

high-quality compound applied English translation talents. At present, the goal of cultivating English majors in colleges and universities in China is to cultivate compound English talents who have a solid foundation of English language and broad cultural knowledge, and can skillfully use English to engage in translation, teaching, management and research in foreign affairs, education, economy and trade, culture, science and technology, military and other departments. The development of science and technology and the advent of the information age provide conditions and guarantee for the training of English translation talents. However, cultivating college students' good psychological quality is the premise of college English translation and information-based teaching. If college students' self-awareness is correct, other psychological problems are relatively easy to solve. On the contrary, it will induce many other psychological problems. Therefore, it is particularly urgent to analyze the current self-awareness of college students, find problems in time and take appropriate measures to solve psychological obstacles. Therefore, this study discusses the methods of college English translation and information teaching innovation based on cognitive impairment, and analyzes the existing problems and targeted countermeasures based on the empirical investigation of college Students' self-cognition.

Objective: In the process of college English translation and information-based teaching, colleges and universities must focus on the psychological cognitive obstacles of college students in the process of English translation. Therefore, this study aims to explore the innovative methods of college English translation and information teaching based on cognitive impairment.

Subjects and methods: 240 college students with cognitive impairment in a university were selected, 240 questionnaires were distributed, 240 were recovered, and the recovery rate was 100%. The age of all college students was between 18 and 21 years old, with an average of 19.8 ± 1.6 years. This paper analyzes the effect of innovative teaching of college English translation and information teaching.

Research design: The intervention time of this experiment is 2 months. College students in the experimental group are given college English translation and information-based teaching based on cognitive impairment, and the control group are given conventional English translation teaching methods. After the experiment, the neuropsychiatric symptom questionnaire (NPI) was used to investigate the cognitive impairment of the two groups of college students, and the scores before and after the experiment were compared and analyzed.

Methods: The relevant data were calculated and counted by Excel software and SPSS 20.0 software.

Results: The NPI scores of the experimental group and the control group at the 4th and 8th weeks were significantly lower than the baseline level ($P < 0.05$), and the NPI scores of the observation group at the 8th week were significantly lower than those at the 4th week ($P < 0.05$). There was no significant difference in baseline NPI scores between the experimental group and the control group ($P > 0.05$). The NPI score of the observation group at the 4th and 8th weeks was significantly lower than that of the control group ($P < 0.05$). As shown in Table 1.

Table 1. Comparison of NPI scores between the two groups in different periods

| | Group | Experience group | Control group | <i>t</i> | <i>P</i> |
|-----|----------|------------------|---------------|----------|----------|
| NPI | Baseline | 3.35±4.15 | 3.30±3.57 | 3.263 | 0.735 |
| | Week 4 | 2.23±2.69* | 2.57±3.25* | 4.835 | 0.026 |
| | Week 8 | 1.65±2.37# | 2.21±2.81* | 6.248 | 0.017 |

Note: Compared with the baseline NPI score of this group, * indicates $P < 0.05$; Compared with the NPI score at the 4th week, # $P < 0.05$.

Conclusions: The modernization of teaching means is related to the quality of talent training. We should actively adopt modern, diversified and all-round teaching mode, and actively explore and develop computer-aided teaching on the basis of making full use of the original audio-visual teaching equipment. More and more colleges and universities will regard the innovation of teaching and training ideas, the construction of translation technology courses and the reform of translation teaching methods as an indispensable part of translation teaching innovation. Among them, students' mental health problems should be included in the professional curriculum system, which can also effectively change the teaching ideas of translation teachers and improve the translation ability of college students.

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PRACTICAL PATH OF TEACHING REFORM IN COLLEGES AND UNIVERSITIES BASED ON THE CONCEPT OF CURRICULUM THOUGHT AND POLITICS FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

Xinglin Yang

Ideological and Political Department, Nanjing Forest Police College, Nanjing 210023, China

Background: With the development of social diversity, all kinds of value information are flooding in social media. College students' own outlook on life and values are not perfect, and they are in an important stage of establishing a correct outlook on life and values. Ideological and political education in colleges and universities is an important way to lead college students to psychological maturity. The traditional concept of Ideological and political education cannot cope with the increasing conceptual challenges, but the application of educational psychology to the concept of Ideological and political education in colleges and universities can create a breakthrough for the development of Ideological and political education in colleges and universities, follow the psychological law of college students in the process of Education, and help college students establish a correct outlook on life and values. On the one hand, the application of educational psychology can reform the ideas and methods of Ideological and political education, enrich the teaching methods of Ideological and political courses, improve the educational status of ideological and political courses, and make ideological and political education closer to students' life and psychological state. On the other hand, we can optimize the psychological teaching process of ideological and political courses, put the focus of Ideological and political education on the psychological level, build a good learning atmosphere and learning environment, and ensure the healthy growth of students from the psychological aspect.

Educational psychology is the combination of psychology and pedagogy. The idea of Ideological and political education divorced from educational psychology is divorced from students' psychology and cannot be recognized by students. Ideological and political education in colleges and universities is an important way to cultivate talents in colleges and universities. Educational psychology cannot only study students' professional knowledge and skills, but also from the perspective of ideological morality and behavioral psychology. Human behavior psychology is a process of cognition-oriented action. In the teaching process, the psychological activities of students interacting with teachers can be transformed into external action. Positive cognition can promote students to form good emotional experience in Ideological and political education, maintain students' healthy psychological state, regulate students' behavior, help students form firm faith and will, and improve students' moral level.

