

the world, also known as “speech activity theory”. The main theories of Russian psycholinguistics include language consciousness theory, language world picture theory, language personality and language function theory, etc. Through the investigation of Russian foreign students, this paper aims to explore the Psychological Tradition in Russian linguistics and its influence on the psychological character of the Russian people.

Objective: Under the influence of the free association experiment of Russian psycholinguistics, domestic scholars began the comparative study of language consciousness on this basis. This study will systematically introduce the main theories, research methods and school characteristics of Russian psycholinguistics, and discuss the psychological tradition in Russian linguistics and its influence on the psychological character of the Russian people, in order to provide reference for psycholinguistics and Russian teaching.

Subjects and methods: A questionnaire was sent to 200 Russian students in China in the form of e-mail. 185 questionnaires were recovered, and 178 valid questionnaires were finally obtained. The 178 respondents were intervened by Russian psycholinguistics to evaluate their personality and psychological status before and after the intervention.

Research design: Subjects were evaluated before and after intervention with Cognitive Emotion Regulation Questionnaire (CERQ). CERQ scale includes 36 items and 9 cognitive coping methods, and each strategy includes 4 items and 9 subscales. Adaptive strategies include rational analysis, positive reevaluation, re focus on planning, positive re focus and acceptance; Strategies that lack adaptability include blaming others, disaster, meditation and self-blame. The test-retest reliability of CERQ was 0.65, and the reliability of each subscale was between 0.36 and 0.69.

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

Result: As can be seen from Table 1, Russian students scored the highest in the refocus program and the lowest in blaming others. There was no significant difference in the first seven factors ($P > 0.05$), but there was significant difference in the two factors of disaster and blaming others ($P < 0.01$).

Conclusions: Russian psycholinguistics occupies an important position in the world psycholinguistics with its unique theories and research methods. The Chinese Russian community has introduced the relevant theories and research methods of Russian psycholinguistics, which is conducive to the enrichment and development of psycholinguistics in China. However, in terms of theoretical research, China’s psycholinguistic circles still focus on introducing the theories of Russian scholars, lacking innovation. These research results are of great significance for safeguarding China’s cultural security, carrying forward Chinese culture and promoting cross-cultural communication. This study takes Russian students as the research object, uses Russian psycholinguistics to intervene the 178 respondents, and evaluates the personality and psychological status of the subjects before and after the intervention. The results showed that Russian students scored the highest in the refocus program and the lowest in blaming others. There was no significant difference in the first seven factors ($P > 0.05$), but there was significant difference in the two factors of disaster and blaming others ($P < 0.01$).

Table 1. Comparison of cognitive and emotional regulation factors of foreign students

Factor	Before intervention	After intervention
Self-blame	3.633	3.629
Accept	3.933	3.853
Meditate	3.398	3.576
Actively refocus	3.338	3.345
Refocus on the plan	3.808	3.871
Positive re evaluation	3.535	3.69
Rational analysis	2.842	2.73
Catastrophic	2.775	3.180**
Blame others	2.561	2.930**

* * * * *

AN ANALYSIS OF THE INFLUENCE OF CULTURAL DIFFERENCES BETWEEN CHINA AND JAPAN ON THE PSYCHOLOGICAL BEHAVIOR OF JAPANESE STUDENTS IN TRANSLATION PRACTICE

Chong Zhang

Guilin University of Technology, Guilin 541004, China

Background: Psychological behavior is the activity of organisms under the influence of various internal and external stimuli. Among them, physiological psychology is based on nerves and hormones, and further discusses the physiological mechanism of organism behavior. Based on information processing, cognitive psychology analyzes the physiological mechanism of organism behavior. Social psychology is based on the emotional communication between people to analyze the psychological mechanism of organic behavior and group behavior. In different periods of psychological research, there are different understandings of behavior. Mental health is affected by both heredity and environment, especially the rearing style of the original family in childhood, which has a great impact on the development of mental health. Mental health is prominent. It can maintain good communication or cooperation with others in social, production and life, and can deal with all kinds of situations in life. With the increasing social competition and the increasing employment pressure of students, many college students have a certain degree of psychological burden, even mental diseases such as anxiety and depression. Therefore, many college students have similar behavior and psychology. These college students usually show a strong sense of inferiority and lack of sense of responsibility. Some students have poor self-control and poor performance. They often feel inferior and feel that they can't do anything well. Therefore, they continue to indulge themselves and their academic performance plummeted. Many students don't realize their responsibilities and are difficult to face their life with a positive attitude. Such students are still confused about the future, full of psychological emptiness, and do not have a set goal for the future. At the same time, such students have weak legal awareness, impulsive behavior, cannot well restrain themselves, lack a certain legal awareness, it is easy to make some wrong behaviors, and may even cause irreparable consequences.

