

equivalence. According to Skopostheorie, the source language and the target language are two independent texts with different values, purposes and functions. The source language is limited to providing information. “Skopostheorie” emphasizes reader-centered. The emphasis on target-culture-oriented is therefore particularly applicable to the translation of applied texts, namely so-called “operative” and “informative” texts. In this sense, Skopostheorie is undoubtedly of great guiding significance to application-oriented translation. Not only does it point out the direction of application-oriented translation, but also provides an effective approach to practical translation strategies. Vermeer calls it the abolition of the source text. Mandy puts forward six principles of Skopostheorie: Skopostheorie determines the target text. The target text provides the source language and cultural information for the target culture. The target text cannot provide the information that contradicts the source language. The target text must be consistent within the text. The target text must be consistent across the text. The above criteria embody the order of degrees of importance. Skopostheorie is the supreme criterion.

Objective: The types of applied texts are various, and the styles are various, showing typical intertextual characteristics, some plain and simple, some gorgeous and elegant, both literary-like tourism texts, and almost rigid and rigorous forms, such as business contracts. Translating different types of texts requires the translator to adopt different strategies and methods. Corpus translation studies began in the 1990s and have attracted increasing attention in the field of translation studies. In our country, corpus translation research is still in its infancy. The aim of this research method is to find out the rules of translation itself, or translation universality. If English-Chinese parallel corpus can be established, researchers can find out the rules of translation and develop new thinking based on textual linguistics and contrastive linguistics.

Subjects and methods: This paper investigates the translators of aerospace texts in the form of questionnaires, and interviews them before distributing the questionnaires. Based on the Skopos theory, the interview aims to understand the translator’s logical thinking and obstacles in the process of translating aerospace texts.

Study design: Randomly selected 50 aerospace text translators, regardless of age and gender, were investigated. A total of 50 questionnaires were distributed, 49 questionnaires were retrieved, 48 effective questionnaires.

Methods: Using Excel statistics based on the construction of applied translation parallel corpus, Skopos theory and the influence of thinking obstacles in the process of aerospace text translation.

Results: According to the results of the survey, this study analyzes whether the translator can find the law of translation, whether the thinking is innovated and whether the efficiency of translation is improved.

The results of this test shall be determined by means of 1 to 3 grades of quantitative influence values of specific factors, 1 indicating irrelevance, 2 indicating general influence, and 3 indicating great influence. In order to reduce the great error caused by individual subjectivity in the evaluation, the evaluation values of 50 translators shall be adopted and the average value shall be taken as the basis for rounding off the results. The specific statistical table is shown in Table 1.

Table 1. Students’ preference for traditional music

Groups	Find the law	Innovative thinking	Improve efficiency
University student	3	3	2

Conclusions: Based on the theories of textual linguistics and contrastive linguistics, we can find the rules of translation, broaden our research horizon, and innovate both in theory and practice.

Acknowledgement: The research is supported by: The Project of Youth Foundation of 2021 Xi’an Traffic Engineering Institute, On E-C Translation of Aeronautic Texts Under the Guidance of Skopostheorie-A Translation Practice on Special Federal Aviation Regulation13, (NO. 21KY-59).

* * * * *

ANALYSIS OF THE EFFECT OF THE TRANSFORMATION OF CHINESE LANGUAGE AND LITERATURE TEACHING METHODS ON ALLEVIATING STUDENTS’ LEARNING MENTAL PRESSURE

