

52.09±9.31, and the total 2sds score of the experimental group was 50.35±7.72), and the depression level was in the same state before the experiment.

After 12 weeks of physical exercise, the results of repeated measurement analysis of variance showed that the intra group time course factors had a significant effect on the changes of SDS total score, psychoaffective disorder, somatic disorder, psychomotor disorder and depression ($P < 0.05$); The interaction between sports intervention means and time course factors was significant ($P < 0.05$); At the same time, the results of analysis of variance of inter group effects showed that sports intervention had significant differences in the changes of SDS total score, psychoaffective state, somatic disorder, psychomotor disorder and psychological disorder of depression among the three groups ($P < 0.05$). Further through post hoc comparison, it was found that the total score of SDS, psycho affective state, somatic disorder Compared with the control group, psychomotor disorder and depression decreased significantly ($P < 0.05$), and the degree of decrease in experimental group 1 was more obvious than that in experimental group 2 ($P < 0.05$).

Table 2. Analysis of variance of repeated measurement of depression level in different groups before and after the experiment $\bar{X} \pm SD$.

	Control group		Experimental group 1		Experimental group 2		<i>P</i>
	Before experiment	After test	Before experiment	After test	Before experiment	After test	
SDS	50.71 ± 5.68	49.01 ± 2.91	52.09 ± 9.31	30.25 ± 5.16	50.35 ± 7.72	34.21 ± 4.46	<0.05
A	4.66 ± 1.26	4.92 ± 1.26	4.29 ± 1.46	2.22 ± 0.49	4.55 ± 1.13	2.88 ± 1.01	<0.05
B	19.02 ± 2.76	18.10 ± 2.07	19.41 ± 5.42	11.87 ± 2.22	18.71 ± 4.81	13.29 ± 2.50	<0.05
C	5.58 ± 0.88	5.30 ± 1.19	5.51 ± 1.41	3.01 ± 1.36	5.20 ± 1.12	3.58 ± 1.37	<0.05
D	21.43 ± 3.06	17.79 ± 2.36	22.87 ± 3.93	11.48 ± 2.71	21.88 ± 3.37	12.73 ± 2.8	<0.05

Conclusions: The danger of depression has quietly approached each of us, and its harm is obvious to all. Based on the literature at home and abroad, it is found that physical exercise can prevent, slow down and treat depression. Therefore, it can be said that actively participating in physical exercise can not only promote physical health, but also protect human mental health. People with depression or who have developed depression should choose their favorite physical exercise items and keep physical exercise 3-5 times a week for 40 - 90min each time. Future research should explore the interaction between physical exercise and other health resources (such as psychological resilience, self-esteem, subjective well-being, social support, etc.) to inhibit depression, so as to make physical exercise play a better effect.

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INNOVATION OF CHINESE-ENGLISH TRANSLATION TEACHING MODEL FROM THE PERSPECTIVE OF PSYCHOLOGY

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Background: When carrying out the Chinese-English translation teaching model from the perspective of psychology, we need to focus on students' psychological and learning needs to improve students' interest in English. Facts have proved that the environment has a great impact on students' learning behavior. Creating a positive learning environment and teaching atmosphere will help to improve students' desire for active exploration of English. In recent years, with the vigorous development of education in China, although the teaching of Chinese-English translation has been deepened, there are still many problems, such as poor students' overall English foundation, unclear English learning objectives and lack of confidence in English learning; The Chinese English translation curriculum system is imperfect, the teaching mode and teaching method are single, the teaching content is monotonous, the teaching task is heavy, the teaching resources are short, and the teachers' self-efficacy is low. The research from the perspective of psychology sublimates a new theoretical basis through the combination of marginal disciplines, which is expected to become a breakthrough in the study of Chinese-English translation, form a new translation theoretical system, and raise the specific translation skills to the height of theory. Based on students' development, cultivate

positive personality, and make innovative research on the teaching model of Chinese-English translation. In order to meet the needs of the development of the situation, we must adjust and improve the teaching mode of Chinese-English translation, innovate ideas, establish students' confidence in learning Chinese-English translation and improve the practical application ability of Chinese-English translation.

This paper studies the process of Chinese-English translation from the perspective of psychology, tries to make up for the lack of too abstract research at the philosophical level and too specific research at the linguistic level, and tries to build a new theoretical system of Chinese-English translation teaching.

Subjects and methods: This paper mainly takes college students in a university in Shanghai as the research object to explore college students' suggestions and views on the innovation of Chinese-English translation teaching model. Literature research and interview were used to explore. This paper focuses on the interview of some teachers and students on College Chinese-English translation teaching.

Study design: This study focuses on the current Chinese-English translation teaching model for most college teachers and students in Shanghai, and randomly selects college teachers and college students as the objects of interview. Structural interview aims to analyze the current situation and existing problems of College English translation teaching through the interview outline prepared in advance, and then analyze what factors affect the quality of College English translation teaching.

Methods of statistical analysis: The interview is divided into teacher interview and student interview. This study randomly selected 100 teachers engaged in College English Teaching for interview. The content of the interview is mainly to understand the teachers' views and suggestions on the teaching model of Chinese-English translation, and conduct the interview from the aspects of teaching content, teaching methods, student foundation and student attitude. In order to quickly enter the interview state, the interview questions need to be displayed in advance and recorded in the interview process. The results of the interview were statistically analyzed.

Results: The following table data are obtained from the teacher interview.

Table 1. Teacher interview results.

Interview content	Total number of visitors	Number of teachers	Proportion/%
content of courses	100	19	19
Teaching methods		34	34
Student foundation		26	26
Student attitude		21	21

Through interviews with 100 teachers and analysis of the influence of the above aspects on Chinese-English translation, teachers attribute most of the reasons to teaching methods. Based on the analysis of the above views from the perspective of psychology, colleges and universities should improve teaching methods, improve the evaluation system of Chinese-English translation teaching, and carry out comprehensive and objective evaluation of students, so as to find the existing problems and make students full of confidence. Encourage and praise the students who have made great progress, be patient with the students who have problems, pay attention to the tone, don't be too harsh, and don't attack the students' self-esteem. It helps to improve the innovative development of teaching mode.

According to the above interview contents, 100 college students were also interviewed, and the interview results are roughly the same as the above analysis. This further shows that the improvement of teaching methods is the key to educational innovation.

Conclusions: The innovative model of Chinese-English translation teaching in colleges and universities needs to establish the psychological concept of teacher oriented and incentive evaluation, pay more attention to process evaluation and developmental evaluation, establish an evaluation system combining formative evaluation and summative evaluation, and use polar psychology to improve the reform efficiency and teaching quality.

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