

mode must advance with the times in order to meet the students' thirst for knowledge, and this update is more obvious in computer teaching. Therefore, aiming at the reform of cloud computing and computer teaching scheme, this study discusses students' evaluation of teaching scheme from the perspective of educational psychology, and analyzes the effect in the process of teaching reform from performance evaluation. The results show that the improvement of cloud computing and computer teaching scheme is effective, and for students, the change of teaching methods can improve students' teachers' cognition, and for teachers, it can improve their lesson preparation efficiency and reduce their workload.

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ON THE CULTIVATION PATH OF CHINESE LANGUAGE AND LITERATURE TO STUDENTS' LANGUAGE COGNITIVE IMPAIRMENT AND COMMUNICATION ABILITY

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Background: Language is the most important tool for communication between people. Good language expression skills can make it easier for others to understand what they want to express. Scientists define language as: between the same species of organisms, based on the communication needs between individuals, so as to formulate a set of unified coding and decoding sound instructions or image (text) instructions. In essence, language takes sound or image as the material shell, takes meaning as the connotation, and finally forms a set of instruction system that can express human thoughts by vocabulary and grammar. Speech, gesture and expression are the embodiment of language in human limbs, and text symbols are the imaging symbols of language. Language is a way of communication between people. Communication between people is inseparable from language. Due to congenital developmental brain injury, such as patients with congenital intellectual deficiency; Or acquired brain injury patients, such as stroke patients; Many people are often accompanied by cognitive communication disorders. Cognitive communication disorder is a language cognitive disorder caused by the defects of one or more cognitive functions such as working memory, self-management or executive function in the process of communication, which leads to the decline of patients' language communication ability, unable to accurately express their own thoughts, and thus unable to communicate with others normally. There are many students with language cognitive impairment on campus. Therefore, it is very important for these students to find a way to cultivate their communication ability.

Chinese language and literature are a unique way of language application, and it is also one of the most important courses in China's education system. The study of Chinese language and literature can not only inherit and carry forward the traditional culture of the Chinese nation, but also an important way of communication between people and an important means of spreading Chinese culture. By learning Chinese language, it helps to improve students' expression ability and refine the language, so that students can master the language more skillfully and improve the frequency of communication with people. In addition, the application of Chinese language is indispensable in our daily life, work and study. Chinese language has certain specificity, that is, it attracts more liberal arts scholars. However, Chinese language also has inclusiveness, that is, the research of Chinese language is not limited to liberal arts workers, and other social personnel can also participate in the study and research of Chinese language. Systematic study of Chinese language and literature is conducive to improving language communication ability, communication efficiency and communication level. Therefore, the study applies Chinese language and literature to the cultivation of communication ability of students with language cognitive impairment, and discusses its application effect. Chinese language and literature help to improve students' emotional artistic conception, cultural artistic conception and communication ability, so that students with language cognitive impairment can have confidence to communicate normally, improve communication frequency, and then overcome communication obstacles.

Objective: To find a suitable cultivation method to help students with cognitive communication disorder overcome communication fear, improve communication frequency, and then improve self-confidence, normal life and learning.

Subjects and methods: 137 students with cognitive communication impairment were selected from 12 universities by stratified cluster sampling, including 84 boys and 53 girls. 137 students from different majors, aged 18 - 25. Language assessment tools such as oral picture naming task are used to assess students' communication ability. According to the students' completion of the task, evaluate the students' scores in 8

indicators, such as the total number of words, error information, non-fluent expression, providing supporting structure words, repeated content, picture effective information, explaining picture effective information and irrelevant words. The score of each index is 1 - 10 points. The final total score is multiplied by 1.25, and the full score is 100. The higher the score, the stronger the communication ability of students.

Study design: 137 students were randomly divided into study group and control group. Among them, 69 students in the research group adopted the teaching method of combining Chinese language and literature; 68 students in the control group used traditional teaching methods. After 4 months of teaching, the communication skills of the two groups of students were compared.

Methods: The related data were processed and analyzed by software SPSS 22.0.

Results: After teaching, the communication ability of students in the research group was significantly improved compared with that before teaching ($P < 0.05$); The communication ability of the students in the research group was significantly higher than that of the control group ($P < 0.05$), as shown in Table 1.

Table 1. Communication skills of the two groups of students

Timing	Communication ability score		<i>t</i>	<i>P</i>
	Research Group	Control group		
Before teaching	57.1±10.2	56.4±11.1	0.246	0.752
After Teaching	85.3±8.4	57.9±12.4	8.572	0.001
<i>t</i>	8.72	0.453	-	-
<i>P</i>	0.001	0.654	-	-

Conclusion: Chinese language and literature is a unique way of language application, and it is also one of the most important courses in China's education system. By learning Chinese language, it helps to improve students' expression ability and refine the language, so that students can master the language more skillfully and improve the frequency of communication with people. Therefore, the application of Chinese language and literature to the cultivation of communication ability of students with language cognitive impairment will help to improve students' emotional artistic conception, cultural artistic conception and communication ability, so that students with language cognitive impairment can have confidence to communicate normally, improve communication frequency, and then overcome communication obstacles.

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APPLICATION OF CROSS-CULTURAL PSYCHOLOGY IN CROSS-BORDER E-COMMERCE COMMUNICATION

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Background: Cross-cultural psychology is a brand-new discipline which arose in the West in the 1960s. It tries to break the traditional psychology neglecting the specific social environment background of each country in the world. Based on more than two kinds of cultural data, it focuses on discussing and comparing the psychological similarities and differences of people under different cultural backgrounds, and the influence of different social and cultural characteristics on the psychological development of a certain group. Cross-cultural psychology is a branch of psychology that has evolved from mainstream psychology. Its research objectives are divided into three levels: First, to test the universality of existing psychological knowledge and theories in different cultures. Second, to explore other cultures to discover psychological phenomena that do not exist in mainstream cultural experience. Third, to integrate the results of the first two objectives into a psychology that has a broader foundation and produces a psychology that is effectively close to universality in a broader culture. Thus, cross-cultural psychology is mainly concerned with the similarities and commonalities of psychology and behavior of different cultural groups, rather than differences. It holds that there is a universal psychological process behind people's behavior and