

preferences and the elements of traditional village landscape design are analyzed together through the element analysis method.

Methods: This study uses clustering algorithm program to cluster the psychological state of traditional village tourists, uses Excel table to sort out and count the element data, and uses the five-level quantitative method to analyze the impact analysis. The higher the level, the higher the degree of impact.

Results: The impact of tourists' psychological preference on the landscape design of traditional villages is shown in Figure 1.

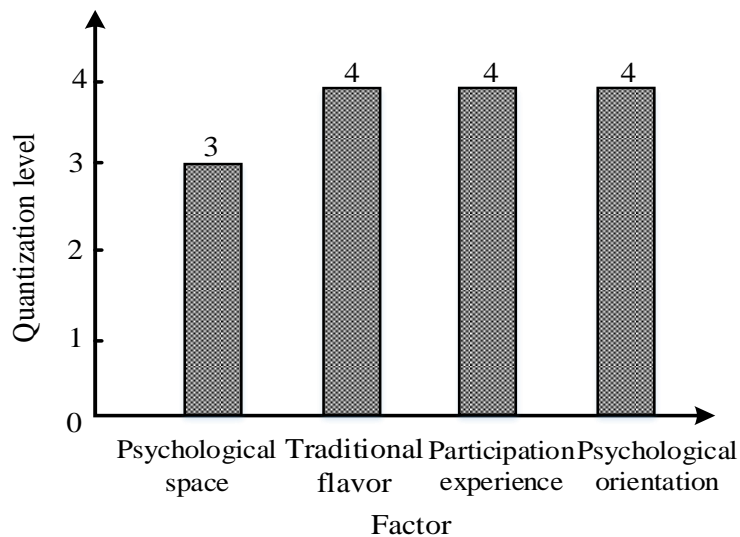


Figure 1. Tourist psychological elements

In Figure 1, among the four psychological elements of tourists' psychological space, aesthetic preference, participation experience and psychological guidance, the three psychological elements of aesthetic preference, participation experience and psychological guidance have a greater impact on the landscape design of traditional villages, reaching level 4, while the psychological space only reaches level 3. This is because the scope of tourists' personal psychological space is constantly changing according to environmental changes, and each individual has different measurement methods. However, aesthetic preference, participation experience and psychological guidance dominate the psychological experience of tourists in the process of traditional village tour, so it is more important.

Conclusions: In the landscape design of the tourism industry, the psychological factors of tourists are very important. If we can't grasp the psychological needs of tourists, we can't design a landscape welcomed by tourists. Starting from environmental psychology, this study analyzes the psychological state of tourists in the process of visiting the traditional village landscape, and extracts the tourists' psychological preferences in terms of psychological space, aesthetic preference, participation experience and psychological guidance, so as to provide a psychological theoretical basis for the traditional village landscape design of the tourism industry. Help the tourism industry to enhance the tourist attraction of self-designed traditional village landscape.

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THEORETICAL ANALYSIS AND SKILL EXPLORATION OF COLLEGE ENGLISH TRANSLATION TEACHING FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: With the help of psychological theory, educational psychology analyzes and intervenes the

psychological laws and change characteristics of both subject and object in teaching under specific circumstances, and is of great significance to teaching design, teaching scheme, teaching means and teaching motivation guidance in the teaching process. Educational psychology is the application and expression of psychological theory in the field of education. On the premise of respecting students' individualization and difference, it actively intervenes and guides students' knowledge learning ability, personality development and talent training means. At the same time, educational psychology takes building morality and cultivating people as the educational concept and adheres to people-oriented as the teaching purpose. It can provide psychological science theoretical basis for curriculum setting and provide ideological guidance for teachers to improve teaching quality and teaching means. The teaching process is essentially a process of interaction and progress between both sides of teaching. With the help of educational psychology, we can choose appropriate teaching means and methods on the basis of understanding the psychological characteristics of teaching subjects and educational psychology, so as to improve teaching quality and efficiency. As far as foreign language teaching is concerned, various schools of pedagogy in history have directly established their own theoretical systems based on the corresponding psychological views. In China's current higher education, the cultivation of students' English ability has gradually become one of the key directions of education, and English translation is an important way for students to understand English and master English learning methods. However, in the current English translation teaching in colleges and universities in China, the limitation of teaching materials and the lack of teaching theory system make the classroom less interesting, the enthusiasm of students' participation is poor, and the teaching effect is not satisfactory. The students' innovation and application of English teaching methods are limited to a certain extent. Therefore, the intervention of English translation teaching means and programs with the help of educational psychology theory can help students better understand English translation theory and skills. Furthermore, students' anxiety, anxiety, resistance and other negative emotions and mental diseases caused by the difficulty of professional learning can improve their mental health level and emotional regulation ability.

Objective: To analyze the teaching problems and learning psychological laws of students in the process of English translation teaching with the help of educational psychology. And grasp the students' theoretical cognition and skills in English translation, and improve their psychological problems and negative emotions caused by professional learning problems.