Li Guo

Cultural Tourism School, Henan Polytechnic, Zhengzhou 450046, China

Background: language is the most important tool for communication between people. Good language

expression skills can make it easier for others to understand what they want to express. Chinese is the most widely used language in the world, with more than 1.5 billion people, accounting for 20% of the world's total population. Chinese language and literature are a unique way of language application, and it is also one of the most important courses in China's education system. Chinese language and literature are not only the main carrier of China's traditional culture, but also an important means of cultural communication. Therefore, paying attention to the teaching of Chinese language and literature is helpful to inherit and carry forward the traditional culture of the Chinese nation. In addition, Chinese language and literature has a unique literary charm, which can make readers have emotional resonance with Chinese language and literature, so as to relieve pressure and anxiety. College students are learning. There is great mental pressure in employment, interpersonal communication and emotion. Moderate pressure can give students motivation and make students study more seriously and efficiently. However, if the mental pressure is too great, it will have an impact on students' physical and mental health, such as insomnia, loss of appetite, and even make students suffer from psychological diseases such as anxiety and depression, which will seriously affect students' normal life and learning, and then affect students' long-term development. Therefore, using Chinese language and literature teaching to relieve students' mental pressure is of great significance to students' physical and mental health.

The traditional Chinese language teaching method has the following defects: First, the students' literary literacy is low and cannot have enough cognition and understanding of the Chinese language. Secondly, the Chinese language teaching mode in some colleges and universities is too single, only teaching theoretical knowledge and lack of sufficient cultural training practice; In addition, some schools do not pay enough attention to the Chinese language curriculum, which leads to the lack of teaching resources of Chinese language and literature and the relative shortage of teacher resources. Finally, Chinese language and literature are broad and profound. Some teachers fail to grasp the emphasis of teaching and the goal of teaching cannot be established, which makes students difficult to master the essence of Chinese language and literature. To sum up, it is necessary to change and innovate the teaching methods of Chinese language and literature. The research puts forward strategies to innovate and improve the Chinese language teaching model, including strengthening the investment of teaching resources and teachers' resources, paying attention to reform and innovation. Formulate clear teaching objectives and refine the teaching focus of Chinese language and literature. Carry out differentiated and personalized teaching according to the differences of students' cultural background. Train students' thinking and deepen their understanding of Chinese language and culture. Improve the teaching evaluation system, so that teachers and students can learn and progress together. The improved Chinese language teaching model can effectively improve the teaching effect, alleviate students' mental pressure, improve students' mental health level, and output high-level and high-quality talents for the society.

Objective: College students are learning. There are great mental pressures in employment, interpersonal communication and emotion, which have an impact on students' physical and mental health, such as insomnia and loss of appetite, and even make students suffer from psychological diseases such as anxiety and depression, which seriously affect students' normal life and learning, and then affect students' long-term development. The research puts forward strategies to improve the Chinese language teaching model, effectively improve the teaching effect, so as to alleviate students' mental pressure, improve students' mental health level, and output high-level and high-quality talents for the society.

Research objects and methods: 80 students majoring in Chinese language in a university were selected as the research objects. Self-rating Anxiety Scale (SAS), Self-rating Depression Scale (SDS) and symptom checklist 90 (SCL-90) were used to evaluate students' mental stress. Students' Chinese language test scores are used to evaluate the teaching effect.

Study design: Students were randomly divided into study group and control group, with 40 people in each group. The students in the study group were taught by the improved Chinese language teaching mode, and the students in the control group were taught by the traditional Chinese language teaching mode. After 4 months, the students' mental stress was assessed by Self-rating Anxiety Scale, self-rating depression scale and Self-rating Symptom Scale. Students' Chinese language test scores are used to evaluate the teaching effect.

Methods: The corresponding data were processed and analyzed by software SPSS 22.0.

Results: After teaching, the scores of Self-rating Anxiety Scale, Self-rating Depression Scale and Self-rating Symptom Scale of the students in the research group were lower than those in the control group, and the difference was significant ($P < 0.05$), indicating that the improved Chinese language teaching mode is better than the traditional Chinese language teaching mode. The depression of the two groups of students is shown in Figure 1.

Conclusions: Chinese language and literature is not only the main carrier of China's traditional culture, but also an important means of cultural communication. Therefore, paying attention to the teaching of Chinese language and literature is helpful to inherit and carry forward the traditional culture of the Chinese

nation. Chinese language and literature have unique literary charm, which can make readers have emotional resonance with Chinese language and literature, so as to relieve pressure and anxiety. The research puts forward strategies to improve the Chinese language teaching model, effectively improve the teaching effect, so as to alleviate students' mental pressure, improve students' mental health level, and output high-level and high-quality talents for the society.

