

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.

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

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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

expert feedback were sent to the expert group and the physical education teacher group again, and they were asked to evaluate the impact of various opinions on students in all aspects which is shown in Table 1.

Table 1. Comments of experts and scholars on the adjusted opinions

Opinion	Enthusiasm	Learning speed	Learning difficulty	Physical quality	Habit cultivation
Teachers should actively guide and encourage students	4.53	4.27	3.01	2.86	3.67
Dynamic adjustment of physical education syllabus according to students' ability	2.30	3.48	4.85	1.33	3.51
Adjust the teaching staff according to the teaching content	2.43	3.24	2.86	4.04	1.39
Diversification of physical education curriculum content	3.95	3.40	2.72	1.93	3.25
The interesting physical education teaching process	4.28	4.69	3.74	2.68	4.17

It should be explained that the impact level is numerically calculated according to the rule that 1 is no impact, 2 is slight impact, 3 is medium impact, 4 is significant impact and 5 is full impact. It can be seen from Table 1 that the interviewed experts and PE teachers believe that the adjusted reform suggestions have different effects on students. Specifically, they believe that the three opinions of “teachers should actively guide and encourage students”, “diversification of physical education curriculum content” and “interesting teaching process” have a more consistent impact on students, which will have a higher than significant impact on students' enthusiasm and learning speed, followed by the impact on habit cultivation. The opinion of “adjusting the teaching staff according to the teaching content” has the greatest impact on students' physical quality. “Dynamic adjustment of physical education syllabus according to students' ability” has the greatest impact on students' learning difficulty.

Conclusions: In order to deal with various problems existing in physical education in colleges and universities in China, this study attempts to apply the principles and methods of teaching psychology to physical education in colleges and universities. Firstly, based on the analysis of a large number of relevant documents, the original suggestions are obtained, and then a group of domestic experts and front-line teachers in the field of physical education are selected by Delphi method, ask them to give feedback on these opinions and seek feedback again after adjustment. Finally, according to the statistics, experts and teachers believe that “teachers should actively guide and encourage students”, “dynamically adjust the physical education syllabus according to students' ability”, “adjust the teaching staff according to the teaching content”, “diversify the physical education curriculum content” and “make the physical education teaching process interesting” are the opinions that have the greatest comprehensive impact on the college students. Specifically, these opinions are put forward from the perspective of schools, teachers, or students, taking into account the educational psychology and objective educational conditions of students. Delphi survey results show that experts believe that integrating the methods and principles of educational psychology into college physical education can improve the quality of college physical education and improve students' physical education level.

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THE INFLUENCE OF FARMERS WITH COGNITIVE IMPAIRMENT ON E-COMMERCE SUPPORTING AGRICULTURE AND ITS COUNTERMEASURES

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Background: Cognitive impairment is a mental and psychological disease caused by abnormal function of human cerebral cortex. Its clinical manifestations are mainly perceptual impairment, memory impairment and thinking impairment. There are many causes of abnormal cerebral cortex function, such as depression, Alzheimer's disease, manic disorder and so on. In some rural areas of China with low overall education and poor health habits, the factors that may lead to cognitive impairment appear more frequently, so there are more patients with cognitive impairment in rural areas of China, which brings additional difficulties to the