

and competitiveness in the fierce social environment in the future. However, in the process of the reform of the educational model of accounting specialty in colleges and universities, there will be many communication and adaptation obstacles, including communication and adaptation obstacles between schools and teachers, communication and adaptation obstacles between schools and students, and communication and adaptation obstacles between teachers and students. There are many reasons for these problems. First of all, in the process of the reform of the educational model of accounting major in colleges and universities, the courses of accounting major will be adjusted and added, and the teaching content has changed accordingly. Many teachers have been used to the old teaching mode and teaching content, and cannot adapt in the process of education mode reform, so they cannot well achieve the reform objectives. Therefore, there will be obstacles in communication and adaptation between schools and teachers. Secondly, colleges and universities lack effective notification and communication means to communicate with students. Therefore, many students do not understand the professional reform, curriculum changes and teaching mode changes of colleges and universities, so there are communication and adaptation obstacles between schools and students. Finally, some teachers are bound by traditional educational ideas, often used to one-way communication, rather than realizing equal dialogue with students, ignoring students' emotional feelings and information feedback, so the communication effect with students is poor. In addition, the teacher's communication skills are not in place, and the language conditioning is not clear and the logic is clear, so that the students cannot fully understand the meaning expressed by the teacher. The above situations have led to communication and adaptation barriers between students and teachers. It is very important to solve the problem of communication adaptation obstacles for the reform of accounting education in contemporary colleges and universities.

Objective: To propose solutions to solve the communication and adaptation obstacles in the reform of accounting education in contemporary colleges and universities, so as to improve the reform effect of accounting teaching mode and improve students' professional quality and comprehensive ability.

Research objects and methods: 120 students were selected from 5 universities by stratified cluster sampling, including 57 boys and 63 girls. All students were from the major of Finance and accounting. The effect of the reform is evaluated by students' examination results and mental health status. Students' mental health was assessed by self-rating Anxiety Scale (SAS).

Research design: The two groups of students were randomly divided into research group and control group, with 60 people in each group. Both groups of students used the reformed accounting teaching mode. For the research group, teachers should enhance their communication skills, improve their communication skills, and build communication platforms between schools and students, such as official account, school system, etc. The students in the control group did not intervene. After 4 months of teaching, the professional course scores and mental health status of the two groups were compared.

Methods: the relevant data were processed and analyzed by SPSS 21.0 software.

Results: after teaching, compared with before teaching, the professional course scores of the students in the research group increased significantly ($P < 0.05$). However, there was no significant change in the control group ($P > 0.05$), and it was significantly lower than that in the study group ($P < 0.05$).

Conclusions: The educational model reform of accounting major in colleges and universities is helpful to improve students' comprehensive ability, so as to improve students' professional quality, and has high adaptability and competitiveness in the fierce social environment in the future. However, there will be many communication and adaptation obstacles in the process of the reform of the educational model of accounting specialty in colleges and universities. The research proposes to improve teachers' communication skills, improve teachers' communication skills, build a communication platform between schools and students, solve the problem of communication adaptation obstacles in the reform of accounting education in contemporary colleges and universities, improve the reform effect of accounting teaching mode, and improve students' professional quality and comprehensive ability.

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CONTRADICTIONS AND ADJUSTMENT STRATEGIES OF CROSS-CULTURAL PSYCHOLOGICAL IDENTITY BASED ON BILINGUAL EDUCATION MODEL

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Background: Culture is rooted in national language, thought, traditional concept, behavior, values,

mode of thinking, production and life style, historical representatives, spiritual leaders and customs, and is reflected in all activities radiated by the overall consciousness of national groups. National culture has three characteristics: self-identification, inheritance and external adaptation. From the perspective of pluralism and integration of the Chinese nation, all national cultures are equal, and different national cultures also have their own excellent components. Cultural communication among nations is the deep-seated communication among nations, which is also of great significance for conflict prevention and cultural integration among nations. In fact, with the wide implementation of various national management and education policies in China, national self-esteem, self-consciousness and self-protection consciousness have been awakened and strengthened. It is not enough for inter-ethnic communication to stay at the language level (utensil level). Inter cultural conflict and integration and deep-seated cultural exchange are of great significance to national relations. The development of bilingual education for ethnic minorities is not only related to the security, stability and even economic and social development of ethnic areas in Xinjiang, but also related to China's border security and stability and national unity. Different national cultures have equality and each has its essence. There is no difference between advantages and disadvantages, but there are differences.

Objective: Language is not only a tool of communication, but also a carrier of culture. From the perspective of "pluralism and integration of the Chinese nation", all ethnic cultures have equality, and different ethnic cultures also have their own excellent components. Inter-ethnic cultural communication is the deep inter-ethnic communication, which is of great significance for the prevention of inter-ethnic cultural conflicts, the integration of ethnic culture and the maintenance of ethnic relations. The bilingual education of ethnic minorities in Xinjiang can reduce ethnic cultural conflicts, promote ethnic cultural integration and promote the development of bilingual education only by realizing the agglomeration of excellent components in ethnic cultures and raising it to the height of Chinese cultural identity.