Research objects and methods: The research takes English majors in a university as the research object. It collects information on the learning problems and needs of college students and the current situation of English translation teaching, and then improves and optimizes the college English translation teaching model to build a new model that meets the psychological needs of students and the characteristics of English teaching. And test the improvement of students' psychological status with the new teaching model.

Method design: With the help of principal component analysis, this paper makes a factor analysis on the influencing factors affecting the effect of English translation teaching, and then optimizes the classroom model, teaching means, teaching resources and teaching practice of English translation teaching, so as to analyze the changes of learning quality and professional ability of the experimental subjects in four months. The data before and after the experiment are compared and analyzed to explore the theory and skill teaching model of college English translation teaching from the perspective of educational psychology and the improvement of students' psychological problems.

Methods: SPSS22.0 analysis tool to process the experimental data, extract the influencing factors by principal component analysis, and analyze the changes of students' learning situation and psychological emotion before and after the experiment with the help of the new teaching classroom model.

Results: From the perspective of educational psychology, improving the current college English translation teaching classroom is helpful to grasp the teaching focus and breakthrough, improve students' understanding of English translation theory and skills, and further improve their professional ability. The results show that the college English translation education classroom under the improvement of educational psychology can greatly improve students' learning initiative and creativity and improve their professional quality on the basis of grasping students' needs. Table 1 shows the changes of students' psychological emotion before and after the improvement of classroom teaching mode.

Table 1. Changes of students' psychological emotion before and after the improvement of classroom teaching mode

Learning psychological emotion	Anxiety	Depression	Uneasiness	Resistance
Before improvement	35.35±4.62	27.16±3.35	24.25±7.53	22.86±3.48
After improvement	17.68±3.17	14.37±1.26	11.34±5.101	12.24±4.24

Conclusions: Educational psychology can effectively grasp the psychological law and teaching law of

teaching subject and object, teach students according to their aptitude, teach without category, and greatly improve the teaching level and quality. College English translation course is of great significance for students to understand English and improve their English level. Therefore, teachers should actively change their inherent concepts, actively integrate educational psychology into the teaching process, help students master more translation skills, improve their professional ability and comprehensive quality, and better adapt to the development requirements of the times for talents.

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A STUDY ON THE INFLUENCE OF PRAGMATIC FAILURE CAUSED BY LOGICAL BARRIERS IN CROSS-CULTURAL COMMUNICATION

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Background: Thinking logic refers to the ability to observe, compare, analyze, summarize, judge and reason things with scientific logical methods, and then accurately and orderly express our thinking process. It is an important tool for us to recognize and guide the objective world. As a cognitive process with mathematical characteristics, thinking logic emphasizes the logic between things. It is an important embodiment of the unity of external things and their own cognitive level. It has high requirements for people's language organization ability and thinking expression ability. The differences of education level, age structure and self-cognition level will make individual thinking show different thinking and cognitive habits at different stages and times. When an individual is carrying out cognitive activities, it will produce thinking logic obstacles under the influence of the confusion of thinking starting point, the fuzziness of thinking image, the deviation of thinking direction and the confusion of thinking logic, which will make it difficult for objective things to appear normally in the human brain, which is manifested in the abnormality of thinking process and thinking content. Thinking logic disorder mostly refers to the lack of certain logicity and coherence in the connection of language organization. It often has the symptoms of poor thinking, slowness, mandatory thinking, pathological restatement and delusion. It is often manifested in pathological symbolic thinking, new words, logical wrong thinking and sophistry thinking. Its essence is that thinking deviates in the process of information processing and processing. Thinking logic disorder will not only affect people's thinking ability and cognitive ability, but also make them lack comprehensiveness and objectivity in the analysis and treatment of problems, affect the depth and breadth of things evaluation, and seriously doubt their own behavior and affect people's normal life.

When using local language for communication, there is often no semantic ambiguity or pragmatic failure to cause thinking logic obstacles. Language communication ability and organizational ability are the concentrated embodiment of thinking logic, while "cross-cultural communication" refers to the communication between people with different language backgrounds and languages, which is an embodiment of comprehensive competitiveness. It is also a comprehensive test of language users' language application ability in the process of communication. However, in the current college English education, teachers ignore the cultivation of students' language expression ability and communication ability, and students are unable to understand the logical connotation in English culture in cross-cultural communication learning and practice due to the lack of relevant language background learning and differences in language habits, resulting in pragmatic failure. Therefore, exploring students' pragmatic failures in cross-cultural communication from the perspective of thinking logic disorder will help to enhance students' confidence in English understanding logic and language communication, and then alleviate their symptoms of thinking logic disorder, which has important practical significance and guiding value.

Objective: Starting from the characteristics of students' thinking logic and the current situation of English teaching, this study focuses on the cultivation of students' cross-cultural communication ability, and carries out targeted teaching and intervention according to their existing language logic problems, such as language background learning and dialogue training, so as to improve the teaching mode, so as to continuously improve students' thinking logic obstacles and improve their professional ability and mental health.

Research objects and methods: The study takes 900 English Majors in three universities as the research object, collects information and evaluates their thinking logic level, thinking misunderstanding and cross-cultural communication level, and then explores the correlation between thinking logic obstacles and