The same is true for Japanese majors. The research shows that introducing the analysis of cultural differences between China and Japan into the practical course of college Japanese translation can effectively improve students' psychological quality and correctly guide students' psychological behavior. Translation is an important bridge to transform one language into another. To a certain extent, it can connect two different cultures, spread culture, exchange and learn from each other. Since translation involves two distinct cultures with great differences, it is necessary to consider the similarities and differences in the specific contents if one culture is transformed into the culture of another language. In many cases of Japanese translation, translators do not fully understand the breadth and depth of Chinese culture, do not grasp Japan's national characteristics and culture, and do not understand the differences between the two languages and cultures, resulting in certain loopholes and defects in Japanese translation. Therefore, Japanese translation must be based on language and cultural differences. Translators must understand the culture of their own nation, as well as the national characteristics and behavior habits of Japan, translate into an accurate and culturally appropriate language, and be a good messenger of cultural communication.

Objective: This study discusses the introduction of Chinese and Japanese cultural differences into college Japanese translation teaching, in-depth analysis of language and cultural differences, and then in-depth analysis of students' psychological behavior.

Subjects and methods: In order to verify the psychological behavior of Japanese majors, 400 Japanese majors were randomly selected as the research object. The subjects were randomly divided into experimental group and control group, with 200 people in each group. The experimental group was given Japanese translation teaching mode based on Chinese and Japanese cultural differences, and the control group used conventional Japanese translation teaching mode to analyze the impact of the two modes on students' psychological behavior.

Research design: All the students were evaluated by the self-designed evaluation scale of college students' psychological and behavioral disorders. The scale is divided into qualitative and quantitative, with a full score of 10. The qualitative score accounts for 30% of the items in this scale. It mainly evaluates the presence or absence of behavior disorder symptoms. 0 means no data, 1 means no, 2 means suspicious, and 3 means yes. The quantitative score accounts for 70% of the items in 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 software.

Results: There was no significant difference in the scores of the two groups before the intervention ($P < 0.01$). After the intervention, the score of the scale in the experimental group decreased significantly ($P < 0.01$), while there was no significant change in the control group ($P > 0.05$).

Conclusions: There are no two identical languages in the world. Although they have some similarities, they show differences on the whole. The differences are mainly due to the differences of their national culture and regional culture, which affect the language culture. The translation work is mainly to translate

the language with its deep cultural background, so as to make the two languages communicate more widely, so as to further promote the cultural exchange between the two countries. Therefore, for translators, they not only need to understand the cultural background of the language, but also need to have good psychological quality.

Table 1. Comparison of total scores of psychological and behavioral disorders between two groups of college students

Intervention time	Psych behavioral disorder score		t	P
	Experience group	Control group		
Before intervention	3.16±1.24	3.13±1.31	0.295	0.807
After intervention	2.66±1.18*	3.14±1.26	2.763	0.021

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

* * * * *

RESEARCH ON THE IMPACT OF INDUSTRY EDUCATION INTEGRATION MODEL ON COLLEGE STUDENTS' PSYCHOLOGICAL ECOLOGY FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

Jihui Wu^{1,2} & Huanliang Sun^{1*}

¹Hunan Agricultural University, Changsha 410128, China

²Jiangsu University of Technology, Changzhou 213001, China

Background: Educational psychology is a social psychology that studies human learning, the effect of educational intervention, teaching psychology and school organization in educational context. The focus of educational psychology is to apply the theory or research results of psychology to education. Educational psychology can be applied to designing courses, improving teaching methods, promoting learning motivation and helping students face various difficulties and challenges in the process of growth. Educational psychology pays attention to how students learn and develop, and pays special attention to students with special educational needs in practical work. Through the relationship with other disciplines, it is also helpful to understand educational psychology. Educational psychology is based on psychology and has developed many special fields to study educational problems. Higher education is an important type in China's educational development. It shoulders the mission of cultivating high-quality talents for economic and social construction and development. It plays an irreplaceable role in accelerating the process of industrial upgrading and economic structure adjustment. According to the talent needs of enterprises in social industries, colleges and universities need to take the training of management cadres or technical backbones as the talent training goal, rely on industrial resources in relevant fields, build an industry education integration talent training mode based on educational psychology, and implement a three-stage teaching organization. In the process of professional post practice, college students need to be carried out under the guidance of college professional instructors and enterprise mentors, and students should receive the training of enterprise professional posts while successfully completing their post work. Psychological conflict is a normal psychological process, which often occurs in the situation where individuals show inner contradiction and are difficult to choose when facing the psychological factors related to psychological conflict. If the psychological conflict is not relieved and handled for a long time, and the individual is in a high stress state for a long time, it will seriously affect the individual's mental health. However, students' psychological pressure in different degrees during enterprise practice teaching has become an important factor affecting the quality and effectiveness of enterprise practice teaching. Strengthening the analysis and intervention of students' psychological pressure during enterprise practical teaching is not only conducive to students' completion of enterprise teaching practical learning objectives, but also conducive to students' shaping a positive and healthy psychology.

Objective: Taking a higher vocational college as an example, this paper discusses the psychological conflict and coping strategies of higher vocational college students' enterprise practice from three aspects: main performance, cause analysis and coping strategies, hoping to provide a useful reference for the solution of psychological stress problems of higher vocational college students during enterprise practice teaching.

Subjects and methods: In order to alleviate the negative psychology of students in the process of enterprise practice, taking the production education integration model based on educational psychology as