

two indicators: the importance of teaching management to students' mental health and the guiding effect of the design of information management platform on students' positive psychology. The evaluation criteria are no attention and no impact, slight attention and influence, attention and significant impact. The data in the table are the distribution of people in each evaluation standard. It can be seen from the table that there are about 30 students in each grade. The students believe that the school's teaching management informatization reform can improve the importance of college students' mental health. The design optimization of the school's information management platform is also conducive to actively guide students to establish correct values.

Table 1. Students' evaluation of school teaching management

Student grade groups/evaluation criterion	The importance of college teaching management to mental health			Guiding effect of teaching management information platform design on mental health		
	Not concerned	Slight attention	Importance	No positive impact	Slight positive impact	Significant positive impact
Freshman year	2	23	10	3	16	16
Sophomore year	5	13	17	4	11	20
Junior year of college	6	13	16	3	18	14
Fourth year of college	3	14	18	1	19	18

Conclusions: From the perspective of management psychology, the informatization reform of educational management in colleges and universities can meet the psychological needs of students, establish the correct values and life concepts of college students, and promote the improvement of college students' interpersonal communication ability. Therefore, with the theoretical support of management psychology, when carrying out the informatization reform of college education management, we should pay attention to the principle of paying attention to both management measures and mental health, and the page optimization and content optimization of information platform at the same time. The experiment shows that the reform of teaching management informatization can improve the attention of college students' mental health. The design optimization of the school's information management platform is also conducive to actively guide students to establish correct values.

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RESEARCH ON THE PRACTICE OF IDEOLOGICAL AND POLITICAL EDUCATION AND COLLABORATIVE EDUCATION IN COLLEGES AND UNIVERSITIES FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: The psychology of ideological and political education is an interdisciplinary subject that combines ideological and political education with educational psychology. It is not only the application of psychology in ideological and political education, but also the subject that ideological and political education theory deals with psychological problems. The psychology of ideological and political education is determined by the research object of ideological and political education. It occupies a basic position in ideological and political education. The law of individual ideological and moral development is the research object of ideological and political education. However, people only regard the psychological phenomena in the process of ideological and political education as the main research field, and use psychological theories and methods to solve the problems in ideological and political education, which makes it difficult for students to solve the problems they face. Therefore, correctly positioning the psychology of ideological and

political education and giving full play to its basic role in ideological and political education can develop a path different from general psychology and provide a reliable guarantee for the discipline of ideological and political education. The psychology of ideological and political education emphasizes to strengthen the exchange and cooperation between ideological and political education and psychology, and between schools, to jointly tackle key problems, and to form an effective mechanism for the cultivation of compound talents, so as to promote the discipline innovation and sustainable development of the psychology of ideological and political education.

The ideological and political education in colleges and universities is closely related to the psychological status of students. The coordinated education of ideological and political education in colleges and universities is the only way for the development of moral education, and it is also one of the contents emphasized by the psychology of ideological and political education. At present, there are many problems in the combination of college curriculum and ideological and political education. For example, professional teachers lack the knowledge of ideological and political education, and it is difficult to help students overcome difficulties when students have complex psychological emotions. It is difficult to integrate courses and despise ideological and political education. Therefore, a correct understanding of the connotation and differences between “ideological and political courses” and “curriculum ideological and political” can effectively promote the construction of a teaching model of collaborative education in colleges and universities. The collaborative education mode of ideological and political education not only takes professional knowledge and skills as the support, but also integrates with philosophy, literature and art to help students establish a correct world outlook and values on the basis of enhancing students’ ideals.

Objective: From the perspective of educational psychology, the research combines ideological and political education with other disciplines to achieve “curriculum ideological and political education”, aiming to help the society cultivate compound talents, help students establish a correct world outlook, and eliminate the negative psychology of college students’ anxiety, fear and depression.

