

with different degrees of cognitive impairment before the experiment, after the experiment, the overall situation of cognitive impairment has been improved. The specific analysis is as follows: before the experiment, the mean MMSE scores of students with severe, moderate and mild cognitive impairment were 8.5, 16.3 and 25.3 respectively, and changed to 19.2, 24.7 and 27.4 respectively after the experiment. The overall level of cognitive impairment in each group is decreasing. The experimental results show that requiring teachers to pay attention to students' cognitive impairment and adjust the teaching content in time is helpful to improve students' cognitive impairment symptoms.

* * * * *

THE CURRENT SITUATION OF UNDERGRADUATE EDUCATION OF TOURISM MANAGEMENT SPECIALTY FROM THE PERSPECTIVE OF PSYCHOLOGY

Man Liu

School of Economics and Management, Tongren University, Tongren 554300, China

Background: The research object of educational psychology is the psychological changes and laws of learners and teachers in the teaching environment. It is a collection of accumulated knowledge, wisdom and intuitive ideas of psychological methods and theories in the field of education. Teachers should master this discipline to effectively solve the problems in daily teaching. Its most intuitive application occurs in the typical two-way interaction between teachers and students in the teaching process. It requires teachers to carefully study all aspects including teaching content, teaching methods, teaching cases, teaching means and teaching environment. In addition, educational psychology also requires teachers to have a necessary understanding of students' psychological state and activities, so as to further improve the effectiveness of teaching. Educational psychology holds that students, as independent individuals, have different thinking abilities and are indifferent psychological environments. The rapid development of China's tourism industry has provided a large number of professionals for the industry. However, the extensive teaching of tourism management specialty for a long time also has a lot of problems: at the school level, there are some problems, such as the decline of enrollment, low interest in learning and low professional employment rate. At the enterprise level, however, there are problems of failing to recruit and retain high-level talents. These problems have brought great pressure to professional students, and some students even have employment anxiety. Tourism management departments and experts and scholars in the industry have conducted a lot of research on the psychological problems of professional students' employment anxiety, but it has little effect. This is because previous studies have focused too much on tourism education itself and paid insufficient attention to students in the major. Therefore, this study attempts to use the method of educational psychology, focusing on finding ways to alleviate students' employment anxiety from the perspective of students.

Objective: To understand the current employment situation and professional teaching content of tourism management students in China, analyze the main causes of students' employment demand and psychological anxiety combined with the theoretical knowledge of educational psychology, and put forward effective strategies to improve the employment quality of professional students and alleviate their employment anxiety.

Objects and methods: Collect the research data of employment analysis and educational psychology of undergraduate education in tourism management published in China in recent years, try to summarize the main causes of employment anxiety of students majoring in tourism management, and use Delphi method to verify the reliability of these causes and their impact on the employment anxiety of students majoring in tourism management. 49 key teachers of educational psychology and tourism management and senior executives of tourism companies were selected from China to form an expert group, which sent the identified reasons to the expert group, asked them to respond to whether the reasons were selected accurately and whether there were omissions, and made an evaluation of the impact of each reason on students' job anxiety. The impact level was selected, no impact, slight impact general impact, obvious impact and full impact. After sorting out the opinions of the expert group, feedback the results to the experts again until the experts reach an agreement.

Results: The final opinions of statistical experts after completing the steps of Delphi method are shown in Table 1.

The figures in each cell in Table 1 represent the number of people who believe that the impact of this reason on the employment anxiety of students majoring in tourism management is the corresponding level. It can be seen from Table 1 that the expert group believes that "the quality of tourists is uneven" and

“professional social prejudice” are the biggest reasons for students’ employment anxiety, followed by “non-standard industry management” and “insufficient industry demand”, and “the personality of the new generation of students” has the least impact on the psychology of employment anxiety, the cumulative number of people who choose these reasons to have an impact level greater than “general impact” is 27, 29, 11, 10 and 4 respectively.

Table 1. Statistical results of the final opinions of the expert group

| Reason | No effect | Slight impact | General impact | Obvious influence | Full impact |
|---|-----------|---------------|----------------|-------------------|-------------|
| Professional social prejudice | 0 | 6 | 14 | 25 | 4 |
| Personality of the new generation of students | 7 | 27 | 11 | 3 | 1 |
| Insufficient industry demand | 6 | 18 | 15 | 7 | 3 |
| The quality of tourists is mixed | 0 | 5 | 17 | 20 | 7 |
| Industry management is not standardized | 2 | 10 | 26 | 6 | 5 |

Conclusions: In view of the employment anxiety of tourism majors in China, based on the understanding of the employment status and professional teaching contents of tourism management majors in China, combined with the theoretical knowledge of educational psychology, this study analyzes the main reasons for students’ psychological anxiety, and uses Delphi method to verify and adjust these reasons. The survey results of the expert group show that the expert group believes that “the quality of tourists is uneven” and “professional social prejudice” are the biggest reasons for students’ employment anxiety, followed by “non-standard industry management” and “insufficient industry demand”, and “the personality of the new generation of students” has the least impact on the psychology of employment anxiety. Delphi consultation results show that in order to fundamentally deal with the psychological problems of employment anxiety of college students majoring in tourism management, the government needs to standardize the development of the industry, expand the demand of the industry and positively guide the behavior of tourists and tourism psychology by social media.

* * * * *

COLLEGE STUDENTS’ ENGLISH TRANSLATION AND INFORMATION-BASED TEACHING INNOVATION BASED ON COGNITIVE IMPAIRMENT

Tao Zhang

The Business Foreign Languages Department, Shandong Foreign Trade Vocational College, Qingdao 266100, China

Background: The high-frequency symptoms of cognitive impairment are the abnormalities of human brain advanced functions such as emotion, memory, logic and thinking, and the cognitive impairment of patients in one aspect is likely to cause cognitive impairment in other aspects. The causes of cognitive impairment diseases are mostly the abnormal activity of the human cerebral cortex, which is generally treated with antioxidants Glutamate receptor antagonists and other drugs or surgical treatment. At present, with the development and popularization of computer technology, its application in the field of education is becoming more and more extensive. More and more schools use various Internet tools for auxiliary teaching, especially in the field of college English teaching. Due to the wide range of humanistic knowledge involved in teaching courses, it is necessary to use Internet tools to display more relevant contents for students, however, for college students with cognitive impairment, their ability to learn and understand things is poor. After integrating internet teaching tools into the classroom, the amount of information they receive increases greatly, which may further reduce their learning effect on English translation courses. This study was conducted to explore the learning performance of students with cognitive impairment in the English translation course under the Internet reform.

Objective: To explore the impact of adding internet teaching aids and internet teaching thinking to college English translation courses on the learning of students with cognitive impairment, and to find countermeasures that may reduce the degree of this impact, so as to provide some ideas for improving the overall English translation ability of Chinese college students.

Participants and methods: 42 full-time college students who are studying English translation courses and have varying degrees of cognitive impairment were selected from a foreign studies university in a city