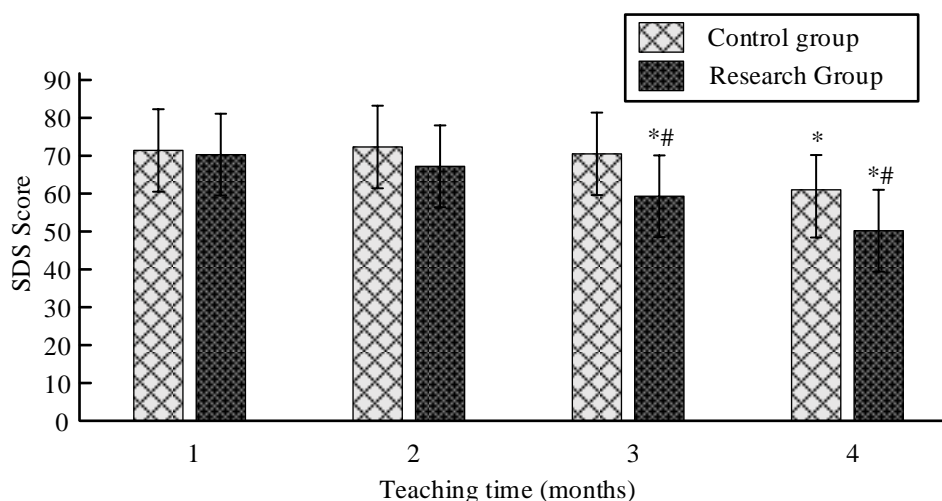


Figure 1. Depression of two groups of students. * $P < 0.05$ compared with that before teaching; # It means that compared with the Control group at the same time, $P < 0.05$

* * * * *

ON THE COGNITIVE OBSTACLES AND REFORM IDEAS OF SCIENTIFIC RESEARCHERS IN COLLEGES AND UNIVERSITIES TO THE TRANSFORMATION OF SCIENTIFIC AND TECHNOLOGICAL ACHIEVEMENTS

Weipeng Lyu¹ & Ying Guo²

¹Department of Science and Technology, Yancheng Teachers University, Yancheng 224007, China

²College of Business, Yancheng Teachers University, Yancheng 224007, China

Background: Scientific research is the main driving force and means to promote scientific and technological progress. The quantity and quality of scientific research results can also reflect a country's scientific and technological strength and comprehensive strength. Colleges and universities have rich learning resources and advanced scientific research equipment, as well as experienced professors and a large number of graduate students as scientific research assistants. Therefore, colleges and universities are often selected as scientific research bases. University scientific research is not only an important driving force to promote China's scientific and technological innovation, but also an important part of China's scientific research. With the increasingly strong scientific and academic atmosphere, China's colleges and universities produce a considerable number of scientific and technological achievements and innovative technologies every year, but the transformation of scientific and technological achievements is not satisfactory. The transformation of scientific and technological achievements refers to the process of transforming scientific and technological achievements from conception to creation and then to practical productivity. According to previous investigations and studies, there are a large number of scientific and technological achievements in colleges and universities in China, but the transformation rate of scientific and technological achievements in colleges and universities is less than one quarter, and the actual industrialized scientific and technological achievements are less than 5%. Compared with the transformation rate of scientific and technological achievements of more than 75% in developed countries such as Europe and the United States, there is still much room for progress in scientific research in colleges and universities in China.

This paper analyzes the current situation of scientific research in colleges and universities in China, and summarizes that the obstacles to the transformation of scientific and technological achievements in colleges and universities in China mainly include the following points: First, the insufficient supply of resources for scientific research projects in colleges and universities, such as funds, scientific researchers, scientific research equipment and so on. Secondly, there are a large number of scientific and technological