

appear not concise enough. Then you need to delete translation and reduce translation in translation to remove some unnecessary words in Chinese. For example, the words “comprehensive, systematic, careful and complete” in “comprehensive and systematic investigation, careful selection, sorting and complete preservation of Li traditional cultural heritage in Li River Basin in 2003” can be deleted as appropriate. Investigated, selected, sorted and preserved the traditional cultural heritage of the Li nationality.

(3) Transformation. Transforming translation strategy is also a common strategy in the process of translation. Transformational translation is a translation method that requires us to transform the existing meaning of the original text into similar content that can be more empathized and easier to understand by foreign readers in the process of translation. Such as the translation method of “Huang Daopo” in foreign publicity translation. In the original material, “more than 700 years ago, Huang Daopo, who has been handed down from generation to generation, traveled all over the world and learned cotton textile skills from the Li Nationality in Yazhou, Hainan”. So how to reflect the famous of Huang Daopo and how to let foreign tourists know about Huang Daopo? We can translate Huang Daopo (1245-1330), a noted lady in a fold legend in English materials, who makes brilliant contributions to the development of Chinese traditional handcraft cotton textile production.

Results: (1) Use the Internet and mobile social media. In the 21st century with the rapid development of the Internet, we should make full use of the advantages of the Internet and mobile social media to improve the public’s attention to intangible cultural heritage and expand the popularity of intangible cultural heritage culture. For example, use the short video platform to shoot publicity micro films, so that more people can imperceptibly understand the intangible cultural heritage culture. In addition, a special Chinese foreign comparison section is set up on the intangible cultural heritage website of Hainan Province, and convenient access to this website is provided in tourist attractions.

(2) Combine school education with intangible cultural heritage inheritance. Firstly, relying on the foreign language major in colleges and universities, we should cultivate special translation talents, add learning subjects related to intangible cultural heritage inheritance, and cultivate the professional quality of future intangible cultural heritage translators. At the same time, the existing translators of intangible cultural heritage should actively devote themselves to the work of intangible cultural heritage and carry forward the spirit of studying and practicing. Universities can also regularly invite existing intangible cultural heritage translators to hold relevant lectures to share experiences and exchange experiences.

(3) The government plays a leading role. Culture is a force to promote development. The government should pay full attention to its function of developing cultural undertakings, guide the whole society to pay attention to the development of intangible cultural heritage through formulating various guidelines and policies, literature and art, radio, film and television, press and publication, and provide financial support for the research of relevant projects to ensure the smooth progress of the work.

(4) Improve the awareness of cross-cultural communication. In the translation of intangible cultural heritage publicity, we should first establish the awareness of equality and respect. Every culture, regardless of its advantages and disadvantages, enjoys equal status. We should not worship or discriminate against other cultures because of economic gap. As a bridge connecting the development of China and foreign countries, the translation method of intangible cultural heritage publicity translation needs to be flexible, which requires intangible cultural heritage translators to actively contact the cultures of other countries, compare the differences, and translate texts that can fully express the profound connotation of China’s intangible cultural heritage culture and do not conflict with the cultures of overseas countries.

Conclusions: To sum up, from the perspective of Skopos theory, the study of publicity translation strategies of Hainan intangible cultural heritage should follow the three principles of Skopos translation. In the process of translation, appropriate translation strategies should be selected to add, subtract and transform the original text. Strengthen Hainan’s cultural self-confidence and improve Hainan’s cultural soft power, so as to enable foreign friends to more fully and comprehensively understand the cultural connotation of Hainan’s intangible cultural heritage, help the establishment of a good cultural image of Hainan Province, and make it a beautiful famous film in Hainan Province.

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THE CULTIVATION OF “TRIPLE IDENTITY” PSYCHOLOGY OF COLLEGE STUDENTS’ PATRIOTISM EDUCATION IN THE NEW ERA

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Background: It is a long-term strategic task for the ideological and political work of colleges and universities in Xinjiang to carry out patriotism education deeply and persistently. At present, continuously enhancing national security education, cultural identity education, national unity education and Xinjiang history and regional situation education for ethnic minority college students, maintaining the stable development of Xinjiang and building a socialist harmonious society are the focus of patriotic education for ethnic minority college students in Xinjiang Colleges and universities now and for a longer period of time in the future. Colleges and universities in Xinjiang must further innovate the ideas and models of Ideological and political work, and seek new ways and methods to carry out patriotism education.

Objective: In order to understand the current situation of political identity, national identity and national identity of ethnic minority college students in detail, take the initiative to grasp the real trend of Ideological and political education for ethnic minority college students in Colleges and universities, put forward effective countermeasures and suggestions for ideological and political education in Colleges and universities, and “Triple Identity” for ethnic minority college students It is particularly necessary to make an empirical evaluation of the current situation.

Subjects and methods: 1. Strengthen students’ thanksgiving education and establish the patriotic consciousness of ethnic minority college students. Since the family economic level of most ethnic minority students is relatively low, more students enjoy the national financial assistance policy. At the same time of financial assistance, gratitude education can be carried out for ethnic minority students in a variety of ways. Under the guidance of the socialist core values, cultivate the excellent qualities of ethnic minority students’ self-reliance, honesty and trustworthiness, kindness, and gratitude, encourage and support ethnic minority students to actively participate in voluntary services and public welfare activities within their capabilities, consciously contribute personal strength to the society, and cultivate the patriotic feelings of ethnic minority students. We can also set up necessary gratitude education courses for ethnic minority graduates, cultivate their sense of integrity, clarify the help of the state, and establish a good sense of patriotism.

