

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

English cross-cultural communication ability with the help of association rule algorithm. And according to the problems and needs of the research object in English teaching, so as to improve students' pragmatic failure and thinking logic misunderstanding in cross-cultural communication.

Method design: Explore the correlation between thinking logic ability and English cross-cultural communication level with the help of association rule algorithm, and carry out group teaching intervention according to students' cross-cultural communication learning status and thinking logic characteristics. The experiment lasted for eight weeks. After the experiment, the students' thinking logic improvement and cross-cultural communication level were collected and processed.

Methods: The deviation between the expression of logic and the expression of logic will affect the input and output of thinking. The research uses an association rule algorithm to explore the correlation between thinking logic ability and English cross-cultural communication level, and intervenes the research object with targeted teaching means, so as to analyze the improvement of students' thinking logic with the help of statistical analysis tools, and obtain the experimental results.

Results: People's thinking activities include four aspects: thinking association, thinking logic, thinking reasoning and thinking content. When people output information, they will process and process it in their mind in advance. If there are problems such as abnormal thinking process and illogical logic, there will be thinking logic obstacles. The communication ability and communicative ability of language are the display of thinking logic. The fluency and rationality of thinking logic language will affect the accuracy of language information output. Intercultural communicative competence is the ability to make rational use of language on the basis of a certain understanding of language. The deep-seated connotation of language expression is to reorganize and reproduce language information on the basis of grasping the deep-seated connection of thinking logic. Exploring the pragmatic failure caused by the thinking logic barrier in cross-cultural communication ability, it can help to reduce the logical confusion and other problems existing in the process of language use, so as to improve the thinking expression ability and improve the thinking logic barrier. Table 1 shows the scores of each dimension of students' thinking logic disorder before and after the experiment.

Table 1. Statistics on the difference of students' thinking logic scores before and after the experiment

Representation dimension	Before the experiment	After the experiment
Thinking processing bias	25.24±2.43	12.77±2.49
Confusion of thinking logic	28.42±2.77	8.28±2.63
Coherence of thinking language processing	22.43±2.05	11.22±3.83

Conclusions: The communicative competence of language and culture not only refers to the improvement of language expression ability, but also requires students to master the corresponding basic cultural knowledge and cultural background. The cross-cultural communicative competence not only reflects the students' ability to use the language, but also reflects the logic and fluency of information processing. With the help of college English teaching reform to improve students' cross-cultural communicative competence, it will help to improve students' ability of language organization, adaptability and speculation, deeply grasp the logic and internal relationship of English language, and strengthen their ability of information processing. Then reduce the thinking logic obstacles such as language errors and improve the level of mental health.

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TELLING CHINESE STORIES WELL IN THE CONTEXT OF COGNITIVE PSYCHOLOGY: INNOVATIVE EXPRESSION OF CULTURAL VARIETY SHOWS

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Background: Cognitive psychology is a psychological trend rising in the West in the mid-1950s. It is a psychological mechanism as the basis of human behavior. Its core is the internal psychological process between input and output. It aims to study the operation of memory, attention, perception, knowledge