

counted. Explore the role of Ideological and political education curriculum combined with positive psychology in regulating students' employment anxiety. In addition, the significance level of difference significance test in the study is 0.05.

Results: Digitize the degree of employment anxiety of students. 1, 2, 3, 4 and 5 represent no anxiety, slight anxiety, medium anxiety, obvious anxiety and serious anxiety respectively. Then count and analyze the employment data of students participating in the experiment after graduation, and get Table 1.

Table 1. Comparison of employment data of students after completing ideological and political education

Comparison items	Experimental group (n=118)	Control group (n=118)	Mean change rate (based on the control group) (%)	P
The value of employment anxiety before graduation after the experiment	2.68±0.52	3.74±0.49	-28.34	0.008
Employment anxiety after graduation	2.88±0.43	4.05±0.44	-28.89	0.007
Employment anxiety after work	1.32±0.51	2.63±0.47	-49.81	0.001

As shown in Table 1, in the comparison of previous employment anxiety data after the completion of ideological and political teaching experiment, the quantitative mean value of anxiety level of the experimental group is lower than that of the control group. Specifically, the quantitative mean value of employment anxiety of the experimental group before graduation, after graduation and after employment are 2.68, 2.88 and 1.32 respectively, which are 28.34%, 28.89% and 49.81% lower than that of the control respectively, And the *p* value of anxiety score *t* test at each time was less than the significance level of 0.05.

Conclusions: In order to verify the effect of integrating positive psychology into Ideological and political education in colleges and universities to carry out targeted ideological and political education for students, such as teaching students how to use the methods of positive psychology to eliminate the negative emotions caused by employment anxiety, changing job search ideas, coping with common problems in interview, expanding job search channels, etc., on regulating students' employment anxiety, a comparative teaching experiment is designed in the experiment. The experimental results show that the average score of employment anxiety severity of the students in the experimental group who combine positive psychology teaching with ideological and political teaching is significantly lower than that of the control group before graduation, after graduation and after work. The experimental results show that integrating positive psychology into Ideological and political education in colleges and universities and carrying out a variety of personalized employment guidance work will help to improve students' employment anxiety.

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IMPACT OF CONSUMER COGNITIVE IMPAIRMENT ON THE DEVELOPMENT OF RURAL TOURISM

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Background: Cognitive impairment is a pathological process in which higher brain functions such as language, thinking, logic and memory are abnormal. Cognition is the main function of human cortical structure, so all the factors that can cause the abnormality of cortical function and structure may lead to cognitive impairment. In the business field, the consumption habits of consumers with cognitive impairment will also be different from those of normal consumers. If such groups are large, it will have a significant impact on the suppliers of goods or services.

In recent years, with the promotion of China's rural revitalization strategy, the rural tourism industry has shown a vigorous development trend, which not only reduces the development gap between urban and rural areas to a great extent, but also provides favorable conditions for dealing with the problems of "agriculture, rural areas and farmers". However, in the development of rural tourism, there are also some thorny problems, among which the damage and excessive consumption of local tourism resources and environment caused by consumers with cognitive impairment are some of the problems of high concern. Consumers with cognitive impairment may have a wrong understanding of the boundary between individual and collective rights and obligations, or even lack of relevant knowledge, resulting in various conflicts with local residents,

merchants and other tourists in the process of playing in rural tourist attractions, and are more likely to make behaviors that will damage the scenic spot environment. Therefore, it is necessary to explore the impact of consumers with cognitive impairment on the development of rural tourism in order to formulate effective prevention and response measures.

Objective: Consumers with cognitive impairment will bring higher public security costs and management costs to rural tourism due to their cognitive problems. In order to explore a more suitable rural tourism management model to deal with consumers with cognitive impairment, this study puts forward constructive countermeasures based on the analysis of the current behavior status of consumers with cognitive impairment in rural tourism, and select the appropriate research object to carry out experiments to verify the application value of the strategy, so as to provide some references for the formulation of follow-up policies and regulations in our country.

Objects and methods: Firstly, by searching the academic literature on tourism management and cognitive impairment, and asking relevant experts, this paper summarizes the rural tourism management countermeasures for consumers with cognitive impairment. Then randomly select a representative rural tourism destination in terms of residents' income level, residents' education level, transportation convenience and tourism value level from China, cooperate with the local government department in charge of tourism and development management, and carry out cognitive impairment discipline theory the training of communication skills of patients with cognitive impairment and the handling of emergencies caused by patients with cognitive impairment lasts for one month. After another three months, the statistics of the public security cost, environmental governance cost, number of illegal cases and residents' satisfaction of the tourist destination in this March and the same period last year are made.

Results: After the social experiment, the required data obtained from the experiment were collected from the local government, sorted and entered into the computer, and Amos 23.0 software, and Table 1 is obtained.

