

paper investigates and analyzes the psychological obstacles and influencing factors of rural sports and cultural tourism participants by studying the ways and methods to promote the development of rural sports and cultural tourism from the perspective of psychology.

**Research objects and methods:** Using stratified cluster random sampling method, five rural areas were randomly selected for field survey, and 200 tourists of different ages and genders were randomly selected. A total of 200 questionnaires were distributed, and 200 valid questionnaires were recovered, with a recovery rate of 100%.

**Research design:** Hamilton Anxiety Scale (HAMA) was used to judge the development of rural sports and cultural tourism, and the psychology of tourists was analyzed. The scale can reflect the severity of the disease, including physical anxiety and mental anxiety. If the score is lower than 6, there is no depression; if the score is between 7 and 17, there may be anxiety; if the score is between 14 and 21, there is anxiety; if the score is more than 21, there is significant anxiety.

**Methods:** The relevant data were analyzed by Excel and SPSS20.0 software for calculation and statistics.

**Results:** The total HAMA score of tourists after the tour was significantly lower than that before the tour ( $P < 0.05$ ), and the factors of mental anxiety and physical anxiety were significantly lower ( $P < 0.05$ ).

**Table1.** Improvement of tourists' anxiety before and after tourism

Score	Factor		t	P
	Before tourism	After tourism		
HAMA total score	19.16	9.68	2.476	<0.05
Mental anxiety	10.79	5.23	3.401	<0.05
Somatic anxiety	8.27	4.60	3.390	<0.05

**Conclusions:** Actively cultivate the awareness of sports cultural tourism and improve the information system of sports cultural tourism. The improvement of information system is one of the effective ways to expand the social benefits of sports cultural tourism and improve personal expectations. Only by improving the social benefits and social expectations of sports cultural tourism can we better promote the development of sports cultural tourism. In view of the low popularity and attraction of sports cultural resources in some rural areas, as well as the lack of tourists' understanding of sports cultural tourism, we can strengthen publicity, coordinate the relationship between all aspects, and comprehensively, systematically, deeply and persistently publicize sports cultural tourism. For example, enrich the content and types of sports and cultural tourism projects, develop more tourism projects with both leisure value and economic value, and create different tourism projects according to the needs of tourists of different genders and ages. Only by improving the perceived value of sports culture tourists can we enhance the popularity of sports culture tourism and promote the development of sports culture tourism industry.

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## THE INFLUENCE OF COLLEGE ENGLISH TRANSLATION AND INFORMATION TEACHING INNOVATION ON COLLEGE STUDENTS' THINKING LOGIC OBSTACLES

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**Background:** Thinking is the reflection of human brain's indirect generalization of objective things and the highest form of human cognitive activities. The materials obtained from perception form concepts through brain analysis, comparison, synthesis, abstraction and generalization. The whole process is called thinking. Thinking is a pathological state that lacks its inherent logical connection and cannot be understood by normal people, which is called thinking logic disorder. There are many different classifications of thinking disorders, including thinking speed disorder, thinking form disorder, lack of purpose orientation, pathological symbolic thinking and so on. Patients occasionally feel that their thinking does not belong to them, that their thinking activities lose their autonomy, or that they are controlled by external forces, such

as thinking deprivation, thinking insertion, thinking dissemination and other experiences. This classification is suitable for clinical diagnosis, but it focuses on the research of schizophrenic thinking disorder, and pays less attention to organic encephalopathy or other mental thinking disorders. Generally, thinking disorder refers to the abnormality in the amount and speed of thinking association activity. The clinical manifestations of thinking disorder include thinking runaway, thinking slow, thinking poor, thinking broken, thinking loose, thinking interrupted, thinking incoherent, pathological restatement and so on. From the perspective of psychology, thinking obstacles are generally divided into four categories: process obstacles, thinking motivation obstacles, thinking motivation components obstacles and thinking content obstacles.

With the increasing pressure of college students in study, life and employment, there are more and more negative emotions. As a practical subject, college English aims to cultivate students' language communication ability and language application ability, so that students can have a certain understanding of western culture, so as to successfully complete cross-cultural communication. In the past teaching process, teachers used the content of teaching materials as the main carrier to transmit simple theoretical knowledge to students, ignoring students' psychological problems, resulting in the teaching effect not reaching the expectation. In order to meet the requirements of modern teaching, teaching methods must keep pace with the times, integrate practical skill education and quality education, change the traditional concept of training translation talents through advanced educational methods, and cultivate translation talents with cross-cultural communication ability, professional ability, innovation ability and social adaptability, in order to meet the needs of society for high-quality compound applied English translation talents. Teaching innovation in the context of informatization and the application of project teaching methods to classroom practice can improve the problems existing in the traditional teaching mode, bring the richer learning experience to students, improve students' psychological problems, and finally realize the continuous improvement of college students' comprehensive language ability. College students should get rid of their own logical thinking obstacles, such as the inability to accurately grasp the connotation of concepts, the misjudgment of reasoning premise, the inversion of cause and effect and so on. Therefore, it is particularly urgent to analyze the current situation of college students' thinking logic obstacles, find problems in time and take appropriate measures to solve psychological obstacles. This study discusses the methods of college English translation and information-based teaching innovation based on the obstacles of thinking logic. Based on the empirical investigation of college students, this paper analyzes the existing problems and targeted solutions.

