

loss and lack of memory due to inner tension and fear in the examination room. Under the negative influence of anxiety psychology, it is difficult to apply their usual knowledge reserve to the examination room, and finally hand in their papers perfunctorily and flee the examination room. Employment anxiety behavior refers to that college students have a certain fear of the process of employment and job hunting under the severe employment situation, and choose to avoid employment under the joint action of fear and anxiety. College English informatization teaching strategy has good teaching effect in the process of English course teaching, and can effectively improve college students' learning enthusiasm and English level. College English information-based teaching strategies mainly include four levels. One is to stimulate students' internal motivation and help them establish learning self-confidence. Through guidance, teachers can promote students to get rid of negative psychological hints and maintain a positive and optimistic attitude towards English learning. The second is to help students clarify their English learning objectives and urge them to formulate and implement learning plans. The third is to innovate the traditional English teaching methods and improve the teaching quality. Fourth, it mainly refers to the targeted psychological counseling for students, in order to eliminate their anxiety and eliminate their anxiety behavior.

**Objective:** College students' anxiety behavior comes from psychological anxiety. Both of them will have a great negative impact on college students' English learning, and even cause some trouble in their daily life. This study will analyze the information-based English teaching strategies in colleges and universities and explore their impact on college students' anxiety behavior,

**Research object and method:** 79 college students with anxiety behavior were randomly selected as the research objects. Before and after the implementation of college English information teaching strategy, Hamilton Anxiety Scale (HAMA) and Self-rating Anxiety Scale (SAS) were used to evaluate the anxiety of college students.

**Research design:** Before and after the implementation of college English information teaching strategy, HAMA and SAS were used to evaluate the impact of anxiety behavior of 79 college students. HAMA adopts grade 5 evaluation standard, from 0 to 4, indicating asymptomatic, mild, moderate, severe and extremely severe. Hama's score threshold for judging whether there is psychological anxiety is 14 points. If it is greater than 14 points, it indicates that the subject is accompanied by anxiety.

**Method:** C4.5 decision tree algorithm is used to evaluate the impact of college English information teaching strategies on college students' psychological anxiety. The data of HAMA and SAS are statistically analyzed by MATLAB software.

**Results:** Table 1 shows the changes of HAMA of college students with anxiety behavior. It can be seen from Table 1 that before the implementation of college English informatization teaching strategy, the number of people with asymptomatic and mild anxiety was less. After the intervention, the number of asymptomatic and mild anxiety increased significantly, while the number of college students with moderate, severe and severe anxiety decreased significantly. The implementation of college English information teaching strategy can effectively alleviate college students' anxiety and reduce their anxiety behavior.

**Table 1.** Alleviating effect of college students' anxiety behavior in HAMA data evaluation ( $n=79$ )

Evaluation time	Asymptomatic	Light	Moderate	Severe	Extremely heavy
	0	1	2	3	4
Before strategy implementation	7	13	32	17	10
After strategy implementation	19	35	17	6	2

**Conclusions:** College students' anxiety behavior and anxiety psychology complement each other, and their interaction has a significant negative impact on college students' English learning level and mental health level. College English informatization teaching strategy can eliminate college students' anxiety behavior in the process of practical application.

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## REFORM AND DEVELOPMENT OF PRESCHOOL EDUCATION MANAGEMENT SYSTEM FROM THE PERSPECTIVE OF COGNITIVE PSYCHOLOGY

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**Background:** Cognition mainly refers to the description of the development process and complexity of all kinds of knowledge. Therefore, the corresponding cognitive psychology is closely related to people's attention, perception, memory and thinking logic, which is embodied in the actual process of people collecting, retrieving, receiving and exchanging information. The concept of cognitive psychology has long been one of the main research directions of western psychology, which involves short-term memory, perceptual observation, logic theory and so on. In the basic concept of cognitive psychology, the human brain is equivalent to an information processing system similar to the computer. Cognitive impairment is a mental health disorder that has a negative impact on various cognitive abilities. It will lead to the impairment of individual basic cognitive function, which is mainly externalized into executive dysfunction, learning and memory impairment, sensory motor function limitation, complex attention decline, aphasia and agnosia. The memory ability and language ability of patients with cognitive impairment will be significantly reduced, accompanied by abnormal emotion or behavior, which is difficult to carry out normal social, work and life. Patients with cognitive impairment will show some functional impairment or decreased ability in all aspects, which is not conducive to their own development. In the process of gradually deepening the reform of education management system, the potential problems of various management systems have become more and more prominent. Among them, there are diversified negative factors in the preschool education management system, which makes it face more severe development prospects and urgently need to be reformed and optimized. In the current preschool education management system, there are mainly some disadvantages, such as the lack of soundness of the setting of managers, the unclear positioning of management post responsibilities, the lack of rationality of the division of responsibilities among management departments, and the lack of management supervision system to be improved. All kinds of potential disadvantages have formed a great obstacle to the effective development of preschool education management, which is not conducive to the healthy and sustainable development of preschool education. During the implementation of the current preschool education management system, due to the imperfect departmental cooperation mechanism and the non-implementation of various education guidance policies, various education management systems become mere formality and superficial, which is difficult to effectively solve various problems in the preschool education management. In addition, preschool education management institutions and staffing standards have poor operability and broad provisions, and the provisions on staffing quantity, institutional setting and qualification are slightly lacking. Preschool education managers have a certain randomness, and the absence of institutions is serious. From the perspective of cognitive psychology, it is very important to deeply analyze the potential disadvantages of the preschool education management system, and it is very important to reform and develop the preschool education management system.

