basketball physical education. Specifically, during the research on the topic of "Analysis of skill training methods in basketball physical education from the perspective of psychology", researchers need to clarify the skill training methods in basketball physical education at the right time, find the degree of integration with psychology according to different teaching stages, and enhance its integration with psychology. For example, during daily skills training, teachers can analyse the psychological state of different students and train them according to their daily performance in terms of attitude, concentration and self-confidence, using the improvement of this content to effectively enhance the self-confidence of many types of students and improve the application of their skills training methods. In addition, formal basketball games or rivalry training can produce varying degrees of change, and students' skills training results are also susceptible to such psychological changes, so teachers should design a variety of psychological skills training methods for students to enhance their basketball sport learning through the improvement of such training methods, effectively solving the previously existing skills training level performance problems. It is worth mentioning that after completing the research on 'Analysis of skill training methods in basketball physical education from a psychological perspective', researchers can review the corresponding changes in the current skill training methods within basketball physical education, use reasonable control and attention to such changes to explore students' mastery of skill training in basketball, improve the rationality of the application of skill training methods, and effectively improve the overall quality of basketball physical education The overall quality of skill training is improved, helping students to master more professional basketball skills and enhance their professionalism in basketball learning.

Conclusions: For the study "Analysis of skill training methods in basketball physical education from a psychological perspective", students should not only master more skill training methods in their daily basketball physical education learning, but also clarify the relationship between changes in psychological state and skill training methods in this method, and use the control of this method to improve the overall quality of skill training. Generally speaking, students in basketball sports skills training need to be timely to clarify the impact of psychological changes on their various skills movements, in daily training and life to increase a number of psychological training, its content contains will training, relaxation training and self-referral, etc., the use of this initiative can be timely adjustment of their own state, effective improvement of their skills in the confrontation or game use level, in the case of psychological precision regulation, the With precise mental conditioning, the technique training methods become more effective. At the same time, for the relationship between skill training methods and psychology, the majority of basketball physical education teachers in their daily teaching also timely investigation of the actual situation of different students, according to their specific situation to adjust their skill training methods, and then put the training methods into practice, in the appropriate skill training methods and psychological integration, basketball sports teaching effect will become more ideal. In addition, the psychological state of different students differs greatly, so basketball PE teachers can use appropriate activities to improve the psychological state of students during daily skills training, identify the different performance of each student during skills training, and use reasonable control of such performance to find appropriate skills training methods and improve the relevance of daily skills training. Therefore, through the in-depth research on the topic of "Analysis of skill training methods in basketball physical education from a psychological perspective", the results of different skill training methods and the changes in students' psychology can be seen, and with the help of reasonable control of such changes, the problems of substandard skill training in confrontation or competition can be effectively solved. Integration.

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AN ANALYSIS OF STUDENTS' COGNITIVE PSYCHOLOGICAL BARRIERS IN TRANSLATION TEACHING

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Background: As society continues to develop, the field of translation continues to face strong impacts, especially in translation teaching, and new requirements are put forward in order to cultivate more professional translators who meet the current requirements. However, in the process of actually carrying out translation teaching, the quality of students' translations is inextricably linked to their mental activities. At the same time, influenced by factors such as personal expression ability and ideological cognition, it is very easy for students to produce mental barriers that can cause misinterpretation

problems when they carry out translations, leading to a serious decline in the quality of translated content and even to large deviations. Thus, in order to improve the quality of translation teaching, teachers should not only teach the basic skills of translation, but also pay more attention to the psychological factors of students in order to avoid the psychological barriers affecting the translation level in the process of translation teaching.

Objective: The aim of this paper is to identify the main causes and manifestations of students' psychological barriers in translation teaching, and to identify the problems that exist in traditional translation teaching based on the fact that psychological barriers can have a negative impact on translation teaching. At the same time, more practical and effective measures can be taken to solve these known problems, so as to help students to correctly understand and perceive the value and role of psychological factors in the translation process, thus significantly improving students' translation ability and laying a good foundation for continuous improvement of translation teaching, based on the continuous enhancement of language understanding and cognitive ability.

Subjects and methods: The target population of this study is the students in translation teaching, so that the main types and manifestations of students' psychological barriers in translation teaching can be analysed in detail, based on their actual participation in the teaching process.

The research method is based on three aspects: the example method, the comparison method and the citation method. For example, when teaching translation, the main reasons for translation errors include poor basic skills, "coping" translation for the purpose of completing tasks, lack of hierarchy in translation content due to shallow cognition, errors in expression due to the contrast method is based on the use of different case studies. Contrast is a way of identifying the differences between the two by drawing on different examples and content, for example, the overall percentage of translation assignments completed and correct is usually significantly higher in class than in the classroom. Teachers assigning content to be translated is less effective than students completing it on their own. Alternatively, the traditional approach to teaching translation methods pays significantly less attention to the psychological factors of students than does the comprehensive approach to translation. The citation method is a way in which the content of other literature is cited in the article to assist in making a point, for example, content from other literature is applied when using a cognitive framework to analyse the impact of translation teaching on the production of psychological barriers in students. At the same time, the article also applies methods that can be effective in eliminating the effects of students' psychological disorders in translation teaching from the perspective of teaching content and teaching methods. In the case of teaching content, for example, resources that are in line with functional translation theory such as content that is relevant to students' cognitive abilities, functional content and popular topics are chosen.