2. Strengthen historical and cultural education and stimulate the patriotic feelings of ethnic minority college students. Chinese culture, including ethnic minority culture, is broad and profound. It is necessary to strengthen the educational concept of “cultural self-confidence” of ethnic minority students, actively spread Chinese positive energy and enhance national cohesion. It can lead minority students to visit the history and culture museum to understand the long history and profound cultural accumulation. Visit Mazhuang, Huaihai Battle Memorial Hall and other red education bases to learn about the struggle process of the Chinese nation. Guide ethnic minority students to read the book of songs, three characters classic, Chinese epic and other excellent works, so that ethnic minority students can fully master Chinese culture and do not blindly worship foreign culture and online fast-food culture.

3. Strengthen national unity education and lead the patriotic concept of ethnic minority college students. The history of the Chinese nation, jointly created by 56 ethnic groups, is brilliant and unique. It is the common responsibility of the people of all ethnic groups to consciously safeguard national unity and national unity. The foundation of realizing national unity is to strengthen national unity education and build the Chinese national community. In ethnic unity education, we can organize a variety of activities, hold ethnic minority teachers and students’ gatherings, and combine ethnic minority knowledge lectures to make the awareness of ethnic unity go deep into the hearts of students of all ethnic groups, so as to truly achieve the unity of all ethnic groups.

4. Strengthen ethnic policy education and deepen the patriotic behavior of ethnic minority college students. For most ethnic minority students, they will choose to return to the place of origin for employment after graduation, and they will inevitably encounter contents related to ethnic policies in their work. Therefore, it is necessary to strengthen ethnic minority students’ study of Marxist ethnic outlook and the party’s ethnic education policy, and establish ethnic self-confidence is also necessary for a long time. According to the actual situation of students, analyze in detail the national policies on minority education and economic development, guide students of all ethnic groups to love the country and the party, enable them to firmly establish the ideas of “five identities” and “three inseparables”, and enhance the awareness of China’s national community.

Results: 1. Incentive education mechanism. Unified station departments at all levels and colleges and universities should establish goal incentive and strengthen example incentive. Regularly conduct the selection of advanced collectives and pacesetters of excellent ethnic minority college students, commend the collectives and individuals with outstanding performance, build the selected individuals and collectives into a “report group of excellent ethnic minority college students”, hold a theme report meeting on the

advanced deeds of ethnic minority college students, and vigorously publicize the excellent models around them, Make ethnic minority college students feel the excellent representatives around them, guide them to correctly understand and deal with the interest relationship between the state and the nation, deepen their understanding of political identity, national identity and national identity, and pay attention to effective publicity.

2. Network education mechanism. We should adapt to the development of the network era, master more network technologies and methods, and establish school network websites, QQ groups, WeChat groups and unblocked campus cable radio and television for ethnic minority college students. We should regularly carry out “Triple Identity” education for ethnic minority college students, so that they can understand the history and culture of the motherland, grasp China’s basic national conditions and see the great achievements of the country, so as to imperceptibly enhance the trust and support of ethnic minority college students to the party and the state. At the same time, we should also set up hotlines and columns to communicate with most ethnic minority college students on political, national and ethnic issues of interest, timely grasp their ideological trends, and timely solve all kinds of questions and difficulties in their thinking and life. Taking the network as a new position and combining online identity education with offline identity education will help to improve the timeliness and pertinence of “Triple Identity” education.

3. Practical education mechanism. We should pay attention to the specific ideological behavior and practical needs of ethnic minority college students, take into account their ideological needs, learning needs, psychological needs, work needs and living needs, and organize and arrange them to actively participate in social classes and carry out “Triple Identity” education activities by taking advantage of holidays or social practice courses, Let them practice the responsibility and obligation of a minority college student in the great practice of socialism with Chinese characteristics. Let them further improve their ability to analyze social phenomena in the close relationship between theory and practice. Let them establish national self-esteem, self-confidence and pride in participation and practice, so as to strengthen their confidence in taking the road of socialism with Chinese characteristics, China’s opening up and modernization, and the party and government.

Conclusions: The patriotic education of ethnic minority college students should proceed from reality, take patriotic education as an important part of student education management, implement the fundamental task of Building Morality and cultivating people, and correctly grasp the national education policy, so that ethnic minority college students can truly shoulder the important task of national rejuvenation. The exploration of patriotism education methods still needs to be further deepened and strengthened.

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AN ANALYSIS OF THE STRATEGIES OF INFILTRATING MENTAL HEALTH EDUCATION INTO ENGLISH TEACHING IN THE CONTEXT OF CROSS-CULTURAL COMMUNICATION

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Background: Because the current education system is not perfect, to cope with various examinations, teachers often overemphasize grammar knowledge and reading and writing ability in the classroom, ignoring students’ learning of British and American cultural background. Chinese students often make communication mistakes after studying hard for many years, mastering grammar, memorizing words, and memorizing a large number of sentence patterns and idioms. This phenomenon shows that although students may learn basic language knowledge, they do not master the corresponding communicative competence. The increasingly frequent cross-national and cross-cultural exchanges put forward new requirements for English teaching. When talking about cross-cultural communication, an American scholar said that “Mastering only one language does not mean being able to fully communicate with people who use the language”. This puts forward an urgent problem to be paid attention to and solved in English teaching. First, we should run through the understanding and mastery of western culture in English teaching. With the deepening of the new curriculum reform, the requirements for students to learn English knowledge are also improving. There is a serious lack of English learning atmosphere. Because students are curious about the subjects they have