

## AN ANALYSIS OF THE INFLUENCE OF CULTURAL AND PSYCHOLOGICAL DIFFERENCES BETWEEN CHINA AND JAPAN ON JAPANESE STUDENTS' TRANSLATION LEARNING

Yajie Cheng

*Xi'an International University, Xi'an 710077, China*

**Background:** Culture is all human spiritual activities and their products relative to economy and politics. It is an abstract element contained in and free from material. Culture has strong heritability, and its inheritance forms mainly include national or national history, geography, customs, traditional customs, lifestyle, literature and art, code of conduct, mode of thinking, values, etc. Cultural psychology is one of the research fields of psychology. Its main research object is the interaction between psychology and culture. Its main research purpose is to reveal the mechanism of mutual integration between culture and psychology. As a discipline that studies the adjustment, expression, transmission, penetration and influence of cultural traditions and social activities on human psychological life style, cultural psychology covers a wide range of fields, including subjective and objective, self and others, psychology and culture, individual and living environment and so on. The existence of cultural and psychological differences between China and Japan is inevitable. The main reasons are the influence of religious culture and geographical factors. China's religious and cultural thought mainly originates from Buddhism and Taoism and Confucianism, which is usually reflected in the pursuit of order. The scholar class with Confucianism as the program is different social strata. It has defined many restrictions and has become a subtle and important part of Chinese people's daily life and behavior. Japan advocates Zen culture and Shinto culture, which interact and form a unique cultural aesthetics with Japanese characteristics. Japan is an archipelagic country, and its geographical environment is complex and bad, which makes the Japanese people gradually form a nihilistic and pessimistic cultural atmosphere. China is located in the Eurasian continent, with a vast territory and abundant resources. Therefore, the unique multi-ethnic cultural system of our people has created a strong tolerance and adaptability of the Chinese people. Under this influence, the cultural and psychological differences between China and Japan are deeply rooted, which has a certain impact on the exchanges and communication between the two peoples. For Japanese students' translation learning, the most difficult is the use of turning complex sentences and associated words.

**Objective:** To explore the impact of cultural and psychological differences between China and Japan on Japanese students' translation learning, in order to put forward targeted improvement measures according to the characteristics of influencing factors and influencing mechanism, so as to eliminate the impact of cultural and psychological differences between China and Japan on Japanese students' translation learning to the greatest extent.

**Subjects and methods:** 152 Japanese students who studied translation were randomly selected, using C4 Combining decision tree algorithm with multivariate regression analysis, this paper explores the impact of cultural and psychological differences between China and Japan on Japanese students' translation learning.

**Research design:** The study graded the influence of cultural and psychological differences between China and Japan on Japanese students' translation learning, using a 4-level scoring standard, from 0 to 3, indicating no influence, small influence, general influence and large influence respectively. Then, according to the influence evaluation results, from the perspective of cultural psychology, this paper puts forward corresponding improved teaching methods for Japanese students studying translation, judges the influence again, and makes a comparative analysis.

**Methods:** SPSS23.0 was used for all data information in the study and python software for statistical analysis.

**Results:** Table 1 shows the evaluation results of the influence of Chinese and Japanese cultural and psychological differences on Japanese students' translation learning before and after Japanese students accept the teaching improvement measures. According to Table 1, before the implementation of Japanese teaching improvement measures, the influence of religious culture, geographical factors, history and climate all had a great impact on Japanese students' translation learning, which hindered the development of their normal learning activities and was difficult to ensure their Japanese learning quality. After the implementation of Japanese teaching improvement measures, the influence of geographical factors, historical factors and climate factors has been reduced to 0, indicating that they no longer have an influence. The influence of religious culture is reduced to 1, indicating that its influence on Japanese students' translation learning is small.

**Conclusions:** Cultural psychology is one of the research fields of psychology. Its main research object is the interaction between psychology and culture. Its main research purpose is to reveal the mechanism of the integration between culture and psychology. Integrating cultural psychology into the teaching mode of

Japanese students' translation learning can effectively reduce the negative effects of various influencing factors such as religious, cultural and geographical factors, and improve the effectiveness of Japanese students' translation learning to a certain extent by eliminating the cultural and psychological differences between China and Japan.

**Table 1.** Influence changes of different factors before and after Japanese teaching improvement measures

Factor	Before implementation of improvement measures	After the implementation of improvement measures
The influence of religion and culture	3	1
Influence of geographical factors	3	0
Historical influence	3	0
Climate impact	2	0

**Acknowledgement:** The research is supported by: Scientific Research Plan Project of Shaanxi Provincial Department of Education in 2021: Research on "Animation Tour" model in Shaanxi local tourism resources (No. 21JK0322).

\* \* \* \* \*

## IMPROVEMENT MECHANISM OF MULTIMODAL DISCOURSE ANALYSIS ON STUDENTS' READING PSYCHOLOGICAL BARRIERS IN ENGLISH TEACHING CLASSROOM

Xuewen Zhong

*Panzhuhua University, Panzhuhua 617000, China*

**Background:** With the continuous advancement of educational reform, many traditional teaching methods are facing the fate of being eliminated because they cannot meet the needs of the new era, which requires educators to constantly explore new teaching methods, and the birth of innovative teaching methods depends on brand-new teaching theories. In English teaching classroom, due to many factors, such as small vocabulary, poor sense of English language, less opportunities for daily oral practice, and some resistance to English learning, students are very likely to feel great difficulty in the process of English learning, especially English reading. At present, the biggest problem student's face in English teaching classroom is the psychological barrier to English text reading. There are various reasons for students' psychological barriers to English reading, among which the language environment is inconsistent, so that students can be widely exposed to English only in English classroom and lack of oral English practice environment. The teaching application based on the concept of multimodal discourse analysis is mainly to organically integrate students' visual, auditory, tactile and other sensory functions, and realize the transmission of information through language or sound. This new theory can effectively meet the needs of English Teaching in the new era, and then provide support for English teaching reform. Modal discourse analysis aims to provide feedback through hearing, vision and touch, and communicate with the identification system in a variety of ways. Modal English classroom teaching is an inevitable requirement of the development of contemporary society. It meets the diversified standards of global culture and plays a certain role in promoting the reform and innovation of English teaching. The connotation of multimodal discourse analysis theory is the object of discourse communication analysis of language, text, sound, video, action and other symbols and means through people's multiple senses, including hearing, vision, touch and smell. The application of this theory can form a new understanding mode in people's hearts. Language is not only a symbol for communication, but also represents the individual's inner feelings.

**Objective:** In the teaching process of language courses, the methods adopted in China for a long time are too rigid and rigid, and the charm of language has not been fully displayed. Due to the lack of vividness and representativeness of information transmission, it is difficult for students to effectively understand and grasp all information, which has a certain negative impact on students' learning interest and enthusiasm, and there are problems of reading psychological barriers. The main purpose of this study is to use multimodal discourse analysis to effectively improve students' reading psychological barriers in English teaching classroom, improve students' English learning enthusiasm and ensure their learning quality.