Objective: Combining educational psychology with the idea of Ideological and political education in colleges and universities can have a positive impact on Ideological and political education in colleges and universities. In order to ensure that college students are not guided by external wrong information in the formation of outlook on life and values, this study analyzes the current situation and characteristics of Ideological and political education in colleges and universities, and puts forward relevant reform plans to provide a certain degree of support for teaching reform in colleges and universities.

Subjects and methods: From the perspective of the effectiveness of Ideological and political education in colleges and universities, this study summarizes the theoretical characteristics of efficient ideological and political education by using the methods of literature retrieval and comprehensive analysis, and analyzes the influencing factors of the reform of educational methods in colleges and universities by using educational psychology. Finally, the questionnaire method is used to analyze the current situation of high-efficiency ideological and political education, so as to put forward the reform plan.

Study design: The questionnaire of this study includes many factors such as the psychological activities of students and teachers in the process of Ideological and political education. During the survey, a total of 500 questionnaires were distributed to college students from freshman to senior majors by random sampling. Finally, 462 valid questionnaires were obtained, and the effective rate of the questionnaire was 92.4%.

Methods: Using Excel software, this paper analyzes the practical path of college teaching reform based on curriculum ideological and political ideas from the perspective of educational psychology.

Results: According to the results of the questionnaire, the harvest of middle school students in the process of Ideological and political education is counted. The results are shown in Table 1:

Table 1 Students' harvest in ideological and political education

| Option | Set up a correct concept | Improved the ideological level | Improved moral cultivation | Increased knowledge reserve | No harvest | Total |
|----------------|--------------------------|--------------------------------|----------------------------|-----------------------------|------------|--------|
| Frequency | 86 | 68 | 130 | 102 | 76 | 462 |
| Percentage (%) | 18.61 | 14.72 | 28.14 | 22.08 | 16.45 | 100.00 |

It can be seen from the statistical results that the number of students who have not gained is the least,

and most students have gained at different levels, of which the most gain comes from moral cultivation.

Conclusions: The application of educational psychology in the concept of ideological and political education in colleges and universities can more effectively promote college teaching to follow students' psychological laws, close to students' actual life, combine ideological training with psychological counseling, and explore innovative educational methods, so that students can better absorb educational content and produce subjective initiative driven by positive ideas, actively cultivate correct self-awareness and realize self-improvement and self-development.

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INFLUENCE OF IDEOLOGICAL AND POLITICAL TEACHING ON MENTAL HEALTH OF ANXIETY STUDENTS IN COLLEGES AND UNIVERSITIES

Zengqiang Kong

Office of Party and Administration, Dongguan City College, Dongguan 523419, China

Background: College is a transitional period of life that will have an important impact on life. At this stage, college students are faced with many important tasks in life, such as breaking away from their student identity and entering society. During this period, although college students are eager to be close to adults physically and mentally, in fact, their minds are not fully mature. It is often difficult to find appropriate relief channels in the face of various pressures such as graduation and work, especially in the contemporary era with highly developed media technology, all kinds of misleading values information are more likely to make college students deviate from the path of healthy psychological development. It is common for college students to have mental health problems such as depression and anxiety under the pressure of all kinds of pressure and information. Therefore, while carrying out knowledge education for college students, scientific and reasonable ideological, political and psychological education is also indispensable.

Ideological and political education in colleges and universities can provide students with methods to judge the right and wrong of external information and deal with their own psychological pressure. Ideological and political education is multifaceted for college students' mental health education. In the aspect of self-cognition, ideological and political teaching can help college students identify and correct wrong ideas through classroom discussion and after-school guidance, and improve students' moral cultivation and self-cognition. In terms of social adaptability, ideological and political teaching can help students better adapt to the society through positive value orientation, reduce anxiety in interpersonal relationships, and make college students have stable and optimistic emotions. In terms of spiritual power, ideological and political education can establish beliefs and ideals for students as spiritual power. With the support of internal power, college students are easier to focus on responding to beliefs and ideals with action, so as to eliminate the root of anxiety and get rid of anxiety. In terms of personality shaping, ideological and political teaching can help students form a perfect legal personality and moral personality. The perfect personality has stability and internal unity, and can play an important role in eliminating anxiety.

Objective: Contemporary college students are likely to have anxiety when facing the pressure of study and life and the misleading of external information. This study investigates and counts the current situation of anxiety psychology of college students, and on this basis, explores the impact of Ideological and political teaching on the mental health of anxiety students in different aspects, so as to ensure the physical and mental health of college students in their daily study and life.

Subjects and methods: This study combines theoretical analysis with questionnaire survey, analyzes the literature theory, explores the causes and types of students' anxiety psychology, and designs a questionnaire on the basis of theory to explore the current situation of college students' anxiety psychology and the impact of Ideological and political education on the mental health of college students with anxiety disorder.

Study design: The questionnaire of this study was conducted in the form of self-administered questionnaire. The questionnaire subjects were selected by stratified random sampling from students of different grades and majors. A total of 200 questionnaires were distributed in the experimental process, of which 6 were not successfully recovered and 194 were successfully recovered.

Methods: The questionnaire data were counted and classified by Excel software.