**Objective:** In order to better promote the development of preschool education management system, fulfill the responsibilities of preschool education, promote the reform of education management system, and comply with the changes of macro policy situation. This study will focus on the perspective of cognitive psychology and conduct in-depth exploration on the management system of preschool education, in order to further promote the healthy and sustainable development of preschool education and improve the construction of preschool education management system.

**Research objects and methods:** 54 preschool education managers were randomly selected as the research object to explore their cognitive level and specific performance in the process of preschool education management. Use C4 The decision tree classifies the problems existing in the preschool education management system, probes into them, and then puts forward the corresponding reform and development measures from the perspective of cognitive psychology.

**Research design:** According to the potential problems and reform and development needs of the preschool education management system, the reform and development measures are set as four specific implementation methods, namely, improving the division of responsibilities of the preschool education management department, transforming and giving full play to government functions, strengthening the management of preschool education, and optimizing the allocation of preschool education management personnel, which are expressed as A, B, C and D respectively. The influence of the four reform and development measures on the cognitive level of preschool education managers is compared and analyzed. The influence evaluation adopts three-level evaluation criteria, from 0 to 2, indicating small, general and large influence respectively.

**Methods:** All the research data were statistically analyzed by Excel software and MATLAB software.

**Results:** Among the four reform and development measures, in addition to changing and giving full play to the influence of government functions on the cognitive level of preschool education managers, the three measures of improving the division of responsibilities of preschool education management departments, strengthening preschool education management and optimizing the allocation of preschool education

managers have a greater influence. The impact evaluation results are shown in Table 1.

**Table 1.** Influence of different reform and development measures on the cognitive level of preschool education managers from the perspective of cognitive psychology

Reform and development initiatives	A	B	C	D
Effect	2	1	2	2

**Conclusions:** From the perspective of cognitive psychology, the reform and development of preschool education management system is of far-reaching significance. Improving the division of responsibilities of preschool education management departments, strengthening preschool education management and optimizing the allocation of preschool education managers have a great influence on the cognitive level of preschool education managers. Focusing on the implementation of the above three measures is conducive to improving the cognitive level of preschool education managers, Promote the effective reform and sustainable development of preschool education management system.

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## ON COLLEGE ENGLISH TRANSLATION TEACHING THEORY AND TRANSLATION SKILLS UNDER COGNITIVE IMPAIRMENT

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**Background:** Cognition refers to the process in which an individual processes external information to obtain relevant knowledge and theories, including memory, language, execution, calculation, visual space, understanding and judgment. When the cognitive function in any aspect is impaired and affects the individual's daily life and social ability, it can be judged that the individual has certain cognitive impairment. The behavioral characteristics of cognitive impairment are mainly manifested in the changes of executive ability, attention, language ability and social cognition. As for executive ability, the basic manifestations of cognitive impairment are the decline of individual organization and decision-making ability, inability to complete complex tasks and so on. At the attention level, it is mainly manifested in the reduction of information processing speed, selectivity and other types of attention changes. At the level of language ability, the most common manifestations are grammatical errors, ignoring social etiquette, the phenomenon of words failing to express their meaning in interpersonal communication, problems in abstract language expression and understanding, and so on. As far as social cognitive ability is concerned, it is mainly manifested in anxiety in social communication, weakening of emotional control ability, decline of resonance ability and reduction of recognition of social clues. In the process of clinical diagnosis and treatment, cognitive impairment is a transitional state between normal people and early Alzheimer's disease. Mild cognitive impairment is characterized by wandering, anxiety, depression, forgetfulness, memory and attention loss. Moderate cognitive impairment is characterized by further reduction of cognitive ability. Patients can be characterized by large emotional fluctuation, paranoia, anxiety, reduced understanding and language expression ability, and reduced resolution of objective things such as time. Severe cognitive impairment is caused by the deterioration of moderate cognitive impairment. The patients show the decline of overall function and develop to dementia disease. There will be delusion, indifference, lack of self-care ability and so on.

In the process of college English translation teaching, teachers should build a good English translation situation and innovative English translation system according to the basic situation of students, so as to enrich the teaching content and finally ensure that students achieve good learning results in the teaching process of college English translation. If students are accompanied by cognitive impairment, their English learning and translation ability will be significantly negatively affected. It is difficult to master college English translation skills and achieve excellent academic results. Exploring college English translation teaching theory and translation skills from the perspective of cognitive impairment is conducive to the smooth development of college English translation teaching and the improvement of college students'