

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

activities. It can help teachers accurately understand the problems existing in the teaching process, provide scientific theoretical guidance for the actual teaching activities, and effectively predict and intervene the possible behaviors of students. In essence, teaching psychology can play the role of description, interpretation, prediction and control in educational practice. It is an essential basic science in the field of education.

Higher education is a high-level educational model, and its development is based on the guarantee of diversified quality. After the state has adjusted the higher education management system, it puts forward higher requirements for its diversified quality, aiming to cultivate more high-quality professional talents based on the high-level diversified quality of higher education. The guarantee path of diversified quality of higher education is mainly divided into four aspects: Stimulating the internal demand of colleges and universities for the improvement of teaching quality, carrying out educational intervention by combining quantitative evaluation and quality analysis, constructing the operation mechanism of multi-party participation and cooperation, and paying attention to and strengthening the diagnosis and optimization of teaching and learning. From the perspective of educational psychology, this paper explores the effectiveness of these four diversified quality assurance paths of higher education, in order to improve teaching quality and ensure teaching results.

Objective: To build a diversified quality assurance system for higher education, which aims to improve the quality of educational services, ensure the teaching effect, and meet the practical needs of different stakeholders for higher education. This research will focus on the perspective of educational psychology, deeply analyze the needs of diversified quality assurance of higher education, take the students' education level as the basis, put forward and implement the corresponding diversified quality assurance path of higher education, in order to improve the quality of higher education.

Research object and method: 32 college students were randomly selected from two universities, a total of 64. Using the combination of standardized test and comparative analysis, this paper makes a detailed exploration on the actual performance and individual psychological characteristics of 64 subjects in the process of education.

Research design: Using standardized tests to explore the changes of college students' learning effectiveness and psychological characteristics under different multiple quality assurance paths of higher education, and obtain different results of diagnostic assessment, formative assessment and summative assessment. Taking four multiple quality assurance paths of higher education as intervention means, this paper uses hash algorithm to analyze the external learning performance and internal psychological characteristics of students under different intervention methods, so that the total score of the two is 10 points. The higher the score, the higher the ability level of college students.

Methods: MATLAB and SPSS26.0 software is used as the main research method to analyze the impact of multiple quality assurance paths of higher education on students from the perspective of educational psychology. All measurement data are expressed as mean \pm standard deviation.

Results: Under the intervention of four different multiple quality assurance paths of higher education, the scores of college students' actual teaching performance and individual psychological characteristics showed a trend of continuous improvement. With the advancement of teaching progress, the scores of college students in the three different evaluation stages of diagnostic evaluation, formative evaluation and summative evaluation increased significantly, from 5.67, 4.98, 5.54 and 6.01 to 8.54, 8.67, 9.07 and 9.25 respectively.

Table 1. Evaluation results of college students' ability level under the diversified quality assurance path of Higher Education

Quality assurance path	Diagnostic assessment	Formative assessment	Summative assessment
Stimulate the internal demand of colleges and universities for the improvement of teaching quality	5.67	7.93	8.54
Adopt the combination of quantitative evaluation and quality analysis to carry out educational intervention	4.98	8.01	8.67
Build an operation mechanism with multi-party participation and mutual cooperation	5.54	8.36	9.07
Pay attention to and strengthen the diagnosis and optimization of teaching and learning	6.01	8.13	9.25

Conclusions: From the perspective of educational psychology, the diversified quality assurance path of higher education has a good implementation effect, and can carry out diversified quality assurance work according to the different psychological characteristics of college students in the learning process. The four multiple quality assurance paths of higher education can significantly improve the actual teaching

performance and individual psychological characteristics of college students.

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KNOWING THE “LANGUAGE” WELL, MOISTENING THE “HEART” SILENTLY -- AN EXPLORATION OF INTEGRATING MENTAL HEALTH EDUCATION INTO CHINESE CLASSROOM TEACHING

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Background: Under the influence of “cross century quality education project” and “action plan for revitalizing education for the 21st century”, mental health education has received extensive attention. As the core component of quality education, mental health education plays a great role in the cultivation of high-quality and all-round development talents. It can meet the inevitable requirements of modern education and ensure the mental health level of students. In essence, mental health education takes the law of students’ physiological and psychological development as the basic basis and combines the educational methods in psychology to cultivate students’ psychological quality. Its main purpose is to promote the overall improvement of students’ overall quality. In mental health education, it mainly includes two executive functions: the maintenance of students’ mental health and the correction of students’ psychological and behavioral problems. As far as the maintenance of students’ mental health is concerned, it is aimed at all students. It mainly carries out educational work under the conventional education and training modes such as intelligent training, emotional education, personality training and interpersonal relationship guidance, in order to improve the basic quality level of students. As for the correction of students’ psychological and behavioral problems, mental health education mainly carries out psychological counseling and positive guidance for students’ learning adaptation problems, emotional problems and common behavioral problems.

Primary school is an important stage of life. All students’ behavior habits, interests, will and character will be formed at this stage. Mental health education can promote the all-round physical and mental development of primary school students and improve their overall quality. Based on this, strengthening the mental health education of primary school students is an important work of implementing quality education. Only by starting from childhood, sowing the seeds of mental health into children’s hearts and letting them take root can we provide guarantee for their healthy growth in the future. To carry out mental health education in schools, teachers should fully infiltrate mental health education into teaching, cultivate students’ sound personality and provide strong basic support for their sustainable development in the future. In Chinese teaching, from the perspective of positive psychology, adhere to the core goal of mental health education, adhere to teaching students according to their aptitude, fully tap Chinese teaching materials, sensitively capture the opportunity of psychological education in the classroom, warm students with language, pay attention to the cultivation of students’ personality development and will quality, constantly infiltrate students’ hearts and promote students’ all-round development.

Objective: In the process of Chinese classroom teaching, the purpose of teaching is not only to improve students’ language organization ability, reading comprehension ability and literary literacy, but also to guide students to establish a sound personality and improve their comprehensive quality. This study integrates mental health education into Chinese classroom teaching in order to promote students’ all-round development and explore the positive impact of mental health education on students.

Research objects and methods: 125 primary school students were randomly selected as the research object to explore. Integrate mental health education into Chinese classroom teaching as an educational intervention means, and evaluate the mental health level of the students by Mental Health Test (MHT).

Research design: Before and after the implementation of educational intervention, the mental health level of 125 students was evaluated and analyzed by MHT. MHT mainly contains eight content scales, namely, self-blame tendency, allergic tendency, phobic tendency, impulsive tendency, lonely tendency, anxiety about people, learning anxiety and physical symptoms. There are 100 evaluation items in total, and the scoring standard is “yes” for 1 point, and “no” for 0 point. When the MHT score of the tested students is higher than 65, it indicates that they have certain psychological obstacles.

Methods: Factor analysis was used to evaluate the influence of collaborative education strategy of track and field teaching in colleges and universities on college students’ psychological anxiety. The MHT data were statistically analyzed by MATLAB software. All measurement data were expressed in the form of mean \pm standard deviation, and $P < 0.05$ was taken as the standard with statistical significance.