Subjects and methods: (1) Identity content contradiction. China is a unified multi-ethnic country, and ethnic contact is inevitable. In the culture of national unity, Chinese culture is the main body, and the culture of ethnic minorities is an important part. Therefore, the identification of national unity culture mainly refers to the identification of ethnic members with Chinese culture. (2) Identify with emotional contradictions. China is in a period of rapid development. Politics, economy, science and technology, culture and education have made great progress, which directly or indirectly affect the ethnic members' identification with cross-ethnic culture. (3) Identity mode contradiction. Under the cultural development pattern of "pluralism and integration" in China, members of all ethnic groups are facing the integration and reorganization of national culture and main culture. (4) Identity Attitude contradiction. With the deepening of national exchanges and the gradual increase of cultural exchanges in China, the main culture is more and more infiltrated into the national culture, resulting in the phenomenon of cultural migration.

Results: Speed up the economic and cultural construction in ethnic minority areas. Economic foundation is closely related to cultural identity consciousness. It determines the development and change process of people's cultural identity consciousness, that is, what kind of economic foundation will produce what kind of cultural identity consciousness.

Adjust the existing problems of bilingual education model. After the founding of the people's Republic of China, the Chinese government gradually implemented bilingual education in minority education.

Fully mobilize students' positive and optimistic identification attitude. In the context of bilingual and bicultural, cross-ethnic cultural identity plays an important role. Positive and optimistic cross-cultural psychological identity helps to achieve educational goals and promote social stability and coordinated development.

Make full use of the means of communication of emerging media. School education is an important channel to spread culture. We should seize the opportunity of the development of emerging media, make full use of the flexible forms of emerging media, enhance mutual understanding among ethnic groups, harmonize ethnic relations, and improve students' awareness of cross-ethnic cultural identity.

Conclusions: The above shows that the cross-cultural psychological identity contradiction under the bilingual education mode can be adjusted, which requires educators to be good at observation, have the courage to find, actively guide and do a good job in students' psychological adjustment. At the same time, we should also pay attention to the adjustment methods and be orderly. Only in this way can we fundamentally solve the psychological contradiction of students' cross-ethnic cultural identity.

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THE INFLUENCE OF TRANSLATION TRAINING ON COLLEGE STUDENTS' MENTAL LEXICAL CONCEPTUAL CONNECTION

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Background: Translation is the transformation of speech information from the source language to the target language, including two basic links: the understanding of the source language and the output of the target language. Traditional translation studies pay attention to the relationship between the translation and the original text, and most translation teaching is guided by the translation results, emphasizing the translator's accurate understanding of the original text, the faithfulness of the translation to the original semantics and the faithfulness, expressiveness and elegance of the translation. Since the 1990s, with the development of cognitive science and psychology, studies that only emphasize the results of translation have been difficult to explain the special human cognitive activity of translation. Strictly speaking, the translation process is the translator's psychological process and the information processing process of the original semantics. Therefore, the translation result is not only affected by the meaning and syntactic relationship of the original text, but also affected by the translator's cognitive style, psychological state and translation environment. Researchers have done a lot of exploration around how the brain realizes the translation process. The early view of recoding in translation holds that there are two coding procedures of "vertical translation" and "horizontal translation" in human language translation system. The former means that the source language is first decoded, then integrated by knowledge, and then re encoded to form the target language. The latter means that the source language is first decoded and then matched with the relevant target language system in the memory system to form the target language. Although their encoding forms are different, their encoding process is accompanied by semantic activation and the interaction between mother tongue and second language mental vocabulary. The translator's translation training and practice can strengthen the semantic connection at the lexical level, single sentence level and discourse level in the translation process to a certain extent.

Objective: Lexical psychological representation constitutes human psychological vocabulary, which is called mental lexicon. It is a psychological concept based on the principle of cognitive psychology about the stimulation and conditioned reflex of physical substance to human senses. Learners' mastery of vocabulary knowledge directly affects the use of vocabulary. Among them, the well-known words are in the center of psychological vocabulary, which spread outward layer by layer, covering words with different acquisition degrees. The degree of vocabulary acquisition is determined by the relationship between the word and psychological vocabulary.

Subjects and methods: Hierarchical network model. Hierarchical network model mainly embodies the category relationship and attribute relationship. The characteristics of different words can be divided into high and low levels in the network.

Activate diffusion model. In order to better explain the relationship between semantic networks, Collins & Loftus proposed the spreading activation model. Activation diffusion model not only retains the view that the concepts in hierarchical network model are interrelated, but also discards the view that all connections are equal. Therefore, it can better explain semantic relations than hierarchical network model.

Results: Translation is the transformation between two languages. In Nida and Taber's "analysis transformation reconstruction" translation model, in the "Reconstruction" stage, the translator should consider various factors such as what style to use, stylistic characteristics, characteristics of the target language and related culture. Bell's translation process model also emphasizes cognitive processes such as long-term memory, knowledge representation and concept processing. Among them, in the usual translation training and practice, in order to continuously improve the efficiency and accuracy of translation, and constantly learn various cultural contents such as customs and human history of English-speaking countries, translators are conducive to storing more cognitive resources in long-term memory and reducing cognitive loss in the process of translation. It can be seen that translation training and practice can promote translators' understanding and understanding of the culture of the target language country, and the awareness of theme relevance closely related to culture is strengthened with the improvement of translation level and the deepening of translation practice.

Conclusions: There are significant differences in the characteristics of conceptual connection between L1 mental vocabulary and L2 mental vocabulary of translation majors. Compared with their mother tongue, L2 conceptual connection is more affected by non-semantic connections such as phonetics and glyphs. Translation training and practice can promote the semantic connection of college students' English psychological vocabulary and weaken the influence of language forms such as pronunciation and glyph of English vocabulary. The promotion effect of translation training and practice on college students' thematic relevance awareness of mental vocabulary is higher than that on their taxonomic awareness.