

* * * * *

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

Yueming Tang

School of Foreign Languages, Changzhou Institute of Technology, Changzhou 213032, China

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

It should be explained that all English translation abilities listed in Table 1 are evaluated according to the five scores, -2 represents “poor”, 1 represents “relatively poor”, 0 represents “normal”, 1 represents “relatively good” and 2 represents “good”. According to Table 1, before the experiment, the scores of English translation ability of the two groups were poor, and the data difference between the two groups was small. After the experiment, the average scores of translation speed, translation accuracy and text fluency of the experimental group and the control group were 0.84, 1.30, 0.62 and 0.23, 0.51 and 0.25 respectively. The former was significantly higher than the latter.

Conclusions: Aiming at the problem that cognitive impairment will hinder college students’ English translation learning, this paper studies and analyzes the current situation and main symptoms of cognitive impairment of English majors, puts forward a number of coping strategies, and then designs a set of teaching experimental plan. The experimental results show that, the average scores of students in the experimental group in terms of translation speed, translation accuracy and text fluency after the experiment were significantly higher than those in the control group. The main reason for this result is that the teachers in the experimental group took into account the specific performance and severity of students’ cognitive impairment in the teaching process, repeated and increasingly difficult teaching is carried out for the parts where students’ knowledge is weak, which significantly improves the efficiency of students’ knowledge absorption. This study shows that teachers’ consideration of students’ cognitive impairment in college English translation teaching is helpful to improve the learning effect of such students.

* * * * *

REFORM AND PRACTICE OF PHYSICAL EDUCATION IN COLLEGES AND UNIVERSITIES FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

Lianju Lu & Haiying Zhang

Ministry of Sports, Liaoning University of International Business and Economics, Dalian 116052, China

Background: Educational psychology is an interdisciplinary subject that applies psychological theories and methods to the field of human education. Its research focus is to improve courses and teaching methods, stimulate students’ learning enthusiasm and help students face various challenges and difficulties in the process of growth. At present, there are some universal problems in college physical education in China. For example, the teaching prevention in physical education classroom is mainly based on teachers’ demonstration and explanation, and students passively accept the teaching content. The syllabus and teaching plan of physical education is inconsistent with the law of students’ physical and mental development. Some teaching contents are too difficult for students to learn, which will attack students’ learning enthusiasm. Most colleges and universities have fewer physical education teachers than the course teaching content. Some physical education teachers need one person to teach multiple sports. The reason is related to the limited investment resources and insufficient attention of colleges and universities, but the most important reason is that the teaching concept of school leaders and physical education teachers needs to be changed, and more educational psychology methods need to be integrated into the teaching process, so as to fully mobilize students’ learning enthusiasm and let students know the purpose and significance of learning these sports. However, there are few research projects that put forward reform suggestions on college physical education from the perspective of educational psychology, so the research focuses on this, hoping to provide some new ideas for improving the quality of physical education in China’s higher education system.

The purpose of applying the theories and methods of physical education to the study of physical education in colleges and universities in China is to improve the enthusiasm and initiative of physical education.

Objects and methods: Firstly, through communicating with physical education experts at home and abroad and consulting the classic works of physical education and educational psychology in colleges and universities, this paper puts forward some constructive suggestions to improve the current situation of physical education in colleges and universities and improve the overall physical quality and physical ability of college students in China. Then, the Delphi method is used to select 20 front-line high-quality teachers and experts in the field of college physical education from China, send the suggestions to them, let them evaluate these methods, and then adjust the suggestions according to the evaluation results, so as to obtain the opinions of college physical education reform with considerable trial value recognized by industry experts and scholars.

Results: The college physical education reform suggestions adjusted considering the results of the first