

the development and inheritance of Chinese traditional culture so as to make more users understand and develop traditional culture. Short videos have promoted the practice and recreation of Chinese traditional culture, activated cultural genes, aroused subconscious cultural precipitation, satisfied users' needs for understanding traditional culture, and deepened their sense of national pride. Personal practice and role substitution have stimulated participants' satisfaction.

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STUDY ON THE ROLE OF BEHAVIORAL PSYCHOLOGY IN TEACHING SKILLS OF INTERNATIONAL CHINESE TEACHERS

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Background: It has been more than 100 years since behaviorism came into being. Its philosophical foundation is mechanical materialism and realism, its natural science foundation is biological evolution and animal behavior research, and its psychological foundation is functionalism and conditioned reflex theory. The representative of the new behaviorism is Skinner, which further distinguishes Watson's responsive behavior from operant behavior. Focusing on the intensified stimuli, we can control our own responses through the mechanism of external intensification and self-intensification. Unconditional stimuli play an intensifying role in conditioned reflexes. Behaviorism psychology has the following characteristics: stressing the subject status of human beings, emphasizing the subjective initiative of human beings, attaching importance to the influence of social factors on human behavior, dialectically analyzing the relationship between congenital inheritance and acquired knowledge, and paying attention to the role of self-regulation and cognition.

Attention to the role of the environment in individual behavior, so that we can clearly see the real changes in the individual. It is very important to create a target language environment for foreign students to learn Chinese in non-target language environment. Through the arrangement of teaching environment and the design of classroom environment, we can create a good learning environment for Chinese learners, which will play an immeasurable role in strengthening their enthusiasm to learn Chinese. Chinese learners are a special group, and the use of punishment principles must be appropriate to prevent cultural conflicts and negative psychology. Behavioral psychology emphasizes the importance of external environment, which requires that we should consider the pertinence of textbooks, different teaching environments, and the learning period and learning goal of Chinese learners. Firstly, we should make extensive use of various psychological ideas and objectively sublimate the main ideas of various psychological schools. For example, in the elementary and intermediate stage of TCFL, we can make extensive use of behaviorism in language, strengthen the participation of foreign learners in learning Chinese, and in the advanced stage of TCFL, we can also adopt the language view of cognitive psychology school to emphasize the exploration of students' cognitive ability. Secondly, we can absorb the basic idea of constructivism that knowledge is a kind of meaning construction of the subject to the objective world, the principle of student-centered and the basic idea of humanism psychology about self-realization, value and human potential, and put them into teaching practice according to the different stages of teaching.

Objective: At present, the knowledge level, teaching ability and comprehensive quality of international Chinese teachers show an unbalanced situation. Overall, the overall level is uneven, which is difficult to meet the growing international Chinese learning needs. Most of the research on international Chinese teachers focuses on their skills and qualities, and it makes it clear about what skills and qualities teachers should master.

Subjects and methods: Teachers' teaching skills play a vital role in the teaching effect, so it is of great significance to conduct in-depth study on the training mode of international Chinese teacher training. This paper investigates international Chinese teachers by means of questionnaires, and interviews them before distributing the questionnaires. Based on behavioral psychology, this paper analyzes the influence of behavioral psychology on the improvement of international Chinese teachers' teaching skills. Again, carries on the statistics by the questionnaire survey way.

Study design: Twenty international Chinese teachers were randomly selected as investigators. Age limit, and gender. A total of 20 questionnaires were issued, 20 questionnaires were recovered, and 19 valid

questionnaires were obtained.

Methods: The influence of excel in the teaching skills of Chinese teachers.

Results: This paper divides the teaching activities of international Chinese teachers into three stages, namely, pre-teaching, in-teaching and post-teaching. According to these three stages, the ability of international Chinese teachers can be divided into three abilities, namely, the ability of teaching design, the ability of teaching practice and the ability of teaching reflection. According to the survey results, this study described the statistical analysis from three aspects.

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

	Designed capacity	Practical ability	Reflection ability
The Investigator	3	3	2

Conclusions: As an important part of education, teachers' teaching ability and teaching quality directly affect the students' learning effect. It is an important task of undergraduate education to excavate and cultivate potential outstanding Han education talents and lay an important foundation for further training. Therefore, it is crucial to improve the teaching skills of international Chinese teachers.

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STUDY ON THE ROLE OF COGNITIVE PSYCHOLOGY IN THE METAPHORICAL TRANSLATION OF LITERARY WORKS

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Background: Based on the theory of cognitive psychology, the translator's cognitive process is a mechanism from preliminary cognition to deep understanding. In the process of translation, the translator can gain a deep understanding of the target text through cognition so as to determine a more appropriate translation strategy and ensure the maximum possible reduction of the cultural connotation of the source language to be accepted by the readers of the target language. The translator, as the bridge of interlingual communication, is the subject of cognition. Through experience-based cognition, the translator grasps the content, culture and emotion behind the translation. Metaphor is a way and means for human beings to understand and express their feelings towards the objective world. In both Chinese and English contexts, there are some metaphorical expressions to some extent, which often express profound meanings in a euphemistic and humorous way through concise sentences. Metaphor is a highly condensed and refined language. To some extent, metaphor reflects the similarities between Chinese and Western cultures, but in specific use, it also has distinct national cultural characteristics. Under the guidance of cognitive linguistics and from the perspective of translator's cognition, we can better explore the deep connotation of metaphor and form more effective translation strategies.

Objective: The process of translation is a cognitive psychological one in which the translator transforms from one language to another, which is inseparable from the translator's cognitive understanding of the translated text. On the other hand, metaphor translation is a translation process in which the translator is the subject and his own cognitive experience is combined. Metaphor, as a means of expressing people's feelings towards the objective world, can be translated more appropriately only when many factors are taken into consideration. As the central cognitive subject, the translator is the bridge between the author of the source language and the reader of the target language. Therefore, in the process of translation, the translator should not only carry out cultural and psychological exchanges at his own level, but also attach great importance to the exchanges with the author of the source language and the reader of the target language. Therefore, the translator's cognitive level has a direct impact on the cost of metaphor translation.