**Objective:** In the process of college English translation and information-based teaching, colleges and universities must focus on the thinking logic obstacles of college students in the process of the English translation. Therefore, this study aims to explore the innovative methods of college English translation and information teaching based on the obstacles of thinking logic.

**Research objects and methods:** In order to verify the effectiveness of the innovative model of college English translation and information-based teaching, 372 college students were randomly selected for a questionnaire survey. The subjects were randomly divided into experimental group and control group, with 186 people in each group. The experimental group was given the innovative mode of translation and information teaching, and the control group was given the conventional teaching mode. This paper analyzes the effect of innovative teaching of college English translation and information technology on improving students' thinking logical obstacles.

**Research design:** Taking the thinking logic disorder of college students in English learning as the research direction, the self-designed thinking disorder diagnosis scale is used to evaluate the situation of students' thinking logic disorder. The scale is divided into qualitative and quantitative, with a full score of 10. The qualitative score accounts for 30% of the items on this scale. It mainly evaluates the presence or absence of symptoms. 0 means no data, 1 means no, 2 means suspicious, and 3 means yes. The quantitative score accounts for 70% of the items on this scale. 0 indicates no data, 1 indicates no or normal, 2 indicates suspicious, 3 indicates light, 4 indicates medium, 5 indicates heavy, 6 indicates heavy, and 7 indicates extremely heavy.

**Methods:** The relevant data were calculated and counted by Excel software and SPSS20.0.

**Table 1.** Changes in the total score of college students' thinking disorders before and after intervention ( $\bar{x} \pm s$ )

Time	Total score of thinking disorder		t	P
	Experience group	Control group		
Before teaching	3.15±1.22	3.11±1.29	0.284	0.796
After teaching	2.64±1.16*	3.12±1.24	2.752	0.018

Note: Comparison of this group, \*  $P < 0.05$ .

**Results:** It can be seen from Table 1 that before the application of the innovative teaching mode of college English translation and information teaching, the total score of thinking disorder between the two groups of college students was not statistically significant ( $P < 0.01$ ). After application, the total score of thinking disorder in the experimental group decreased significantly ( $P < 0.01$ ), while there was no significant change in the control group ( $P > 0.05$ ).

**Conclusions:** More and more colleges and universities will regard the innovation of teaching and training ideas, the construction of translation technology courses and the reform of translation teaching methods as an essential part of translation teaching innovation. Students' mental health problems should be included in the professional curriculum system, which can also effectively change the teaching ideas of translation teachers and improve the translation ability of college students. In the process of project research and operation, students can continuously improve their language expression ability and application ability, complete the training of highly skilled and high-quality English talents, and improve students' mental health problems.

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## THE ROLE OF PROJECT-BASED AND INFORMATION-BASED ENGLISH TEACHING IN IMPROVING STUDENTS' COGNITIVE IMPAIRMENT

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**Background:** Cognition is a process in which the human brain receives external information, processes it and transforms it into internal psychological activities, so as to obtain knowledge or apply knowledge. Cognition includes memory, language, visual space, execution, calculation, understanding and judgment. When one or more of the above cognitive functions are damaged, it can be identified as cognitive impairment. If it further affects the individual's daily or social ability, it can be diagnosed as dementia. Such as neurasthenia, hysteria, hypochondriasis, climacteric syndrome, depression, obsessive-compulsive disorder, senile dementia, schizophrenia, reactive psychosis, paranoid psychosis, mania, manic depression and so on. Cognitive impairment mainly includes perceptual impairment, memory impairment and thinking impairment. The causes of the above cognitive impairment are various. In addition to organic diseases, most of them are caused by mental disorders. Such as neurasthenia, hysteria, hypochondriasis, climacteric syndrome, depression, obsessive-compulsive disorder, senile dementia, schizophrenia, reactive psychosis, paranoid psychosis, mania, manic depression and so on. With the increasing pressure of college students in study, life and employment, there are more and more negative emotions. According to the data, there were 50 million patients with cognitive impairment worldwide in 2018, and it is predicted that it will increase to more than 80 million in 2030. In the era of information technology, it is an important task for colleges and universities to deepen the reform of English teaching how to use information technology for teaching design of higher vocational English courses with project-based teaching. Some scholars put forward that information-based teaching design is to use systematic methods, take learning as the center, make full use of modern information technology and information resources, and scientifically arrange all links and elements of the teaching process, so as to realize the optimization of the teaching process. Apply information technology to build an information environment, obtain and use information resources, support students' independent inquiry learning, cultivate students' information literacy and improve students' learning interest, so as to optimize the teaching effect. However, there are no effective drugs to improve the symptoms of patients with cognitive impairment. Research shows that physics and cognitive stimulation teaching can effectively alleviate the process of college students' cognitive impairment. Therefore, if the college students' psychological quality is relatively good, it is easy to solve the current college students' psychological problems if the college students' psychological quality is in place and other college students' psychological quality is relatively good. On contrary, it will induce many other psychological problems. Therefore, it is particularly urgent to analyze the current self-awareness of college students, find problems in time and take appropriate measures to solve psychological obstacles. In recent years, the direction of teaching innovation in colleges and universities began to focus on improving students' mental health problems, especially students' cognitive impairment. The purpose of this study is to explore the impact of college English project-based and information-based teaching innovation model on college students' cognitive impairment, and to provide some reference for the rehabilitation treatment of college students