

strong telling function. It can not only narrate the story and emphasize the facts, but also render the atmosphere and shape the performer's emotion. The best effect can be achieved only by reasonably designing according to the needs of the animation plot.

**Conclusions:** This paper combs and analyzes the scenes and performers' emotional performance in animation, and summarizes the influencing factors of three scenes on performers' emotional performance. The style orientation is summarized as objective realistic style tendency, subjective exaggerated style tendency and other stylized tendencies. Different styles of scenes have different ways and abilities to express the performers' emotions. Realistic scenes can shape the characters' emotions delicately and truly, and bring the audience a strong sense of substitution. The subjective exaggeration scene can maximize the use of its decorative meaning to express the character's psychological state and deepen emotion. Due to the different nature of materials, other stylized colors bring different atmosphere feelings to people. They use the characteristics of materials to bring different visual and psychological feelings to the audience. No matter what type of color style positioning is, the performer's emotion is expressed to the greatest extent by adjusting the color tendency of tone, the hue and strength of light and shadow, different color collocation and so on.

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## **THE INFLUENCE OF THE HIERARCHICAL STRUCTURE OF SOCIAL SYSTEM ON THE COGNITIVE ABILITY OF TRANSLATORS' TRANSLATION NORMS**

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**Background:** Translation process is also a complex cognitive psychological process of the translator. The previous research on translation cognitive psychology is largely influenced by the tradition of rationalist inanimate cognition. Its research ignores the translator's subject, thus forming an instrumental translator image aimed at language analysis and seeking equivalence, and its complex moral participation, social mediation. However, the comprehensive cognitive psychological processes and characteristics such as language and cultural strategy balance and manipulation are suspended, which theoretically creates an ideal translator's working environment. Therefore, to a great extent, it is difficult to really reveal the comprehensive cognitive psychological characteristics of the real language and culture of the translator's subjective participation. Translation studies need to systematically explain the cognitive psychological process of translation under the guidance of the latest theories of cognitive science and on the basis of comprehensive consideration of many influencing factors inside and outside the translated text. From the perspective and clue of the translator's embodied cognitive characteristics, how to effectively connect the social and cultural environment of translation with the micro horizon of the text, so as to systematically and reasonably explain the translator's cognitive psychological process.

**Subjects and methods:** Translation process is also a complex cognitive psychological process of the translator. The embodied cognitive paradigm of contemporary cognitive science shows that this psychological process is characterized by embodied, hierarchical and systematic integration. Firstly, this paper expounds the core idea of embodied cognitive paradigm and its innovative significance to the study of translator's cognitive psychology from a multidisciplinary perspective. Then it expounds the above cognitive psychological characteristics of translation, and focuses on the socio psychological development process of the translator's embodied cognition and the bilingual processing mechanism from the perspective of embodied cognition. The emphasis is to highlight the important role of the translator's subjective experience and emotion in the process of translation cognitive psychology.

**Results:** Embodied cognition emphasizes the embodied and situational nature of human cognition and the characteristics of Gestalt psychology. It emphasizes the embodied, systematic and integrated characteristics of the translator's cognitive psychology. Translation is not only a narrow concept of the relationship between texts, but also a behavior and result under the comprehensive influence of the complex social relations between translation subjects and between individuals and groups. The influence of the hierarchical structure of social system on translation is finally internalized into the translator's specific and comprehensive cognition of translation norms, and finally affects his translation decision-

making. The elastic scope, internal hierarchy, synchronic competitiveness and diachronic variability of the effectiveness of translation norms form a dynamic interactive relationship with the translator's creativity.

**Conclusions:** The paradigm of embodied cognition reveals the important fact that human subject's experience of involving the body is prior and restrictive to the formation of cognition. It reveals the embodied, situational and integrated characteristics of cognition, which has universal guiding significance for all studies related to cognition and understanding, especially translation studies. Although the embodied cognitive paradigm has not solved all the details related to cognition so far. However, as the guidance of epistemology and methodology followed by various disciplines related to modern cognitive science to explore human cognitive world. It will continue to deepen its development and become more mature, and will continue to effectively guide the theoretical exploration of translation cognitive psychology.

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## ANALYSIS ON THE CAUSES AND COUNTERMEASURES OF TEACHERS' SELF-CENTERED TENDENCY AND PSYCHOLOGICAL DEVIATION

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**Background:** All educators agree that a good classroom atmosphere and the cordial and friendly relationship between teachers and students are the basis of a good class. The initiative to create this atmosphere, create this environment and cultivate a good relationship between teachers and students is mainly in the hands of teachers. Telecommunication teachers always play a leading role in classroom teaching and are an example for students to learn and imitate. His speech, manners and mental outlook directly affect and educate students. However, in real teaching, telecommunication teachers are often prone to psychological deviations, such as lack of interest in teaching, lack of enthusiasm, rough attitude towards students, lack of justice, self abandonment and high self conceit. This psychological deviation often leads to students' lack of correct understanding and strong emotion for the telecommunications specialty, which not only affects the teaching quality, but also has a negative impact on the cultivation of students' lifelong sports thought.

**Subjects and methods:** In order to explore the psychological state of Telecom teachers, strengthen their psychological management and overcome their psychological deviation. Through teaching observation method and literature method, this paper points out the psychological deviation of Telecom teachers in real teaching, reveals the causes of its formation, and puts forward targeted solutions and countermeasures.

**Results:** Exploring physical education teachers' psychological state, strengthening their psychological management and overcoming their psychological deviation are of great significance to improve physical education teachers' psychological quality and teaching quality. Through the research of this paper, the specific manifestations of PE Teachers' self psychological deviation are inferiority complex, negativity and lack of competitive psychology; Lofty, conceited and vain; Put the cart before the horse and have a misplaced heart. The specific manifestations of students' psychological deviation are: preference, partial belief and lack of justice; Cold attitude and lack of love; Emotional and lack of self-control. Therefore, it puts forward some suggestions and Countermeasures to correct the psychological deviation of physical education teachers, strengthen teachers' moral education and improve the psychological quality of physical education teachers; Strive to improve the professional status and treatment of physical education teachers and enhance their work attraction; Create conditions, increase investment, improve teaching environment and scientific research hardware equipment; Physical education teachers should establish self-esteem, self love, self-confidence and self-improvement, study with an open mind and improve their ability.

**Conclusions:** Since childhood, there has been a self-centered tendency, which restricts people's cognitive ability, limits people's thinking divergence and hinders people's adaptation to the whole. As a teacher, this self-centered tendency is often easier to show, resulting in Teachers' psychological deviation in teaching. In short, the psychological deviation caused by teachers' self-centered tendency will show more or less unconsciously in teaching. Only by attaching great importance to it and constantly seeking countermeasures in teaching practice can we overcome and correct it in time. This is also a very necessary and meaningful thing to reform classroom teaching methods, improve teaching quality and meet the requirements of the new curriculum.

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