

stereotyped movement and stereotyped speech. Another kind of behavior disorder belongs to instinctive behavior disorder. The common ones are movement disorder, movement disorder, life preservation instinct disorder, sexual behavior disorder, diet disorder and so on. In this context, it is very important to analyze the impact of urban and rural green infrastructure on patients with behavioral disorders.

Objective: To analyze the effect of urban and rural green infrastructure on patients with behavioral disorders, in order to provide new treatment ideas for the recovery of patients with behavioral disorders.

Research objects and methods: Patients with behavioral disorders in a certain area were selected as the research object. According to the random grouping method, they were divided into control group and experimental group. The control group used urban infrastructure for intervention, while the experimental group used urban green infrastructure for intervention. The total number is 100. The intervention period was 4 weeks, and the final result was the average of all subjects.

Methods: The impact of urban and rural green infrastructure on patients with behavioral disorders was analyzed by Excel. The effects of urban and rural green infrastructure on patients with behavioral disorders were analyzed by Mini-mental State Examination (MMSE) and Activities of Daily Living (ADL). MMSE is a simple dementia screening scale at home and abroad. The scale includes seven dimensions: visual space, language, delayed memory, attention and computational power, time orientation, immediate memory and place orientation. MMSE scores range from 0 to 30. 0-9 points refer to severe cognitive impairment, 10-20 points refer to mild cognitive impairment, 21-26 points refer to mild cognitive impairment, and 27-30 points refer to normal cognitive function. ADL includes instrumental ADL assessment and basic ADL assessment. The score range of ADL is 0-100 points, below 40 points refers to severe dependence, 41-60 points refers to moderate dependence, 60-99 points refers to mild dependence, and 100 points refers to no dependence.

Results: Table 1 refers to the MMSE scores of patients with behavioral disorders before and after the implementation of the two urban infrastructure. It can be seen from Table 1 that under the urban green facility intervention scheme, the MMSE score of patients with behavior disorders is significantly improved, while under the urban facility intervention scheme, the MMSE score of patients with behavior disorders is not particularly obvious. Therefore, under the intervention program of urban green facilities, the improvement effect of patients with behavioral disorders is very obvious. The follow-up study can apply the urban green facility intervention program to patients with behavioral disorders, and then have an effect on the behavior of patients.

Table 1. Refers to the treatment effect of college autistic patients before and after music treatment

Type	Before	After 1 week	After 2 weeks	After 4 weeks
Urban infrastructure	13.25±0.98	14.63±3.21	18.56±2.98	21.56±3.56
Urban green infrastructure	12.36±1.26	15.54±2.14	20.56±3.26	28.56±1.23

Conclusions: MMSE and ADL scores of patients with behavioral disorders show that urban and rural green infrastructure can improve the problems of patients with behavioral disorders. The follow-up research can intervene the behavior disorder through the urban green infrastructure, which can not only restore the basic behavior disorder of patients, but also improve the mental health level of patients.

Acknowledgement: The research is supported by: Zhejiang Public Technology Application Research Project of China: Research on the High-Quality Improvement Strategy of Blue and Green Infrastructure in Zhejiang Province for the Goal of “Carbon Neutrality” (No. LGF22E080006).

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A STUDY ON THE INFLUENCE OF COLLEGE ENGLISH TRANSLATION TEACHING INNOVATION ON STUDENTS WITH COMMUNICATION COGNITIVE IMPAIRMENT FROM THE PERSPECTIVE OF MULTICULTURALISM

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Background: Communication disorder is a very common psychological problem. Patients will lead to bad emotions such as spirit, tension and anxiety. According to different manifestations, communication barriers can be divided into physical barriers, psychological barriers, language barriers, cultural barriers, environmental barriers, status barriers and number barriers. Among them, psychological disorder is an

obstacle in the process of communication caused by poor expression. This kind of communication disorder can be divided into two types: long-term persistent psychological disorder and stress psychological disorder. The communication barrier of sender and receiver is the source of communication barrier. The obstacles of information transmission are mainly manifested in the filtering of information, the limitation of knowledge and experience, the untimely transmission of information and the low integrity of information transmission. The obstacles of the receiver are early evaluation of emotion, psychological obstacles, tolerance of information, screening of information and inaccurate information decoding. Communication channel obstacles mainly include external interference, long communication channel, conflict between multiple media and improper selection of communication media. There are cognitive barriers to communication between college students and teachers, which will lead to problems in college English translation teaching. With the development of multicultural communication and globalization, English translation teaching has gradually become the basis of national foreign exchange and cooperation. At present, the improvement of English translation level and the cultivation of talents are the topics of great concern to teaching scholars. College students' English translation is an important course in college students' English teaching, which plays a very important role in college English teaching. It is of practical value to explore the innovative model of college English translation teaching from the perspective of multiculturalism. At the same time, there are cognitive barriers to communication between college students and teachers, which will lead to problems in college English translation teaching.

