

## 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.

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## DESIGN OF ENGLISH CLASSROOM TEACHING IN HIGHER VOCATIONAL COLLEGES BASED ON COGNITIVE PSYCHOLOGY

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**Background:** We can interpret cognitive psychology from two aspects. One is cognitive psychology in a broad sense: it is a part of cognitive psychology, which mainly studies people's cognitive process. On the other hand, it is the cognitive psychology mentioned by the expert of western psychology, that is, cognitive psychology in a narrow sense. It has another name called "information processing psychology". It refers to using the viewpoint and terminology of information processing to study human cognitive process by analogy with computer, simulation, verification and other methods. It believes that human cognitive process is the process of information acceptance, coding, storage, exchange, operation, retrieval, extraction and use, and summarizes this process into four system modes: perception system, memory system control system and reaction system. It emphasizes that man's existing knowledge and knowledge structure play a decisive role in his behavior and current cognitive activities.

**Objective:** With the increasing trend of economic globalization, international economic, political and cultural exchanges are becoming closer and closer. As one of the most widely used international languages, English has an important impact on international cultural exchanges. Compared with ordinary colleges and universities, higher vocational colleges have strong professional characteristics, and the main content is to cultivate professional and technical talents. In addition, compared with students in other ordinary colleges, higher vocational students have a low level of cultural knowledge, improper learning methods and insufficient learning ideas, and their learning emotion and enthusiasm are also relatively low. Therefore, in higher vocational English teaching, relevant education and teaching departments and higher vocational English teachers should pay attention to the positive psychological role in English teaching, make a comprehensive and specific analysis of the current higher vocational students' English learning psychology, and formulate higher vocational English teaching methods according to the higher vocational students' psychology and the current higher vocational English teaching requirements, give full play to the role of positive psychology in higher vocational English teaching.

**Subjects and methods:** (1) There are problems in cognition and attitude. (2) Dealing with interpersonal relationships. (3) Learning problems. (4) High psychological pressure.

The employment psychology of higher vocational college students is mainly reflected in two aspects: (1) inferiority complex. (2) The psychological pressure of higher vocational college students is also reflected in the great employment pressure. At present, China's market competition is becoming more and more fierce. The fierce competition in the employment market has also brought great employment pressure to higher vocational college students.

**Results:** Study the psychological state of higher vocational students, correct their learning attitude and stimulate their desire for knowledge. Many vocational college students hate and fear learning English, mainly because they do not establish correct learning motivation and goals and lack interest in learning English. In fact, their purpose of learning English is to cope with the exam! Learning motivation is not to improve their ability to use English, but simply to successfully pass the exam and get a diploma. Therefore, higher vocational English teachers should help students correctly understand the personal value and social significance of learning English, correct their learning attitude, make them improve their learning consciousness and initiative, guide them to actively participate in the learning process, and stimulate their learning interest and desire for knowledge.

Students' cognitive differences are an important basis for studying the rules of students' learning English. The factors that directly affect the efficiency of students' learning English are the different development, cognitive style and selection strategies in these aspects. If students are not taught according to their aptitude according to their intelligence in the process of English teaching, it is difficult for students to achieve qualitative and all-round development. In order to make English teaching targeted, teach students according to their aptitude and ensure the quality of English teaching, it is urgent to understand the characteristics of students' cognitive differences. In the teaching process, we should guide students to carry out meaningful communicative practice independently, perceive language materials in practice, and analyze, synthesize, summarize and compare them on this basis, so as to enable students to understand language laws, master language structure and cultivate their ability to use language independently.

**Conclusions:** Under the guidance of cognitive theory, higher vocational English classroom is more efficient and scientific than traditional classroom. Practice shows that in Higher Vocational English