

also occupies a place in the field of Chinese national culture.

**Conclusions:** In the process of translating the “Red Poppies” into English, it starts from the important national cultural information to explore the reference standard of national literature translation. On the one hand, the translator interprets the basic connotation of national culture from the perspective of translation by establishing the cultural matrix with the survival cultural information and the author’s narrative style as the main body; on the other hand on the basis of communicative translation, the author adds semantic translation to interpret the specific content of national cultural connotation in multiple dimensions, which can restore the daily life of Tibetan people to the greatest extent and facilitate the others to better understanding the Tibetan spirit.

\* \* \* \* \*

## TEACHING OPTIMIZATION STRATEGY OF HUMAN GEOGRAPHY BASED ON COGNITIVE PSYCHOLOGY

Jianjun Kang<sup>1,2</sup> & Li Hou<sup>2</sup>

<sup>1</sup>*Institute of Literature, Jiangxi Academy of Social Sciences, Nanchang 330077, China*

<sup>2</sup>*Academic Affairs Office, Liaocheng University, Liaocheng 252059, China*

**Background:** Human geography is the core course of geography major determined by the National University Geography Teaching Steering Committee. Human geography is not only a highly theoretical subject, but also a subject with important practical significance. In addition to geography, other majors. For example, human geography is taken as a basic course in the majors of literature and history, politics and law, economy and art. Even in some universities, all majors study human geography as a basic course. In view of the importance of human geography, many countries in the world have reformed human geography education.

**Subjects and methods:** Teaching is a complex system composed of many elements. Dynamic elements are teachers, students and psychological environment, and human elements - teachers and students are the key factors controlling and restricting the progress of the teaching system: relatively static elements are teaching media and physical environment, material elements and the carrier of interaction and communication between teachers and students, while psychological environment is the cultural and emotional support for the organic operation of human and material elements in the teaching system. Human geography is one of the two branches of geography. It is a course centered on the relationship between man and earth and centered on cultural theory. The study and understanding of its basic theory are the foundation for students to establish the discipline system of human geography. Therefore, it is of great significance to construct the curriculum system and teaching methods of human geography facing the 21 century. In order to change students’ way of thinking and cultivate students’ comprehensive quality. In teaching reform, teachers focus on reforming traditional teaching methods and establishing innovative teaching methods.

**Study design:** When teaching this course to students at the beginning, first form a curriculum content system in students’ brains according to the principles of teaching materials: First, emphasize the systematic Ness and integrity of human geography content. This paper expounds the forms of various human geography phenomena in an interrelated way and constructs the framework of human geography, which is conducive to the systematic Ness and integrity of human geography and the learning and understanding of beginners. The second is to highlight the characteristics of human land relationship in human geography as the center and cultural theory as its important foundation. The third is to organize the framework system of this book with human land relationship mediated by culture.

**Methods of statistical analysis:** According to the knowledge view of modern cognitive psychology, knowledge can be divided into declarative knowledge and procedural knowledge. From the perspective of the cognitive process of individuals acquiring knowledge, declarative knowledge is knowledge that can be acquired through the cognitive process, that is, knowledge in a narrow sense. The entire acquisition process is a process of absorbing, maintaining and transferring knowledge. The knowledge used to answer the “how” question is procedural knowledge. Declarative knowledge can be obtained through direct question and answer after students’ independent thinking, while procedural knowledge can only be obtained through student group cooperation, thinking reasoning and joint exploration. Modern cognitive psychology analyzes the two kinds of knowledge acquisition processes, finds out the differences of different knowledge acquisition processes, and provides theoretical basis for teachers to guide students scientifically and effectively. To cultivate students’ geography teaching ability, it is necessary to master procedural knowledge. At the same time, the knowledge view of modern psychology also points out the specific process

and operation method for teachers to transform knowledge into ability.

**Results:** From the perspective of cognitive psychology, teachers can only adopt different teaching strategies according to different types of knowledge, hand over the power of learning to students, so as to stimulate students' interest in learning, develop students' cognitive ability, let students take the initiative to complete the reconstruction of knowledge, and form a good cognitive system in the process of construction, in order to improve students' ability to analyze and solve problems, so as to improve the efficiency of geography teaching and get twice the result with half the effort.

**Conclusions:** In the process of knowledge construction, teachers' pay attention to the exertion of students' subjectivity, which is of great significance to classroom teaching. To form a student-centered teaching form, we should pay attention to the analysis of students' existing knowledge and experience and the construction of good cognitive structure, and use students' acquired knowledge to complete new learning tasks. Therefore, exploring the strategy of using the knowledge view of modern cognitive psychology to guide geography teaching is of great significance today with the continuous promotion of the new curriculum reform.

\* \* \* \* \*

## ENVIRONMENTAL AND ECONOMIC POLICY REFORM AND INNOVATION OF AIR POLLUTANT CONTROL AND CARBON EMISSION REDUCTION UNDER THE BACKGROUND OF BEHAVIORAL COGNITIVE IMPAIRMENT

Guozhi Li<sup>1</sup> & Boyu Zhao<sup>2,3</sup>

<sup>1</sup>*School of Business, Wenzhou University, Wenzhou 325035, China*

<sup>2</sup>*College of Economics and Management, Nanjing University of Aeronautics and Astronautics, Nanjing 212000, China*

<sup>3</sup>*School of Business, Lishui University, Lishui 323000, China*

**Background:** Total based energy consumption will produce nitrogen oxides, carbon disulfide, soot, carbon dioxide and other gases or particles that affect the environment. The harmful gases produced by long-term energy consumption will endanger people's health. When the content of carbon dioxide exceeds a certain degree, it will cause greenhouse effect. In order to protect the environment and reduce air pollution, the state vigorously advocates low-carbon life. Although the strong intervention measures taken by the government have achieved certain results, relevant units and enterprises do not fully understand the concept of low-carbon consumption publicized by the government, and do not respond positively to this theory. There are some differences between the central and regional governments on the relevant cognition of low-carbon development. Central officials are obviously clearer than local officials on whether low-carbon development is an opportunity for economic transformation. This is due to the differences in the level of regional and economic development and the storage of natural resources, resulting in different levels of local awareness of low-carbon development. There are some differences in the cognition of the impact of climate change between the central and local governments, which is easy to increase the risk caused by climate change. In addition, local governments lack some market incentive policies, carbon emission trading and carbon emission standards lack a guarantee system, and there is a certain conflict between market economy and energy conservation and emission reduction, resulting in low response of enterprises to energy conservation and emission reduction.

**Objective:** To mitigate climate change through relevant collaborative mechanisms, enhance the willingness of local governments to prevent and resist disasters, promote local adaptation actions and emission reduction effects, and improve local awareness of climate change response. Encourage enterprises to actively participate in low-carbon emission reduction actions, increase their low-carbon development determination, vigorously promote the development of energy-saving projects and eliminate backward production capacity. By giving full play to the link role of local governments, pass the policies issued by the central government to enterprises and the public through practice, and make corresponding adjustment and planning for low-carbon development according to the local actual situation, so as to reduce the emission of air pollutants and carbon dioxide.

**Research objects and methods:** The research objects are people with college education or above. 550 people are randomly selected from two economically developed provinces by stratified cluster random sampling. The classification criteria of the research objects are gender, age, education, political outlook, occupation and monthly income. A total of 550 questionnaires were distributed to these people, and the number of valid questionnaires and effective rate were 516 and 93.82% respectively. According to the main body of carbon emission and its relationship, the questionnaire is designed to study the main body of carbon