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## THE OVERSEAS DISSEMINATION OF ANCIENT CHINESE LITERARY CLASSICS FROM THE PERSPECTIVE OF COGNITIVE PSYCHOLOGY – TAKING METAPHOR AS AN EXAMPLE

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**Background:** For a long time, the traditional metaphor thought that “metaphor is just a rhetorical method, a way of expression of meaning transfer, metaphor translation has been regarded as the transformation between languages on the rhetorical level”. From the perspective of modern cognitive psychology, the traditional theory of metaphor translation has obvious defects. Contemporary translation theory also holds that translation is not only a formal transformation between two different language systems, but also an active cognitive process of the translator. Since both of them belong to thinking activities, translation and metaphor are intrinsically related in literal meaning, relevant categories, mapping and working mechanism. Since cognition is the basis of metaphor, which is a universal phenomenon in human language, it is unscientific to avoid the translation of cognition. Poetic metaphor is used to express humor, evoke resonance, explain abstraction, explain science, express one’s mind and understand idioms. Considering the characteristics of poetic metaphor, the real-time comprehension of poetic metaphor needs the help of relevant psychological mechanism and cognitive procedure. With the development of cognitive linguistics, the translation of metaphor not only stays in the category of rhetoric and functional grammar, but also the cognitive theory is introduced into the translation of metaphor. Cognitive psychology is the psychology that obtains information from the world and takes information processing as the core. The process of cognitive processing is perception, memory, understanding and processing. The translation is the psychological process of obtaining information from the source text and processing it. Therefore, cognitive psychology provides a theoretical basis for translation studies.

**Objective:** Poetic metaphor is a kind of unconventional metaphor, which is characterized by originality, interdependence and trans-regularity. After the introduction of conceptual integration theory into metaphor construction, a series of unconventional metaphors such as poetic metaphors are interpreted and their meaning construction process is analyzed. Because poetic metaphor covers a wide range and is flexible, it is difficult to select materials comprehensively. Therefore, we can analyze the overseas spreading effect of ancient Chinese literary classics through cognitive psychology.

**Subjects and methods:** Based on the existing literature, archaeological relics, poetry and other materials, this paper analyzes and compares the overseas dissemination effects of ancient Chinese literary classics.

**Study design:** Based on the cognitive psychology theory of metaphor translation, this paper discusses the cognitive processing mechanism and processing model of metaphor translation by means of multiple textual research, historical comparison and induction.

**Methods:** Using Excel statistical cognitive psychology perspective of the overseas dissemination of classical Chinese literature.

**Results:** Based on the subjective cognitive experience, the translator will have a general understanding of the central idea of the conjecture, the intention and the style of the text, and the author’s context. Through processing the effective information, extracting the important linguistic features and effectively transforming them, we can find the surface meaning and related expressions of the target language. Compare the acquired information with the mental lexicon, process the words flexibly according to the logic of the original text and the literary accomplishment and knowledge accumulation, and clearly show the cultural connotation of metaphor. In order to make readers more receptive to the foreign culture, the translator will adjust the grammar, syntactic structure and culture of the target language so that the metaphorical meaning of the original can be expressed accurately.

The results of this survey use 0-4 levels to quantify the influence values of specific factors, 0 indicating irrelevance, 1 indicating slight influence, 2 indicating general influence, 3 indicating obvious influence, 4 indicating full influence, and the obtained statistical table is shown in Table 1.

**Table 1.** Effects of overseas dissemination of ancient Chinese literary classics from the perspective of cognitive psychology

Mode	Subjective cognitive experience	Processing information	Contrastive mental lexicon	Do as the Romans do
Classical literature	4	4	4	4

**Conclusions:** There is no doubt that translators are familiar with rhetoric, linguistics, translatology, cognitive linguistics, cognitive psychology and other related theories, which can better translate metaphor. In the process of translating metaphor, the translator needs to bring his subjective ability into full play, and at the same time, to follow the grammatical structure. Therefore, translators need to improve their own cultural accomplishment and cognitive ability through cognitive psychology. No metaphor can be understood without the experience of the subject. However, the accumulated experience between people cannot be completely unified, and often vary from person to person, each person has his own different life accumulation. Furthermore, the interpretation of metaphor by the metaphorist is essentially a kind of appreciative activity. Finally, it is hoped that the translator can combine the traditional and modern theories of metaphor translation to effectively resolve the contradictions in cross-cultural communication and transfer the cognitive mode of the source language culture to the readers so as to achieve the goal of cultural communication.

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## CULTURAL CONFLICT AND STUDENTS' THINKING EXPRESSION OBSTACLES IN COLLEGE ENGLISH TEACHING UNDER THE BACKGROUND OF MULTICULTURALISM

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**Background:** In the process of China's social and economic development, economic and cultural exchanges between China and other countries are becoming more and more frequent. In this context, China's culture and the culture of other countries continue to collide and integrate, and on this basis, it has been innovated and developed, and the renewal and development of culture are also faster and faster. The cultures of various countries, nationalities, industries and regions are facing different bases and challenges. Emerging cultures are also emerging and developing, which has also created cultural diversity. In the context of multiculturalism, the importance of international talents who can master and skillfully use English is becoming more and more prominent. Therefore, in recent years, college English teaching has become more and more important in the college education system, and has been paid attention by local governments, parents and people from all walks of life. The university gathers students from all over the world. These students have different cultural backgrounds, living habits, eating habits and language use habits. Therefore, in the process of college English teaching, it is easy to produce cultural conflicts, which will damage students' self-esteem and self-confidence, affect students' physical and mental health, and then lead to some students' thinking and expression barriers.

Patients with thinking expression disorder cannot normally express their emotions, tendencies, feelings and judgments, which seriously affects students' daily life and learning. If the thinking and expression disorder of students cannot be solved and alleviated for a long time, it will also lead to the increasingly withdrawn character of students, the degradation of students' social function, and even make students have psychology such as weariness and depression. Therefore, finding a suitable method to improve and innovate the college English teaching mode, so as to alleviate the obstacles of students' thinking and expression, is of great significance to students' physical and mental health and future development. In view of the above contents, the research combines school psychology to improve and innovate the college English teaching model. School psychology is a kind of applied psychology and the application of psychology in school education practice. The main research content of school psychology is to scientifically and reasonably evaluate the students' mental health level and the school's psychological education level, improve the teaching mode according to the evaluation results, and carry out psychological intervention on students. School psychology plays a good role in correcting and alleviating students' emotional disorders, personality disorders, and other mental diseases. Based on school psychology, this study puts forward strategies for the innovation and improvement of college English teaching mode, discusses the impact of improving college English teaching mode on students' thinking and expression barriers, and designs experiments to verify the teaching effect of improving college English teaching mode. The research provides a new way to improve the mental health level of college students, and is also of great significance to the long-term development of college students.