyzing the correlation between mathematics teachers' view of mathematics education. From the perspective of educational psychology, this paper analyzes the view of teachers' education, compares the impact of mathematics teachers' teaching on students' performance under different views of education, and analyzes the impact of educational psychology on teachers' psychology.

Results: The degree of influence is evaluated as no influence to significant influence according to 0-4. The teachers' teaching ideas under the influence of educational psychology are shown in Table 1. Table 1 shows that the abstract and theoretical nature of educational psychology has a significant impact on teachers' view of function, learning, teaching, ability and modern technology.

Table 1. The influence of psychology on education

Project	Functional view	Learning view	Approach	Ability view	Modern technology view
Abstraction	4	4	4	4	3
Theorization	4	3	4	3	4

Conclusions: As the main subject of science and engineering, mathematics teaching in college teaching has high requirements for teachers. Therefore, how to ensure that mathematics teachers have a strong view of mathematics and education in the teaching process is a problem that needs to be paid attention to in college teaching. From the perspective of educational psychology, this study explores teachers' views on mathematics and education from the perspective of education, and analyzes the impact of abstract and theoretical psychology in educational psychology on mathematics teachers' views on education. The results show that teachers' outlook on education is significantly affected by abstract and theoretical psychology, and under the influence of educational psychology, teachers' outlook on education has a significant impact on students, which is reflected in the changes of students' mathematics scores. In mathematics education in colleges and universities, exploring teachers' views on mathematics and education through educational psychology will help mathematics teachers improve their professional ability and students' comprehensive performance.

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RESEARCH ON PROFESSIONAL DEVELOPMENT OF VOCATIONAL EDUCATION TEACHERS AND CULTIVATION OF CRAFTSMAN SPIRIT FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

Xiaoyong Liu

Hunan Electrical College of Technology, Xiangtan 411101, China

Background: Educational psychology is a social psychology that studies human learning, the effect of educational intervention, teaching psychology and school organization in educational context. The focus of educational psychology is to apply the theory or research results of psychology to education. Educational psychology can be applied to designing courses, improving teaching methods, promoting learning motivation and helping students face various difficulties and challenges in the process of growth. Educational psychology pays attention to how students learn and develop, and pays special attention to students with special educational needs in practical work. Through the relationship with other disciplines, it is also helpful to understand educational psychology. First of all, educational psychology is based on psychology. The relationship between the two disciplines is like the relationship between medicine and biology, or engineering and physics. Then, from educational psychology, many special fields can be developed to study educational problems, including instructional design, educational technology, curriculum development, organizational learning, special education and classroom management. The theory of educational psychology helps to improve the professional ability of college teachers. Through the study of this theory, teachers can more clearly understand their professional knowledge structure, and then promote the study of professional knowledge and the development of the rationality of teaching practice. In the process of teaching, teachers should pay attention to the psychological quality of students, learn to transpose thinking, analyze students' psychology, learning situation and life needs through educational psychology, dredge students' psychological problems, and work out better solutions at the same time. Some studies have pointed out that teachers' behavior will be affected by their values, and their decision-making in the process of education will also be affected by teachers' learning and teaching views. As a "maternal intellectual resource for talent production and reproduction", vocational education teachers must practice the theme of craftsmanship spirit, improve teachers' professional quality, improve the training quality of industrial talents, and eliminate the structural contradiction of talent supply of vocational education accumulated for a long time.

Objective: Based on the perspective of teaching psychology, this study aims to prove the importance of vocational education teachers' professional development and craftsman spirit cultivation by cultivating vocational education teachers' professional development and craftsman spirit, and evaluating the teaching effect of teachers after training.

Subjects and methods: 20 teachers and 200 students in a university were selected as the survey objects. Before and after teacher training, a self-designed scale was used to evaluate the teaching effect of teachers.

Research design: This study adopts the self-designed teacher training strategy scale. The scale includes direct and indirect strategies, which are embodied in six sub strategies: memory, cognition, compensation, social interaction, emotion and metacognition. A total of 26 items constitutes the strategy and method of teacher training in colleges and universities. In the form of Likert 5-point scale, the score is 1-5 points. The higher the score, the more in line with the teacher's own situation. The internal consistency coefficient of the scale in this study is 0.868, indicating that it has very good reliability and institutional validity, and can be applied to measurement.

Methods: The relevant data were analyzed by Excel and SPSS20.0 software for calculation and statistics.

Results: The statistical results of product difference correlation coefficient between classroom psychological state factors and training strategy factors are shown in Table 1. The results show that there is a significant negative correlation between students' classroom psychological state and teachers' training strategies ($P < 0.01$), which reflects the close relationship between them. Among them, students' biggest psychological problems are tension and worry, so there is a significant negative correlation with teachers' training strategies ($P < 0.01$), while the correlation coefficients between other aspects and training strategies are relatively low.

Conclusions: To build the path of professional development of vocational education teachers from the perspective of craftsman spirit, we should reconstruct the belief and value system, strengthen the construction of culture and system based on the theory of educational psychology, improve the legal and