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		19	19
Teaching methods	100	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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AN ANALYSIS OF THE APPLICATION STATUS OF HUMANISTIC PSYCHOLOGY IN

COLLEGE ENGLISH EDUCATION

Yong Lian & Haibo Song

Department of Foreign Language and Tourism, Hebei Petroleum University of Technology, Chengde 067000, China

Background: With the vigorous development of my country's education, a large number of outstanding talents have been delivered to the society. Under the current globalization background, the competition of various countries in the world has gradually turned into the soft power of talents, which puts forward higher requirements for my country's education. English is an indispensable subject in our country's curriculum system, and at the same time as the universal language of the world, it is particularly important to learn English well and cultivate a group of higher-quality English talents. Through long-term practical research, teachers realized that in addition to in-depth study of the content of textbooks in English teaching, the content of humanistic psychology should also be used. It can be said that in the context of the current era, the integration of English teaching and humanistic psychology has become a general trend. While imparting English knowledge, more attention should be paid to the analysis of students' psychological activities and targeted teaching activities to improve teaching effectiveness. From this point of view, it is very necessary to strengthen the application of humanistic psychology in English teaching, and it has certain reference value for subsequent theoretical research and practical work. Therefore, this article mainly analyzes the application of humanistic psychology in English teaching, combined with the actual situation, objectively expounds the importance of the application of humanistic psychology.

Subjects and methods: Taking the freshman and sophomore students of a university as the research object, a total of 100 students were selected and divided into two groups, one was the experimental group with 50 people, and the other was the control group with 50 people. For the experimental group, add humanistic psychology related content to the English teaching, and then for the control group, the traditional teaching mode was carried out for one month of teaching, and the teaching effects of the two groups were compared.

Study design: Taking unit 7 "emergency" in Volume 1 of the new comprehensive course of College English as an example, in addition to the emergencies introduced in the text, teachers can also teach students the names of emergencies and their related common expressions, such as describing a traffic accident. In this task activity, some students talked about their own traffic accidents, and the tragic description shocked more students; Some students described their grief of losing friends and relatives in traffic accidents, which also gave all students a new understanding of life and life; Other students talked about many floods in China and the spirit of unity and cooperation among people embodied in natural disasters. In addition, the teacher designed 15 ~ 20 multiple-choice questions, which involve the safety knowledge that should be possessed when dealing with various emergencies and disasters. The specific rules of student activities are: Group answering; Each group of respondents must rotate; One point for each question, plus points for correct answer and minus points for wrong answer; If the group that has the right to answer the question cannot give the answer within 3 seconds, the other group can answer the question again, and the wrong question can also be answered again. These activities stimulate students' learning motivation and interest, guide students to study independently and achieve good learning results.

Methods of statistical analysis: Obtain the average scores of students in listening, speaking, reading and writing, and then use SPSS22.0 to analyze the difference between the result data and get the teaching effect of the experimental group and the control group.

Results: Table 1 shows the comparison results of the teaching effect between the experimental group and the control group after one month of testing.

Table 1. Comparison of the teaching effect between the experimental group and the control group.

Comparison index	Test group	Control group	*P* test
Hear	87.5	79.2	0.034
Say	73.3	69.3	0.040
Read	78.1	73.0	0.035
Write	90.1	82.3	0.039

Analysis of Table 1 shows that $P < 0.05$ indicates that the teaching effect of the experimental group and the control group is significantly different, which is statistically significant. It can be seen that the introduction of humanistic psychology into college English teaching is helpful to improve students' English learning effect. The learning results of students in the experimental group in listening, speaking, reading and writing are better than those in the control group, indicating that humanistic psychology is conducive

to improving the effect of English teaching. Humanistic psychology theory has a good theoretical guiding role for English teachers' teaching practice. As teachers, they should have this knowledge, so as to make English classroom teaching more effective, give full play to students' learning ability and promote students' learning.

Conclusions: Humanistic psychologists advocate the learner centered position. Teachers stimulate students' interest in learning through reasonable teaching methods, help students develop good learning habits, and improve their logical thinking ability, problem discovery, problem analysis and problem-solving ability through continuous analysis, induction and summary. At the same time, students' learning behavior is positive and meaningful, integrate new and old knowledge, and constantly improve learners' knowledge structure. Whether students can learn new knowledge is affected by the interaction of old and new knowledge, which not only obtains significance in the process of learning new knowledge, but also obtains new significance after the repair of old knowledge. This reason is widely used in the current English reading teaching because of its unique advantages. Mastering the rules of article structure plays a very important role in cultivating students' English learning ability.

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THE IDEOLOGICAL IMPACT IN MODERN AND CONTEMPORARY CHINESE LITERATURE FROM THE PERSPECTIVE OF SOCIAL PSYCHOLOGY-TAKING "ONE MAN'S WAR" AS AN EXAMPLE

Kuifen Zeng

School of Culture and Media, Zhanjiang University of Science and Technology, Zhanjiang, 524000, China

Background: The relationship between literature and psychology has a long history. In the course of history, they have penetrated and developed with each other. As Franklin said: "The history of literature, in its deepest sense, is a kind of psychology, which studies the human soul and is the history of the soul." Because no matter which country's literary works, novels or dramas are depictions of people, they express people's thoughts and feelings, thus revealing the true conditions of people's hearts at a certain historical stage. The influence of psychology on literature is self-evident, which includes both literary works and writers' creation, as well as literary criticism and literary theory. Especially in the 20th century, literature has shown a trend of "innerization", and various literary criticisms and theoretical winds are surging. Since the reform and opening up, the impact of Western culture on our traditional culture has become a reality. Any huge changes in reality will be reflected in people's psychology, and this psychology will in turn affect reality. Social psychology theory is a theory developed after many years of vicissitudes. Its influence is extremely far-reaching both in the West and in China. It is constantly infiltrating and influencing from the field of psychology to other fields, such as philosophy, religion, literature, etc. In the field of literature, the analysis of social psychology mainly exerts influence from two aspects: one is the influence on literary creation, and the other is the influence on literary criticism. Against the above background, this article aims to explain the development status of modern and contemporary Chinese literature from the perspective of social psychology.

Subjects and methods: Although there are many branches of psychology, social psychology is the closest branch to literature. One of the reasons is that social psychology explains its various psychological theories through a large number of literary works. Under this influence, some pure literary critics begin to use some new psychological theories to explain literary works. Therefore, this article takes "One Man's War" as an example to analyze the ideological impact in Chinese modern and contemporary literature from the perspective of social psychology.

Study design: Twenty subjects were selected for literary appreciation of "One Man's War", among them, 10 people were divided into two groups, one was the experimental group, and the other was the control group. The subjects in the experimental group penetrated the content of social psychology in the work appreciation, while the control group did not involve the content of social psychology. By analyzing the appreciative results of the two groups of subjects, the impact of social psychology's thoughts can be obtained.

Methods of statistical analysis: Use MATLAB software to sort and analyze the test results to ensure the validity of the results.

Results: The comparison results between the experimental group and the control group are shown in Table 1.