

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'

English translation level.

Objective: When students with cognitive impairment study college English translation, they often have some problems, such as low interest in English learning, low efficiency of English translation and poor practical ability of English translation. In order to improve the English translation level of students with cognitive impairment, this study will explore college English translation teaching theory and Translation skills from the perspective of cognitive impairment.

Research objects and methods: 117 college students with cognitive impairment were randomly selected from three universities to explore their cognitive impairment level and English translation ability. The level of cognitive impairment of college students was evaluated by Montreal Cognitive Assessment (MoCA).

Research design: From the perspective of cognitive impairment, this paper analyzes and improves college English translation teaching theory and translation skills. Then, the improved college English translation teaching was used as an intervention means, and the total duration of the intervention was set to 60 days. MoCA is used to evaluate the improvement of cognitive impairment of college students with cognitive impairment before and after intervention, so as to provide data support for optimizing college English translation teaching theory and translation skills.

Methods: All data were statistically analyzed by Structured Query Language (SQL) and state software, and all data were expressed as mean \pm standard deviation, $P < 0.05$ indicates that the difference is statistically significant.

Results: According to Table 1, compared with before the intervention, the MoCA scores of college students at three different time nodes after the intervention showed different increases, and the differences were statistically significant ($P < 0.05$).

Table 1. MoCA scores of college students at different time nodes before and after intervention

Evaluation time	MoCA score
Before intervention	9.51 \pm 1.78
20 days after intervention	13.74 \pm 1.56*
40 days after intervention	19.13 \pm 1.66*
60 days after intervention	27.95 \pm 1.13*

Note: Compared with that before implementation, * $P < 0.05$.

Conclusions: From the perspective of cognitive impairment, the exploration and optimization of college English translation teaching theory and translation skills under cognitive impairment can enrich the teaching content and improve the teaching means, so as to effectively alleviate the cognitive impairment of college students, improve their cognitive level, and provide strong support for the improvement and all-round development of their English translation level.

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MULTIPLE QUALITY ASSURANCE PATHS OF HIGHER EDUCATION FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: Educational psychology is an interdisciplinary subject that organically combines psychology and pedagogy. It occupies an important position in the branch of applied psychology. In essence, educational psychology is a science that studies the basic laws of school situation and middle school teaching. In the actual research process, educational psychology mainly explores five educational elements and three educational activities. The former includes students, teachers, teaching content, teaching media and teaching environment, while the latter includes learning process, teaching process, evaluation and reflection process. The five educational elements are intertwined with each other and act on the three educational activities together, and there is a close correlation between them. Educational elements middle school students are the main body of learning, and they have diversified psychological development characteristics, namely difference, imbalance, orientation and order, continuity and stage. Therefore, educational psychology needs to be explored through different research methods. In the process of practical application, educational psychology plays a decisive role in the successful development of educational