Table 1. Statistical results of management data of selected rural tourism destinations before and after the experiment

Statistical time	Total cost of public security (ten thousand yuan)	Total cost of environmental management (ten thousand yuan)	Total number of illegal cases	Resident satisfaction
Within three months after the experiment	69.2	95.4	7	3.68
Same period before experiment	82.6	113.7	12	3.04

Note that the residents' satisfaction in Table 1 is quantified by a five-level scoring system of 1-5, in which 1 represents dissatisfaction, 2 represents relative dissatisfaction, 3 represents neutral, 4 represents relative satisfaction and 5 represents satisfaction. According to Table 1, after the training, the total cost of public security, the total cost of environmental management, the number of illegal cases and residents' satisfaction in the tourist area were 692000, 954000, 7 and 3.68 respectively, which were -16.2%, -16.1%, -41.67% and 21.1% higher than those before the experiment.

Conclusions: With the implementation of China's rural revitalization strategy, there are more and more rural tourism scenic spots in China, but consumers with cognitive impairment have brought obstacles to the development of rural tourism. Therefore, on the basis of collecting relevant information and summarizing countermeasures, this study designs an experiment to verify the effect of these strategies. The experimental results show that after the targeted training for the residents and merchants in the selected experimental area, the total cost of public security, the total cost of environmental management and the total number of illegal cases in the area have decreased by -16.2%, -16.1%, -41.67%, and the residents' satisfaction has increased by 21.1%. This is because after the training, local residents can better understand the psychological situation of people with cognitive impairment, and can take a more effective and gentle way to deal with the events and riots caused by people with cognitive impairment. The results show that targeted training for local residents can help reduce the additional burden of consumer cognitive impairment on rural tourism.

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THEORETICAL ANALYSIS AND SKILL EXPLORATION OF COLLEGE ENGLISH TRANSLATION TEACHING UNDER COGNITIVE IMPAIRMENT

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Background: The main reason for cognitive impairment is that patients with cognitive impairment in some aspects, such as cognitive impairment and logical impairment of brain function, are often accompanied by cognitive impairment in other aspects. Because cognitive impairment will have a great impact on patients' ability to understand the world and surrounding environment, it does great harm in the field of education. Among the people who accept college English translation teaching in China, some students suffer from varying degrees of cognitive impairment due to family inheritance, childhood experience, family education and other factors. Teaching them qualified English translation knowledge is a great challenge for college English translation teachers in China. It is difficult to solve the problem of college English translation teaching for college students with cognitive impairment only by the efforts of teachers. It needs the cooperation of the government, society, colleges and universities, teachers and students. This study is set up to solve the English translation learning problems of college students with cognitive impairment.

Objective: The purpose of this study is to explore the performance and knowledge absorption of college students with cognitive impairment in college English translation teaching, so as to put forward some feasible coping strategies according to the learning status of this group, and verify the real effect of these strategies in the actual teaching process, so as to improve the English translation ability of Chinese college students, Provide some methods and references to alleviate the negative effects of cognitive impairment.

Objects and methods: Firstly, find the books and documents in the fields of pedagogy, college English teaching and cognitive impairment, and sort out the countermeasures that may help to improve the negative impact of college students' cognitive impairment on English translation learning. Then, an English translation teaching experiment based on semi-structured interview and indirect data collection method is designed to verify whether the strategy is helpful to improve college students' English translation ability. A representative foreign studies university was selected from China, and 200 students with varying degrees of cognitive impairment who agreed to participate in the experiment were randomly selected from the group of full-time English majors. The research objects are randomly divided into experimental groups and control groups, with 100 students in each group. The basic information related to the experiment is counted for the two groups of students, and the statistical results are verified for the significance of the difference. If the verification is passed, the follow-up experiment is carried out, otherwise, it needs to be regrouped. If the data differences between the groups after multiple regrouping cannot meet the requirements, you need to reselect the research object. Then start the college English translation teaching experiment. Both groups of students receive the same college English translation teaching at the same time. For the purpose of controlling irrelevant variables and increasing the comparability of experimental data, the teachers of the two groups of students need to ensure that they are the same person. At the same time, in the teaching process of the experimental group, teachers are required to combine the specific manifestations of cognitive impairment of each student, provide them with targeted pre-class guidance and post-class Q&A. A service, avoid criticizing students as much as possible and encourage their progress. The teaching experiment lasted for one semester. After the experiment, the teachers collected the data of each student's English translation ability before and after the experiment (which can be obtained from the test scores) and conducted semi-structured interviews with the students in the experimental group to understand their views on the experimental intervention.

Results: After completing the teaching experiment, collect the experimental data and get Table 1.

Table 1. Average scores of English translation ability of the two groups of college students before and after the experiment

Inspection time	Group	Translation speed	Translation accuracy	Text fluency
Before experiment	Experience group	-1.25	0.17	0.03
	Control group	-1.24	0.18	0.03
After the experiment	Experience group	0.84	1.30	0.62
	Control group	0.23	0.51	0.25