

Table 1. Explanation of each evaluation result item of SCL-90 symptom self-rating scale.

Result item	Interpretation of results
Total symptom index	Reflect the overall mental health of highway employees
Number of positive items	Reflect how many items of expressway employees feel “symptomatic”
Number of negative items	Reflect how many items of expressway employees feel “asymptomatic”
Positive symptoms are evenly divided	What is the degree of “symptomatic” items felt by highway employees
All factors are equally divided	Reflect the mental health of highway employees in 10 aspects

Table 2. Reference norm of SCL-90 symptom self-rating scale.

Factor item	Norm	Factor item	Norm
Somatization	1.37±0.48	Fear	1.23±0.41
Obsessive-compulsive symptoms	1.62±0.58	Paranoid	1.43±0.57
Interpersonal sensitivity	1.65±0.51	Neuropathic	1.29±0.42
Depression	1.50±0.59	Total score	129.96±38.76
Anxiety	1.39±0.43	Total average score	1.44±0.43
Hostility	1.48±0.56	Symptoms are evenly divided	2.60±0.59

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APPLICATION OF COGNITIVE PSYCHOLOGY IN ENGLISH TRANSLATION TEACHING

Xiaofeng Yang, Ting Yuan, Hui Guan & Yinwen Chen

College of Language and Culture, Northwest A&F University, Yangling 712100, China

Background: Cognitive psychology is a subject arising from the activity process of studying human psychological phenomena. However, the development of cognitive psychology has experienced a long process. There are various problems in previous psychology, which is difficult to solve the complex cognitive psychological activities in human mind. However, the research of human cognitive psychology can just solve some problems caused by cognitive activities. Therefore, the development of a new psychology is the general trend. In this situation and demand, cognitive psychology came into being. The main research object of cognitive psychology is the cognitive process of internal psychology, such as perception, memory, language and thinking expansion.

Many scholars combine this psychology with practical teaching application. Its main purpose is to innovate teachers’ teaching skills and educational ideas. While teachers obtain the transformation of teaching ideas and the improvement of professional ability, they will also play a vital role in the cultivation of students’ English translation ability and the improvement of students’ overall quality. The significance of the application of cognitive psychology in English translation teaching will also be fully reflected. His thoughts, viewpoints and theories in the field of education and teaching also have a very important enlightenment to the reform of College English translation teaching.

This paper analyzes the application of cognitive psychology in English translation teaching. To understand the influence of the combination of the two on teaching and the promotion of the teaching concept of cognitive psychology on the teaching mode, teaching methods and means of College English translation, which has guiding significance for the theory and practice of teaching effect evaluation and teaching management.

Subjects and methods: This paper mainly takes the teachers and students of a university as the research object, and analyzes the feedback of teachers and students by combining the method of actual case analysis. Through the reflection and analysis of the case, the results are summarized, and other influencing factors are ignored. It makes the theory of the combination of cognitive psychology and English translation teaching more convincing.

Study design: This paper mainly analyzes the case of freshman teachers and students in Colleges and universities.

(1) Teaching content

This course selects the first section of Freshman English translation “what does the University expect

you to do?” as the research content. This course is mainly to put forward their own views and expectations for freshmen who have just entered the University. Students can understand it in combination with the mood at the moment, fully grasp the law and learn to use it flexibly.

(2) Teaching objectives

Let students treat the English translation course from a subjective point of view and be interested in the course content;

Have a preliminary understanding of English translation course from the psychological aspect, and guide their own exploration direction;

Flexible use, deepen students’ strong cognitive thinking and improve their innovation ability.

(3) Teaching preparation

Textbooks, teaching programs and space for students to play freely

(4) Teaching focus

Make use of cognitive psychology to grasp the English translation course and use it freely.

(5) Teaching difficulties

Students’ autonomy needs to be mobilized, and teachers need to make in-depth observation of students.

Methods of statistical analysis: “I’m glad to meet you for the first time.” the English teacher wrote these seven big words on the blackboard, followed by English: “nice to meet you”. The students are in good condition in class and answer the teacher in English: “nice to meet you, too”. The next step is to let students introduce themselves in Chinese and English to improve the understanding between teachers and students.

After the self-introduction, the teacher will introduce the precautions in class and the general content of the textbook. Officially enter the course theme “what does the University expect you to do?”

According to this theme, the teacher did not directly translate books, but first let the students give free play to their imagination, carry out English translation around this theme in combination with their own actual situation, and invite each student to give a speech on the podium. Through this form, we can deepen students’ impression, make the classroom livelier and students more interested.

In the process of textbook English translation, the teacher interprets the article translation in the form of questions.

Such as: what aspects does the article elaborate on college life? Is college life based on learning or practice? What is the difference between college life and junior and senior high school learning?