Results: Based on the rational use of the research objects and methods, it is possible to reasonably analyse the contents related to students' psychological barriers in translation teaching and clarify that in the actual translation process, psychological factors are the key to translation quality and are highly susceptible to factors such as cognitive experience, expression ability, translation attitudes and personality habits. This makes it clear that, in addition to continuously improving students' basic translation skills, students should also be actively helped to strengthen their psychological qualities and improve their translation skills. At the same time, the comparison with traditional translation teaching from the perspective of teaching contents and teaching methods can also clarify the shortcomings of traditional translation teaching in terms of the lack of attention to students' psychological quality, and organically combine different teaching contents and teaching methods to eliminate the problem of psychological barriers to learning in translation teaching.

Conclusions: Psychological barriers, as a major influencing factor in translation teaching, can play an inhibiting role in improving students' translation ability, which is not conducive to the cultivation of highly qualified translators with high professional competence. Therefore, it should be made clear in translation teaching that no translation activity can be separated from psychological activity, which means that it is highly susceptible to psychological factors that can lead to problems such as a decrease in translation quality. It is necessary to have full knowledge of this aspect and to choose practical and professional content in conjunction with functional translation theory, so that the quality of translation can be improved in conjunction with the students' personal cognitive experience and values. Attention should also be paid to the rational optimisation of teaching methods, avoiding the continuation of the traditional single teaching method, which can be combined with process teaching methods, reference translations and cognitive frameworks to form a rich and diversified translation teaching model, so that the negative impact of psychological barriers on students can be fundamentally eliminated.

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ANALYSIS OF EMPLOYEES' SENSE OF HAPPINESS AND BELONGING IN THE INNOVATION MANAGEMENT STRATEGY OF SMALL AND MEDIUM-SIZED ENTERPRISES

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Background: Management is always at the heart of business development. In the course of operation and long-term development, management functions are indispensable, but in essence, the management of enterprises focuses more on the management of people, especially in small and medium-sized enterprises. The focus of people management and human resource management is on how to mobilise employees' motivation by guiding their positive psychology, so that they can better play their personal value and realise the long-term development of the enterprise. In this process, positive psychology is the use of scientific methods to guide people in a more positive direction, which can help enterprise managers to better carry out personnel innovation management, especially for small and medium-sized enterprises, the use of positive psychology is more conducive to help enterprises to achieve the transition of modern and humane management, to stimulate the work of the majority of staff enthusiasm and potential, and to promote the stable and healthy development of enterprises.

Objective: On the one hand, through an in-depth interpretation and study of the concepts of enterprise innovation management and positive psychology, we explore the relationship between the two, especially the role of positive psychology in promoting enterprise management innovation, analyse in depth the value of the application of positive psychology in modern enterprise management innovation, and use the theoretical methods of positive psychology to innovate the management concept of small and medium-sized enterprises; on the other hand, by analysing the problems in the innovation management of small and medium-sized enterprises On the other hand, by analysing the problems that exist in the innovative management of SMEs and combining the theoretical perspectives of positive psychology, we explore the practical strategies of positive psychology and the innovative management of SMEs. Through the application of positive psychology, we help enterprises to carry out employee management more scientifically, further enhance the happiness and sense of belonging of employees, attach importance to the improvement and innovation of the organisational environment of enterprises, provide employees with a more comfortable and belonging working environment, and promote the sustainable and healthy development of enterprises.

Subjects and methods: (1) Interpreting the concept of positive psychology. Positive psychology is the study of human strength and the positive character of virtue through the use of scientific methods. In layman's terms, positive psychology advocates helping people to develop a more confident, joyful and happy state of mind and to promote positive behavioural transformation through the growth of positive emotions in individuals. Research from the perspectives of individual subjective experience, personality traits and organisational environment helps people to develop positive emotions, which in turn enhances their sense of well-being and self-worth under the influence of such emotions.

(2) Integration of positive psychology and innovation management in SMEs. Modern enterprise innovation management cannot simply replicate traditional management concepts, but must realise that in an increasingly competitive marketplace, not only do SMEs themselves experience competitive pressures, but employees also experience internal and external competitive pressures. By applying positive psychology to SMEs' employee motivation system, culture construction and risk management, we can improve and innovate human resource management methods, so that employees can gradually increase their loyalty and trust in the company, and give better play to the advantages of human resources, thus helping the company to achieve healthy and sustainable development.

Result: (1) Innovative employee motivation system. Pay attention to the change of employees' subjective consciousness to the positive level of conscience, grasp the way of positive psychology in mobilizing individual positive emotions and experiencing feelings, change the traditional way of personnel motivation, deeply understand the psychological needs of employees in terms of work demand, satisfaction and salary, etc., formulate a diversified and personalized salary incentive system, and at the same time combine employees of different departments, age groups and value pursuit levels to formulate a rich content In addition to the existing material rewards, we will give employees more spiritual rewards, such as performance bonuses, job promotions, paid holidays, help employees to formulate career plans and other salary incentives, so as to improve the incentive system to meet the psychological needs of employees, motivate them to work and gradually form a positive work mood.