

INHERITANCE OF CHINESE EXCELLENT TRADITIONAL CULTURE AND INNOVATIVE PATH OF INTERNATIONAL COMMUNICATION UNDER LANGUAGE BARRIER

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Background: Language acquisition and processing has always been an important part of linguistics, cognitive psychology and genetic biology. Among them, language barrier is an important breakthrough in the study of brain neural mechanisms such as language acquisition, speech production and understanding. As an important expression tool, language needs can effectively reflect people's psychological status and emotional cognition. Individual language expression will be affected by educational level, language environment, thinking and cognitive differences and external stimuli, and have different expression mechanisms. The language habit and expression level can reflect the individual thinking mode and reaction ability to a certain extent. When the individual is stimulated by external objective factors, accidents or major psychological trauma, it will make the language expression difficult, and then produce language barriers. There is a certain correlation between language disorder and gene level. In addition to mental diseases such as cerebrovascular disease and autism, language disorder will be caused by language learning environment and external others' intervention. Language disorders include errors and dysarthria. Different degrees of language disorders have different therapeutic effects and performance mechanisms. Simple and mild language disorders can be treated by appropriate psychological intervention, but more serious psychological disorders need to seek the help of professional doctors and actively carry out medical treatment.

Chinese excellent traditional culture is a precious cultural heritage of our country. It is the crystallization of excellent achievements laid by history and has important cultural communication value. However, due to the influence of language habits and language environment, the dissemination and development of China's excellent traditional culture has received certain obstacles and restrictions, which makes it difficult to give full play to its unique value and cultural charm. At present, the effect of teaching Chinese as a foreign language in China is poor, the teaching schemes and means are lack of innovation and diversity, and the teaching content is lack of goal and pertinence, which makes most students have some difficulties in learning and understanding the formation mechanism and function form of Chinese, resulting in language barriers and psychological problems. The language barrier of Chinese learning is that learners are affected by psychological emotions such as shyness and fear, and have problems such as lack of confidence in learning content and poor normative expression, so that they are afraid or unable to use and express language. Language barriers will affect the individual's enthusiasm for learning language and the autonomy of self-expression. More serious language barriers will even make learners doubt and deny their self-ability and cognitive level, leading to negative emotions such as language anxiety and emotional conflict.

Objective: To study the relationship between language barriers and the transmission and development path of China's excellent traditional culture with the help of language psychology theory, help language learners find language learning tools, reduce their obstacle symptoms and negative emotions, and improve their self-confidence in language learning, so as to promote the innovation of language communication path and the alleviation of language barriers.

Subjects and methods: 200 foreign students with language barriers from 12 universities were selected by stratified cluster sampling. The subjects were from different majors, aged 18-25 years old. With the help of different Chinese teaching modes and language barrier related testing tools, the data of the subjects' language learning and the improvement of learning disabilities in the experiment are counted.

Method design: Firstly, collect the information about the language expression level and Chinese learning of the research object, and then improve the teaching based on the understanding of the current situation and problems of the original Chinese teaching classroom with the help of language psychology, so that its Chinese teaching model can better adapt to the psychological needs and psychological changes of language disabled learners. The subjects were randomly divided into teaching improvement group and original teaching group. The teaching improvement group adopted the Chinese classroom teaching mode improved by language psychology, while the original teaching group adopted the original Chinese classroom teaching mode. The experiment lasted for six weeks. After the experiment, the data on the improvement of language barriers before and after the experiment were collected and sorted out with the help of language barrier related evaluation scale and traditional culture test experiment. The traditional culture test experiment includes language learners' basic norms of Chinese word selection, the application of grammar habits and the relevant information about the learning of traditional culture works. The experimental data of the study were SPSS23.0 statistical analysis tools were used to analyze the difference and *P*-value test of the experimental data. The measurement data were expressed by (mean \pm standard value). The data between groups were compared by *t*-test. The difference was statistically significant when $P < 0.05$.

Results: The language learning ability of language learners is easily guided by the language environment and external intervention. Improving the Chinese teaching classroom with the help of language psychology, fully considering the psychological needs and learning habits of language disabled learners, and conducting targeted intervention and guidance can effectively reduce their obstacle symptoms and reduce the negative emotions of language learning to a great extent, it has accelerated the inheritance and international dissemination of China's excellent traditional culture. Table 1 shows the scores of language learning disabilities of the two groups before and after the experiment.

Table 1. The scores of language learning disabilities of the two groups before and after the experiment

Timing	Language learning disabilities score		<i>t</i>	<i>P</i>
	Teaching improvement group	Original teaching group		
Before	27.15±8.42	26.43±9.37	0.245	0.752
After	7.34±2.53	18.27±1.96	8.561	0.000
<i>t</i>	8.621	0.473	-	-
<i>P</i>	0.001	0.554	-	-

Conclusions: Language psychology reveals the law of the development, development and maturity of human language development with the help of the phenomena of feeling, cognition, and perception, which can effectively promote the dissemination of cultural language. To improve learners' language barriers, we should not only create an immersive language learning environment for them, but also grasp the law of their psychological activities, "suit the remedy to the case" in order to reduce their language learning difficulties and improve their negative emotions and psychological problems. With the help of language psychology, this study improves the classroom of learning Chinese as a foreign language and cultural communication in China. The results show that the improved teaching model can effectively improve learners' enthusiasm and initiative to participate in learning. Therefore, in the process of language and cultural communication in the future, educators should grasp the law of language development and actively explore new ways of cultural communication.

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THE INFLUENCE OF THE COMPARISON AND INNOVATION OF THE TRAINING METHODS OF TRAFFIC MANAGEMENT TALENTS ON THE POSITIVE PSYCHOLOGY OF COLLEGE STUDENTS

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Background: Positive psychology is a kind of psychology, which is different from negative psychology. This psychology studies the vitality and virtue of ordinary people, focusing on the positive role of positive psychological quality in different fields, including education, management and so on. In positive psychology, we will use scientific methods to guide the individual's positive psychological quality, correct the individual's negative views, and turn their attention to the positive level of things. Using the knowledge of positive psychology, let negative individuals alleviate negative emotions and gradually become positive under the stimulation of positive things. In the face of the next problem, they will choose to face it bravely and actively find solutions to the problem, rather than flinch when they encounter a problem and want to escape. They have a mentality of exclusion and fear of difficulties for problems and troubles, resulting in the problem not only not being solved, but becoming more serious. This shows the importance of cultivating college students' positive psychology. Positive psychology is conducive to individual problem-solving, will improve the efficiency of problem-solving, and will promote the cultivation of individual positive psychological quality. In addition, this positive psychology will also infect others. It plays a positive role in learning, education and teaching. Positive psychology is conducive to the good development of college students' learning, improve the quality of teachers' teaching, and enable students to obtain better learning results in the enthusiastic and serious course teaching of teachers.

At present, there are two ways to train public security traffic management talents, namely academic education and vocational education. These two educational methods have their own advantages and disadvantages, and there are some problems. By analyzing the advantages and disadvantages of the two