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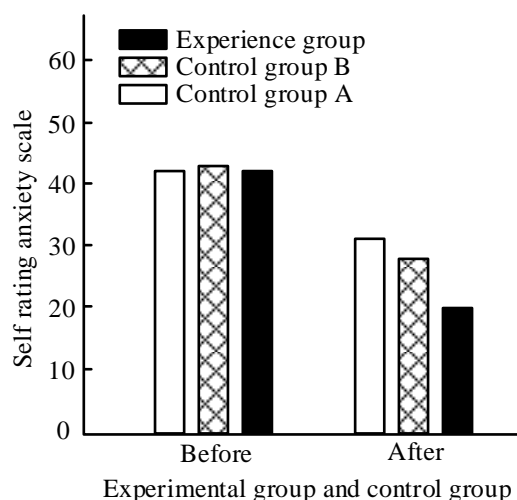


Figure 1. Experimental result diagram

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THE INFLUENCE OF FOREIGN LANGUAGE TRANSLATION TEACHING ON COLLEGE STUDENTS' PSYCHOLOGY FROM THE PERSPECTIVE OF CROSS-CULTURAL COMMUNICATION

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Background: Cross cultural communication refers to the symbolic communication process between people from different cultural backgrounds. The goal of effective cross-cultural communication is to create shared meaning for different individuals in interactive situations. For people in different language environments, the obstacles to their communication do not only exist in language. Due to the influence of different cultural backgrounds, Chinese and foreign people have different views on things, and their expression methods and language habits are certainly different. Therefore, foreign language translators face that even if they have learned a foreign language and have rich grammar and vocabulary reserves, they will still be unable to correctly understand the connotation and situation of the sentences expressed by the other party in the process of formal translation and communication. From the perspective of cross-cultural communication, foreign language translation teaching cannot only provide a strong guarantee for learners' communication quality, but also a magic weapon to achieve efficient communication. From the perspective of cross-cultural communication, foreign language translation teaching can promote the improvement of translation teaching quality, help foreign language translation teachers comprehensively consider the culture of the original text and the internal or external contextual factors of the target reader's language for some sentences with specific cultural background, and complete the equivalent translation of cross-cultural communication, so that the target language can feel the cultural background and vivid meaning of the original sentences, so as to realize the communication between the primitive author and the reader.

College students often have fear in translation learning. Due to the weak basic knowledge of language, insufficient word reserves and the influence of Chinese thinking, they are prone to excessive fear in foreign language translation learning. Fear seriously restricts the improvement of college students' learning ability. In the process of college students' foreign language learning, few learners are really engaged in professional foreign language translation, which makes college students prone to useless psychology in the process of learning. With the rapid development and continuous improvement of China's foreign language learning, translation plays an increasingly important role in the process of China's economic development. In addition, because college students live in the same language and cultural environment for a long time, it is easy to form a single thinking mode and psychological mode, which increases the difficulty for students to understand the culture of other countries and nationalities. Traditional foreign language translation teaching pays more attention to the teaching of language forms, and often ignores helping students

cultivate cross-cultural writing awareness and reduce anxiety from a cognitive perspective. Therefore, we can overcome students' cognitive obstacles caused by cultural differences through the analysis of college students' common cognitive psychology in foreign language translation learning, and let students treat cultural differences more dialectically and objectively, have a positive psychological impact. Nowadays, the social background of globalization also puts forward new requirements for college students' foreign language translation ability, that is, to cultivate translation talents in a new era who can meet the requirements of foreign communication and talks, communicate smoothly with foreign friends and translate foreign documents effectively. In order to achieve this training goal, college students are not only required to have sufficient word reserves and grammar knowledge reserves, but also required to have a vision of cross-cultural communication and combine the cultural background of other countries in foreign language translation in order to achieve better translation results.

Subjects and methods: The students majoring in Chinese Language International Education in a school were divided into experimental group and control group. The students in the experimental group received the foreign language translation course based on cognitive psychology from the perspective of cross-cultural communication, and the students in the control group received the traditional foreign language translation teaching course. The teaching duration of the two groups lasted for three months. Each month was evaluated with Self-rating Anxiety Scale (SAS) and Perceived Stress Scale (PSTR), and then used SPSS23.0 software was used to analyze the statistical data, $P < 0.05$, indicating that the difference was statistically significant.

Results: It can be seen from Table 1 that before the experiment, there was no significant difference in the scores of SAS and PSTR between the experimental group and the control group ($P > 0.05$). The students in the experimental group and the control group had mild anxiety and high degree of stress. After the experiment, there was a significant difference in the scores of SAS and PSTR between the experimental group and the control group, and the difference in the scores of self-assessment scale between the two groups widened ($P < 0.05$), indicating that the foreign language translation course based on cognitive psychology from the perspective of cross-cultural communication can help students improve their psychological quality and reduce their anxiety and tension in cross-text translation.

Conclusions: With the deepening of economic globalization, cross-cultural communication can successfully eliminate the phenomenon of self-culture centered in the communication process caused by cultural differences among countries. Look at the world from the perspective of cross-cultural communication, cultivate students' cross-cultural communication ability, help students overcome cognitive obstacles caused by cultural differences, make students treat cultural differences more dialectically and objectively, and have a positive psychological impact.

Table 1. Scale scores of students in each group in different periods

Group	Before the experiment		After the experiment	
	SAS	PSTR	SAS	PSTR
Experience group (x±s)	51.28±4.19	67.14±3.46	37.29±3.07	45.79±4.04
Control group (x±s)	50.69±3.98	68.27±3.71	42.86±3.16	57.36±4.23
<i>P</i>	0.06		0.03	

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THE SHAPING OF THE POSITIVE PSYCHOLOGY OF CITIZENS BY THE INNOVATIVE DESIGN OF ENVIRONMENTAL PLANNING UNDER THE BACKGROUND OF URBAN RENEWAL

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Background: Positive psychology refers to a positive psychological and emotional state manifested by an individual in the process of personal growth and development. The discipline that studies this psychological and emotional state is positive psychology. The difference between this discipline and other psychological theories is that most branches of psychology tend to focus on the abnormal and pathological parts of the human psyche and look for causes and solutions, but positive psychology focuses more on the positive parts