

“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.

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

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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

to understand their impact on themselves by integrating internet teaching tools into the course in the form of semi-structured interviews. Then the information obtained from the interview is combined with the academic literature of college English translation Internet reform, and the main reasons and factors affecting students' cognitive impairment are summarized. 50 excellent college English teachers, pedagogical experts and psychological experts were selected from China to form an expert group, which sent the sorted materials to the members of the expert group, asked them to give feedback on the content, identify the unreasonable reasons and note the reasons for the lack, and evaluated the impact degree of each reason. The impact degree was subdivided into no impact, slight impact, the impact is general and obvious. Sort out the feedback results of the expert group and return them to the expert group for evaluation again until the expert group reaches an agreement.

Results: After the termination condition of the expert group consultation cycle is triggered, the statistical consultation results are shown in Table 1.

Table 1. Statistics of expert group consultation results

Reason	No effect (%)	Slight impact (%)	General impact (%)	Obvious influence (%)	Full impact (%)
Online courses are difficult to answer	4	14	28	42	12
Too much information	2	20	32	36	10
Internet tools are difficult to use	18	24	26	20	12
The way of integration is stiff	22	30	26	14	8

The values in each cell in Table 1 represent the proportion of the number of people who believe that this reason has an impact on students' cognitive impairment at the corresponding level. It can be seen from Table 1 that the expert group believes that "difficult to answer questions in online courses" is the reason that has the greatest impact on students' cognitive impairment, followed by "too much information", and "rigid integration mode" has the least impact on students' cognitive impairment. The cumulative number of people who choose the impact level of these reasons not lower than the "obvious impact" level accounts for 54%, 46% and 22% respectively.

Conclusions: With the promotion of China's reform and opening-up strategy, the country's demand for high-quality English translation talents is increasing, which puts forward higher talent training requirements for English translation teaching in higher education in China. For the purpose of improving teaching quality, experts and managers in the industry began to apply Internet technology and information tools to college English translation teaching. However, this reform model is a double-edged sword. For college students with cognitive impairment, the reformed teaching model may reduce their learning effect and aggravate the symptoms of cognitive impairment. Through semi-structured interviews with college students and expert investigation and consultation, this study learned that the college English translation teaching model combined with information means is indeed not conducive to the learning and recovery of students with cognitive impairment. Moreover, the expert survey results show that "it is difficult to answer questions in online courses" is the reason that has the greatest impact on students' cognitive impairment, followed by "too much information", and "rigid integration mode" has the least impact on students' cognitive impairment. The cumulative number of people who choose these reasons whose impact level is not lower than that of obvious impact accounts for 54%, 46% and 22% respectively. Because it is difficult to answer questions in online courses, it is difficult for teachers to give timely encouragement and answer questions when students are anxious and nervous because they cannot understand the course due to cognitive impairment, which will generally worsen the symptoms of students' cognitive impairment. After the integration of information tools, the information density of the classroom is significantly increased, and the understanding difficulty of students with cognitive impairment is also significantly greater.

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THE DIRECTION OF CAPITAL ECONOMIC FLOW FROM THE PERSPECTIVE OF PSYCHOLOGY

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