

construction technology.

Study design: Taking three engineering construction projects introducing intelligent construction technology in a city as the research object, 150 construction workers and 50 construction sites were selected. Before the experiment, evaluate the anxiety status of construction personnel through the Self-rating Anxiety Scale, use intelligent construction technology for construction management during the construction process, regularly and simultaneously evaluate the anxiety of all construction personnel within one year after the construction, count the anxiety scores of all construction personnel by Excel, and use SPSS24.0 for statistical analysis.

Results: The anxiety scores of 150 constructors before the start of construction were more than 60 points. After one year of construction, the psychological anxiety scores of constructors decreased to less than 40 points. The difference between the scores at the end of the experiment and before the start of the experiment was statistically significant ($P < 0.05$).

Table 1. Changes of anxiety of construction personnel

Project	0 month	4 months	8 months	12 months	<i>P</i>
1	65.33±2.31	59.11±2.28	44.36±1.87	37.45±1.37	<0.05
2	67.39±2.17	57.34±2.21	44.82±1.83	39.18±1.33	<0.05
3	64.82±2.39	58.10±2.44	42.32±1.77	38.45±1.43	<0.05

Conclusions: In engineering construction, the anxiety of construction personnel is the main factor affecting the normal development of construction. Therefore, effectively alleviating the anxiety of construction personnel has important practical significance for engineering development and management. In the research, the purpose of alleviating the anxiety of construction workers is to use intelligent construction technology to reduce the work pressure of construction workers, improve the sense of work safety and self-confidence of construction workers, and reduce their psychological anxiety. The results show that intelligent construction technology has a significant inhibitory effect on the anxiety of construction workers. Therefore, in engineering construction, enterprise managers should fully consider the psychological anxiety of construction personnel, and make full use of intelligent technology and information technology to alleviate the working pressure of personnel, so as to reduce their anxiety.

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PATH OF IDEOLOGICAL AND POLITICAL TEACHING REFORM IN HIGHER VOCATIONAL COLLEGES UNDER THE BACKGROUND OF EDUCATIONAL PSYCHOLOGY

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Background: Educational psychology is a type of psychology proposed according to the current situation of education. The purpose of educational psychology is to solve the problems of traditional teaching schemes in innovative design. Educational psychology believes that in the educational situation, human learning behavior is affected by psychology, and in the design of teaching methods, it advocates paying attention to students' learning habits and development space. In psychology, educational psychology can be divided into pedagogy and psychology. It is considered that the combination of the two forms educational psychology, that is, combining the teaching practice in pedagogy theory and the characteristics of teachers' and students' learning psychological activities in psychology theory. In educational psychology, pedagogy and psychology integrate and influence each other, that is, teachers can take psychology as the theoretical basis to formulate the teaching curriculum plan, and can also give psychological support in teaching practice to gradually improve the teaching plan. With the needs of social development, the research objects of educational psychology also began to increase. From previous studies, we can know that early educational psychology focused on the research of students' psychology and learning rate, and focused on the cultivation of students' professional knowledge by using students' psychology. With the transformation of the concept of social education, college education is not only the cultivation of students' basic professional knowledge, but also the cultivation of students' moral behavior and aesthetic emotion, which

shows that so far, educational psychology has gradually been used in students' ideological and political cultivation, in order to cultivate students' correct values and promote students' mental health.

In the ideological and political training of college students, with the change of social situation, the ideological and political teaching curriculum in higher vocational colleges also needs to be innovated and reformed. The reform of ideological and political teaching in higher vocational colleges is to help students establish correct values after admission. In higher vocational colleges, students need to cultivate strong self-management ability. For higher vocational college students, the lack of self-management knowledge will lead to serious cognitive bias, and then lead to serious psychological problems in their learning. Higher vocational colleges gradually began to apply educational psychology to ideological and political teaching courses, aiming to use students' learning psychology to formulate a teaching model suitable for students' learning, hoping to use ideological and political education to guide students to establish a crisis intervention mechanism, so as to improve students' psychological quality and promote students' healthy growth. Therefore, the research deeply discusses the current situation of ideological and political education in higher vocational colleges from the perspective of educational psychology, and puts forward a reasonable and appropriate teaching reform plan, so as to make a preliminary practical exploration for the reform of ideological and political education in higher vocational colleges.

Objective: This paper discusses the current situation of ideological and political education teaching curriculum in higher vocational colleges, and discusses the role of educational psychology in the teaching reform of ideological and political education curriculum in higher vocational colleges, in order to put forward the reform direction of ideological and political education curriculum in higher vocational colleges and provide theoretical support for the teaching development of higher vocational colleges.

Study design: The research takes the freshmen, sophomores and juniors of a higher vocational college as the research object, selects 100 students in each grade as the main research object, counts the students' psychological demands and psychological changes in the ideological and political course, and constructs the innovative scheme of ideological and political teaching with students' psychological activities. The innovative scheme was used for ideological and political teaching to evaluate the psychological changes and ideological and political performance changes of middle school students in different grades in the teaching process. The experimental time was set as 6 months.