The form of answer is chosen by students themselves. They can choose to ask questions and answer each other at the same table, or write them down in the form of report to the teacher, or courageous students can answer directly on the podium. The form selected by the above students reflects the psychological aspects of students.

According to the above case analysis, a random survey was conducted among the college students to further understand their views on the application of cognitive psychology in Chinese-English translation teaching, and the following data were obtained.

Table 1. Analysis of survey proportion of college students.

Answer problem	Yes/%	No/%	Invalid answer/%
Is cognitive psychology important?	67	23	10
Do you accept the teaching method of integrated psychology?	74	11	15
Is cognitive psychology helpful to Chinese-English translation courses?	71	15	14

Results: On the basis of practical research, this paper shows how to apply the concept and thought based on cognitive psychology to guide teaching in practical teaching practice with the above practical teaching case “what does the University expect you to do?” and other related teaching design, case analysis and reflection. The demonstration of the case provides important ideas and problem-solving methods for how to better practice the application of cognitive psychology to English translation teaching. Combined with the analysis of College Students’ views, this paper reflects the importance of cognitive psychology in the application of Chinese-English translation teaching.

Conclusions: English translation course itself is a process of in-depth language learning. Teachers must take the cognitive law in students’ minds as the premise. Create external conditions that can arouse students’ efforts to engage in psychological activities such as thinking, memory and learning desire. Stimulate their thinking flexibility and independent interaction, and improve students’ enthusiasm to participate in interaction; So that they can feel fun in the activities of using language for communication, which can greatly stimulate students’ enthusiasm, give full play to their initiative and creativity, and improve the quality of English teaching.

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SELF-REGULATION OF PHYSICAL EXERCISE ON MENTAL STATUS OF PATIENTS WITH DEPRESSION

Lei Zhang

College of Physical Education, Baoji University of Arts and Sciences, Baoji 721013, China

Background: According to the survey, more than 40 million people in China have suffered from depression. The traditional treatment of depression mainly includes drug therapy and psychotherapy. With the progress of science and technology, there are various physical therapy methods such as improved electroconvulsive therapy and repeated transcranial magnetic stimulation. Because the above treatment methods are usually expensive, time-consuming and laborious, many people do not get timely and effective treatment. In addition, because people often regard depression as a manifestation of mental abnormality, most patients with depression refuse to admit that they are patients with mental illness and refuse to see a doctor. The high treatment cost of psychological, physical therapy and some drug treatment often makes the middle and low-class patients with depression afraid, and the various side effects or sequelae of cheap drug treatment make them hard to say, resulting in some patients receiving treatment with unsatisfactory effect or giving up treatment directly. Therefore, it is of great value to explore a treatment that can be applied to the vast majority of patients with depression. Physical exercise to alleviate depressive symptoms is an important part of the psychological benefits of exercise. However, previous studies have adopted inconsistent methods, and the exercise intervention items, time and intensity are also different.

Subjects and methods: The object of this study is the psychological path that sports promote the development of teenagers' mental health quality. The subjects are young students.

Study design: By means of data investigation, this paper constructs a psychological path for sports to promote the development of teenagers' mental health quality.

Methods of statistical analysis: Using the methods of literature and logical analysis, this paper explores the relationship between physical exercise and depression. As a direct means to promote health, physical exercise is an effective way to prevent, slow down and treat depression.

Results: 120 college students with moderate and mild depression were randomly divided into experimental group and control group. The experimental group was divided into antagonistic sports group and non-antagonistic sports group, with 40 people in each group; The depression level and exercise volume of 40 people in the control group were measured before the experiment and 3 months after the experiment. 120 questionnaires were distributed before and after the experiment, and 104 valid questionnaires were obtained after 3 months (39 in the control group, 34 in the antagonistic sports group and 31 in the non-antagonistic Sports Group), with an effective rate of 86%. Due to the loss of subjects, major changes and other reasons, 16 questionnaires were invalid. The composition of the subjects is shown in Table 1.

Table 1. Background information of subjects in this study (person).

Grade freshman	Gender		Place of origin		Major			Only child		Total
	Male	Female	Town	Countryside	Literature and history	Science and Engineering	Pharmacy	Yes	No	
Sophomore	11	19	10	20	4	6	20	6	24	30
Junior	12	30	16	26	2	20	20	8	34	42
Senior	4	24	8	20	2	15	11	7	21	28
Total	1	3	3	1	0	0	4	3	1	4
Grade	28	78	37	76	8	41	55	24	80	104

The results of intervention effect of physical exercise on depressed college students are shown in Table 2. The one-way ANOVA showed that there was no significant difference in the depression level of the three groups before the experiment. The depression level of the subjects belonged to mild and moderate levels (the total SDS score of the control group was 50.71 ± 5.68 , the total SDS score of the experimental group was