

As shown in Figure 1, it can be seen that the positive impact of simulated tennis competition on tension and anxiety disorder, activation disorder and aggression disorder is more significant, reaching level 4 of the quantitative level, and the positive impact on competition motivation disorder and psychological saturation disorder is obvious, but not significant, only reaching level 3 of the quantitative levels shown in Figure 1, it can be seen that the simulated tennis game has a significant positive impact on three aspects: tension and anxiety disorder, activation disorder and aggression disorder, and has a significant but not significant positive impact on competition motivation disorder and psychological saturation disorder.

Conclusions: Teenagers are in a period of psychological growth, and the psychological response mechanism to strong external stimuli is not perfect. In this study, the competition psychological stability of young athletes in tennis competition is analyzed, and the tennis competition simulation system is applied to the daily training of young athletes. The results show that the system has significant effects on the tension and anxiety disorder, activation disorder the three types of aggressive disorder have a significant impact, and the positive impact on competition motivation disorder and psychological saturation disorder is also obvious. It can be seen that tennis competition simulation system can effectively improve teenagers' competition psychological experience, help teenagers improve competition psychology and improve their comprehensive quality

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PROFESSIONAL DEVELOPMENT OF ESP ENGLISH TEACHERS IN CHINESE COLLEGES AND UNIVERSITIES BASED ON EDUCATIONAL PSYCHOLOGY

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Background: Educational psychology takes the psychological activities of students in the process of education as the main research content, and the main basis in the research process is the psychological law of students. The use of language itself is a psychological phenomenon, and the process of using language is the process of psychological activities. Educational psychology advocates those students and teachers in the teaching process should be studied as a separate whole, rather than individual psychology should be divided into independent parts with weak correlation. Educational psychology highlights the influence and role of psychology and emotion in teaching activities, and believes that there is a close interaction between teachers and students in the teaching process. In the effective teaching of educational psychology, teachers will actively contact with students, and give students a positive impact on cognitive behavior and emotional behavior in the learning process. This concept of educational psychology can be extended to that the educational relationship is a psychological relationship between teachers and students before it is a behavioral relationship. In order to ensure the efficiency and positive of this relationship, it is not enough to only pay attention to the students, but also give more psychological attention to the teachers, because teachers grasp the psychological dominance to a great extent in the teaching process. Teachers' love for work, their sense of responsibility to students, their noble ideological and moral character and personal charm will have a positive impact on students. This study takes Chinese college ESP English teachers as the key focus in the teaching relationship, and judges the quality of college ESP English teaching by paying attention to the self-development of Chinese college ESP English teachers in the teaching process. By paying attention to college ESP English teachers and taking teachers' professional development direction and strategy as the development direction and strategy of teaching relationship, this paper will help college ESP English majors improve their teaching level and indirectly improve the learning effect of ESP English majors.

Objective: This study takes educational psychology as the theoretical basis, judges the teaching quality brought by a teaching relationship by paying attention to the professional development of teachers in the teaching relationship, and indirectly improves the ESP English teaching effect and students' learning experience by providing directions and strategies for the professional development of ESP English teachers.

Subjects and methods: This study combines the field survey method, BP neural network and importance analysis method to study which psychological elements are more conducive to the professional development of ESP English which elements are more conducive to the efficiency of teaching relations in the teaching

process by analyzing the importance of ESP English teachers' psychological factors.

Study design: This study uses the field survey method to investigate students' preferences for different types of teachers through the university campus curriculum website. On this basis, BP neural method is used to classify the psychological factors of ESP English teaching, and the importance analysis method is used to analyze the importance of different psychological factors in the development of ESP English teachers' professional development and teaching relationship.

Methods: In this study, excel was used to make statistics and analysis of the survey data.

Results: The distribution of teachers' psychological personality tendency preference is shown in Table 1.

Table 1. Distribution of teachers' psychological personality preference

Teachers' psychological personality tendency	Frequency	Percentage (%)
Academic knowledge tendency	59	12.83
Intellectual thinking tendency	126	27.39
Skill practice tendency	39	8.48
Moral trend	57	12.39
Humorous tendency	179	38.91
Total	460	100.00

Table 1 shows the preference distribution of ESP English majors in Chinese colleges and universities for teachers' psychological personality tendency. It can be seen that ESP English majors in colleges and universities have the highest preference for ESP English teachers with humorous and intelligent thinking tendency in psychological personality, reaching 27.39% and 38.91% respectively. It can be seen that in the professional development of ESP English teachers. Changing the mentality towards these two directions is conducive to enhance students' love for themselves, and then establish a positive psychological information transmission mechanism in the relationship between teachers and students.

Conclusions: Educational psychology pays attention not only to the educated side in a teaching relationship, but also to the educational side in the teaching relationship. Through positive professional development in the teaching relationship, teachers can improve their psychological guidance ability for students, and then help students enhance their learning driving force and improve their learning effect while planning their own development process, so as to realize the two-way development, good development and common development of both sides in the teaching relationship, and provide an optimized path for the overall development of ESP English major in Chinese colleges and universities.

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A COMPARATIVE LITERARY STUDY OF THE CULTURAL TURN IN ENGLISH TRANSLATION UNDER COGNITIVE IMPAIRMENT

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Background: Cognitive impairment is a cognitive disorder between normal aging and dementia. In the past, it was called "slight impairment of cognitive ability" and now it is also called "cognitive impairment syndrome". It is characterized by the abnormal decline of memory, attention, cognitive understanding and other abilities inconsistent with the age of relevant patients. Although patients will have mild impairment of cognitive function to varying degrees, However, normal living ability is not affected. Cognitive impairment is not a single concept, but can be divided into three different types according to the degree and type of cognitive impairment of patients, which are memory impairment symptoms, non-memory impairment symptoms and multiple cognitive impairment symptoms. If patients with cognitive impairment have only a single memory function module damaged, they can be identified as a single forgetting cognitive impairment. On the contrary, if multiple memory function modules are identified as damaged, they are forgetting cognitive impairment in multiple fields. If the memory function module of patients with cognitive impairment is not impaired, they can be defined as non-forgetting cognitive impairment. If only a single non-memory cognitive function module is damaged, it can be identified as non-forgetting cognitive impairment. On the contrary, if multiple non memory cognitive function modules are identified as damaged, it is non-forgetting cognitive impairment in multiple fields. According to the survey, the probability of mild