Subjects and methods: 80 college students with a certain degree of anxiety were selected from each of the five colleges and universities as the research objects, and 400 of them participated in the collaborative education model of ideological and political education. The experimental period was 4 months. The research objects were divided into four groups with 100 people in each group, one of which was the control group of traditional ideological and political education, and the remaining three groups were the experimental groups under the collaborative education model. The first group is the teaching mode of compound talents teachers. The second group is to strengthen the construction mode of collaborative education curriculum. The third group is the model of creating a collaborative education environment. The Self-rating Anxiety Scale (SAS) was used to evaluate the psychological status of each group of college students. The SAS scale contains 20 evaluation indicators. Each indicator corresponds to its score according to the options. The scores of each indicator were summed up, and the final total score was multiplied by 1.25 as the final score. The SAS evaluation of symptoms was mainly based on the frequency of symptoms. A four-level scoring system was adopted, in which the frequency was little or not represented by “1”. Less frequency is represented by “2”, more frequency by “3”, and more frequency or all time by “4”.

Results: In the model experiment of ideological and political collaborative education, the score results of SAS scale of each group are shown in Table 1. It can be seen from the table that the scores of the control group of the traditional ideological and political education model decreased month by month, and the anxiety of college students became more and more serious. In the perspective of educational psychology, the scores of the experimental group showed an increasing trend, and the final scores of the three experimental groups were more than 80.

Table 1. SAS scale scores of each group in the ideological and political collaborative education model experiment

Experimental grouping	Score			
	The first month	The second month	The third month	The fourth month
Traditional ideological and political education mode	57.6	43.2	39.3	26.4
Teaching mode of compound talents teachers	48.2	52.7	67.4	80.1
Strengthening the course construction mode of collaborative education	47.5	59.9	65.8	82.6
Creating a model of collaborative education environment	43.7	57.6	74.2	80.6

Conclusions: The traditional ideological and political education model is not conducive to the mental

health of contemporary college students. From the perspective of educational psychology, combining ideological and political education with other disciplines to carry out collaborative education practice, the SAS scores of the three experimental groups have improved. Therefore, the collaborative education practice of ideological and political education is of great significance to the cultivation of positive psychology of college students.

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THE ARTISTRY OF ENGLISH DIALECTS FROM THE PERSPECTIVE OF ECOLOGICAL TRANSLATION – COMMENT ON JANE EYRE

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Background: With the rapid development of literature and art, more and more research scholars not only pay attention to the aesthetic experience of literature itself, but also gradually expand to the perspective of ecological environment, trying to improve the artistry of works in various ways and promote the sustainable development of literary creation. Under the background of social civilization transformation, many scholars engaged in translation studies apply the principle of “survival of the fittest” in the process of translation of literary works based on the objectivity and sustainability of literary creation, and construct an ecological translation system corresponding to it.

Subjects and methods: The novel *Jane Eyre* by famous British female writer Charlotte Bronte have long been loved by people around the world because of shaping a successful pursuit of freedom, independence and equality glorious female image and exposing old system and social prejudice. Based on the perspective of ecological translation, this paper analyzes the language style and cultural value of the Chinese version of *Jane Eyre*'s localized translation, and explores the adaptive function of language conversion, in order to provide a new perspective for the translation of foreign literature and make it have more application value.

Results: *Jane Eyre* has a large number of translated texts in China. Many translators are based on the unique narrative strategy of the original works, and borrow the three-dimensional transformation characteristics of eco-thanatology, adjust the adaptability of language style from the three aspects of communication transformation, cultural conversion and language conversion, help readers to better understand the original content, and give full play to the cultural value and artistic charm of the works.

Conclusions: The translation standards adopted in the past all pay attention to the unified translation strategy and focus on the faithful depiction of the original language, but ignore the translation ecological environment of literary works in different social and cultural contexts. Literary translation, as a form of intercultural communication essentially, involves dialogue and exchanges between different language communication problems. It is bound to face a more diversified ecological environment, focusing on three different levels such as language dimension, culture dimension and communicative dimensions. Integrating literary content into the ecological environment suitable to translate can fully explore the original art value and present it in different cultural backgrounds.

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ANALYSIS ON THE EFFECT OF COMPUTER LANGUAGE COURSE UNDER AFFECTIVE TEACHING PSYCHOLOGY ON CULTIVATING STUDENTS' THINKING LOGIC ABILITY

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Background: With the progress of science and technology and the development of computer technology, China has entered the information age, and computer courses are becoming more and more important. In the course of computer language, students' ability of thinking logic is a necessary condition to determine