Results: The psychological changes and ideological and political achievements of middle school students in the teaching process are shown in Table 1. Taking students' learning psychological demands as the main index to evaluate students' psychological changes, they represent no demands and high demands according to the 0-4 score system. Table 1 shows that the scores of students majoring in ideology and politics show an increasing trend, and the change of freshmen is the most obvious. From the changes of students' psychological demands, it can be seen that the psychological demands of students in all grades are gradually increasing, which shows that students' interest in ideological and political teaching is increasing.

Table 1. Changes of students in ideological and political teaching

Survey object		0 month	2 months	4 months	6 months
Professional achievement (points)	Freshman	47.2	57.9	72.4	80.4
	Sophomore	51.4	60.1	70.5	79.3
	Junior	50.6	61.3	68.9	77.2
Psychological appeal	Freshman	1	2	4	4
	Sophomore	1	1	3	4
	Junior	1	2	3	4

Conclusions: The ideological and political teaching of students in higher vocational colleges is very important, which can build a complete and perfect correct ideological value for students. Therefore, from the perspective of educational psychology, the research puts forward the reform plan of ideological and political teaching in higher vocational colleges based on educational psychology, which aims to improve the moral and cultural level of higher vocational college students and improve the comprehensive teaching ability of higher vocational colleges. The results show that under the guidance of educational psychology, the innovative model of ideological and political education in higher vocational colleges can significantly improve students' ideological and political professional achievements, improve students' learning psychological demands, stimulate students' learning interest and help students establish a good learning concept. Therefore, in higher vocational education, teachers need to pay attention to students' psychological demands, provide appropriate teaching programs, stimulate students' learning enthusiasm, and achieve the purpose of cultivating students' correct values and correct learning concepts.

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THE OVERSEAS DISSEMINATION OF ANCIENT CHINESE LITERARY CLASSICS FROM THE PERSPECTIVE OF COGNITIVE PSYCHOLOGY – TAKING METAPHOR AS AN EXAMPLE

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Background: For a long time, the traditional metaphor thought that “metaphor is just a rhetorical method, a way of expression of meaning transfer, metaphor translation has been regarded as the transformation between languages on the rhetorical level”. From the perspective of modern cognitive psychology, the traditional theory of metaphor translation has obvious defects. Contemporary translation theory also holds that translation is not only a formal transformation between two different language systems, but also an active cognitive process of the translator. Since both of them belong to thinking activities, translation and metaphor are intrinsically related in literal meaning, relevant categories, mapping and working mechanism. Since cognition is the basis of metaphor, which is a universal phenomenon in human language, it is unscientific to avoid the translation of cognition. Poetic metaphor is used to express humor, evoke resonance, explain abstraction, explain science, express one’s mind and understand idioms. Considering the characteristics of poetic metaphor, the real-time comprehension of poetic metaphor needs the help of relevant psychological mechanism and cognitive procedure. With the development of cognitive linguistics, the translation of metaphor not only stays in the category of rhetoric and functional grammar, but also the cognitive theory is introduced into the translation of metaphor. Cognitive psychology is the psychology that obtains information from the world and takes information processing as the core. The process of cognitive processing is perception, memory, understanding and processing. The translation is the psychological process of obtaining information from the source text and processing it. Therefore, cognitive psychology provides a theoretical basis for translation studies.

Objective: Poetic metaphor is a kind of unconventional metaphor, which is characterized by originality, interdependence and trans-regularity. After the introduction of conceptual integration theory into metaphor construction, a series of unconventional metaphors such as poetic metaphors are interpreted and their meaning construction process is analyzed. Because poetic metaphor covers a wide range and is flexible, it is difficult to select materials comprehensively. Therefore, we can analyze the overseas spreading effect of ancient Chinese literary classics through cognitive psychology.

Subjects and methods: Based on the existing literature, archaeological relics, poetry and other materials, this paper analyzes and compares the overseas dissemination effects of ancient Chinese literary classics.

Study design: Based on the cognitive psychology theory of metaphor translation, this paper discusses the cognitive processing mechanism and processing model of metaphor translation by means of multiple textual research, historical comparison and induction.

Methods: Using Excel statistical cognitive psychology perspective of the overseas dissemination of classical Chinese literature.

Results: Based on the subjective cognitive experience, the translator will have a general understanding of the central idea of the conjecture, the intention and the style of the text, and the author’s context. Through processing the effective information, extracting the important linguistic features and effectively transforming them, we can find the surface meaning and related expressions of the target language. Compare the acquired information with the mental lexicon, process the words flexibly according to the logic of the original text and the literary accomplishment and knowledge accumulation, and clearly show the cultural connotation of metaphor. In order to make readers more receptive to the foreign culture, the translator will adjust the grammar, syntactic structure and culture of the target language so that the metaphorical meaning of the original can be expressed accurately.

The results of this survey use 0-4 levels to quantify the influence values of specific factors, 0 indicating irrelevance, 1 indicating slight influence, 2 indicating general influence, 3 indicating obvious influence, 4 indicating full influence, and the obtained statistical table is shown in Table 1.

Table 1. Effects of overseas dissemination of ancient Chinese literary classics from the perspective of cognitive psychology