For students with communication cognitive impairment, although the goal of the current college English translation teaching model has begun to change from the training of professional talents to the training of applied talents, the model still faces the following very prominent problems. First, it does not pay enough attention to the English translation teaching curriculum, and the teaching model is lack of innovation. In college English teaching, the teaching mode is still mainly cramming teaching, students passively accept knowledge and cultivate students' application ability less. In the daily teaching process, teachers ignore the in-depth analysis of English translation theories and skills, and the content taught is only a simple English-Chinese translation practice. Second, college English translation teaching methods are relatively traditional and simple, ignoring the cultivation of students' English translation application ability. At present, in the process of college English translation teaching, teachers completely ignore students' subjective initiative. In classroom teaching, teachers carry out teaching in the teaching method of "students do first and teachers explain". Under this teaching method, students cannot make use of the knowledge they have learned. In the process of translation, students usually use Chinese thinking to stack words, ignoring the characteristics of English sentence patterns and grammar. After the application of multimedia in teaching, teachers did not give students extracurricular English translation teaching through network resources. In the face of these problems, the college English translation teaching model needs to be improved from several aspects: strengthening the cooperation and communication between schools and enterprises, changing the English translation teaching model as a whole, optimizing the English translation teaching methods and classroom contents, building a network teaching platform, preparing reasonable and comprehensive teaching contents, and setting up a student translation level evaluation system.

Objective: This paper analyzes the impact of college English translation teaching innovation on students with communication cognitive impairment from the perspective of multiculturalism, in order to improve students' communication cognitive impairment.

Research objects and methods: Two college students with communication cognitive impairment were selected to analyze the influence of college English translation teaching before and after innovation through Support Vector Machine (SVM). The experimental period was 4 weeks, and the influence content included five aspects: situation, semantics, understanding, perception and emotion. The study uses five grades 1-5 to quantify the degree of improvement. 1 indicates no improvement, 2 indicates slight improvement, 3 indicates improvement, 4 indicates significant improvement and 5 indicates serious improvement. In order to avoid the interference of personal subjective influence on the results in the evaluation process, the average value of all research objects is selected and the data after rounding is taken as the final result.

Methods: This study analyzes the influence value statistics of college students with communication cognitive impairment before and after the innovation of college English translation teaching through Excel data analysis software.

Results: Table 1 refers to the influence values of students with communication cognitive impairment in a university before and after the innovation of college English translation teaching model. It can be seen from Table 1 that four weeks after the innovation of college English translation teaching mode, the situation, semantics, understanding, perception and emotion of patients with communication disorders have been significantly improved, and the corresponding impact values are 4, 5, 4, 4 and 4 respectively.

Table 1. Influence value of college students with communication cognitive impairment before and after college English translation teaching innovation

Time	Situation	Semantics	Understand	Perception	Emotion
Before	2	2	1	2	2
After 1 week	2	3	2	3	3
After 2 weeks	3	4	3	4	3
After 4 weeks	4	5	4	4	4

Conclusions: The innovative scheme of college English translation teaching model constructed by the Institute can improve the patients with communication and cognitive impairment. The research provides suggestions for the teaching of English translation in colleges and universities, and trains high skilled talents suitable for the development of the industry.

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THE SOLUTIONS TO ANXIETY PROBLEMS IN THE PROCESS OF PROFESSIONAL TRAINING OF COLLEGE STUDENTS

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Background: Anxiety is an abnormal psychological bad emotion produced by the human body. Most patients are disappointed and sad. Medical psychologists believe that anxiety usually refers to people's adverse feelings such as risk, pressure and pain that exceed their acceptable range. At the same time, it is difficult for people to face and solve these problems. In the training process of different majors, college students need to have a variety of knowledge and skills, which will aggravate students' anxiety to a certain extent. At present, the common intervention measures are offering lectures on professional knowledge of mental health and targeted personalized psychological intervention. The former popularizes common psychological problems and the adverse effects of psychological problems to students through regular lectures on mental health knowledge, and provides students with channels to obtain psychological assistance. The latter alleviates and improves students' psychological problems through active psychological intervention measures, and sets up a special psychological counseling room to complete psychological counseling. However, these anxiety intervention programs are difficult to implement, poor effect and low real-time, so it is difficult to fundamentally solve the anxiety problems of middle school students in the process of professional training.

In this context, the anxiety improvement program must be combined with information network technology. The formulation of psychological intervention plan needs to hire professional psychological counselors. First, determine the learning objectives of professional courses and upgrade the teaching methods to a diversified and innovative model. When constructing the teaching system of professional courses, the makers need to combine the social situation and teachers' characteristics, and strive to achieve the integration of production, learning and research. School teachers need to determine and cultivate innovative compound talents with artistic cultivation and technical ability. Teachers need to efficiently achieve teaching objectives with the help of new media technology, train students' working ability through simulating enterprise working mode, and ensure that they have mature professional skills. Teachers and students need to teach in a flexible way to enable students to complete their learning in an independent environment. Second, improve the construction of teaching staff in colleges and universities. College teachers need to recruit double qualified teachers, which requires them not only to have very professional theoretical knowledge, but also to have the corresponding abilities of other majors. Teachers and students need to actively promote cooperation with enterprises. Schools should also hire new media professionals to participate in students' teaching according to the actual situation. Third, build a training base and implement a cooperative innovation model.

Objective: To explore the improvement measures of anxiety in the process of professional training of college students in the field of psychology, and complete the effect evaluation of psychological intervention program, in order to alleviate students' anxiety formed in the process of professional training and improve the overall quality education in colleges and universities.

Research objects and methods: Through the random grouping method, college students are divided into control group and experimental group. The control group carries out the general intervention scheme, while the experimental group adopts the intervention scheme combined with psychology. The number of students in each group was 100, and the intervention period was 2 months. After the intervention, the mental health