

psychology and ethical values.

Objective: This research will be carried out in the cross-cultural communication course of colleges and universities. The strategy of optimizing the course is to compare the similarities and differences of the cultural connotation of Chinese and western classics, integrate some contents of the cultural comparison course into the cross-cultural communication course for implementation, and observe students' satisfaction with the course and their understanding of Chinese and Western culture. The purpose of the experiment is to cultivate students' unified grasp of the moral and ethical values of Chinese and Western culture, improve students' social and psychological value cognition, and improve students' moral and cultural cultivation at the same time.

Subjects and methods: This research method qualitatively and quantifies the psychological state of students through classroom observation and student interview. The subjects were 100 random students, who were divided into experimental group and traditional group. The experimental group participated in cross-cultural comparison course and the other group participated in traditional cross-cultural communication course. The experiment lasted 12 weeks, and both courses had 24 class hours. By synthesizing the students' classroom performance and self-evaluation, we can get the students' psychological state score. The score is explained by a 5-level scale. The evaluation from inferior to superior is very dissatisfied, dissatisfied, satisfied, relatively satisfied and very satisfied.

Results: The distribution of the number of students from different groups evaluating intercultural communication courses is shown in Table 1.

Table 1. The number distribution of different groups of students' evaluation of intercultural communication courses

Cross cultural intersection course	Very dissatisfied	Dissatisfied	Satisfied	Quite satisfied	Very satisfied
Experience group	0	5	20	17	8
Traditional group	2	6	29	11	2

It can be seen from Table 1 that the 50 students who participated in the traditional cross-cultural communication course are in the most satisfactory and relatively satisfactory stage in the evaluation of the teaching content and teaching effect of the labor pain cross-cultural communication course. Among them, 29 students gave satisfactory evaluation, accounting for more than half of the students participating in the traditional course. The evaluation of students participating in the experimental cross-cultural comparison and exchange course is mostly in the stage of satisfaction and comparative satisfaction, in which the number of satisfied students is 9 less than that of the traditional group, while the number of relatively satisfied students is 6 more. The number of students in the experimental group who are very satisfied with their learning content is 6 more than that in the traditional group. The experiment shows that students generally recognize the teaching content and teaching results of the experimental cross-cultural comparative communication course.

Conclusions: Building a community with a shared future for mankind is conducive to promoting key global joint governance and integrating international economic development resources. From the perspective of social psychology, the construction of a community of human destiny is conducive to the dissemination and establishment of moral values. Due to the developed academic concepts within colleges and universities and the close flow and communication of international talents, it is more feasible to promote the construction of a community with a shared future of mankind through college education. By optimizing the cross-cultural communication curriculum, this paper explores the role of the interpretation of Chinese and Western classics and the comparison of Chinese and Western cultures in promoting the construction of the community of shared future of mankind and the positive impact of the curriculum on the cultural identity psychology of college students. The experiment proves that the content of classical literature comparison course and the implementation form of cross-cultural communication course in joint cultural comparison are beneficial to students' multicultural communication and cognitive psychology.

* * * * *

RESEARCH ON THE PRACTICAL EFFECT OF COLLABORATIVE EDUCATION OF IDEOLOGICAL AND POLITICAL EDUCATION AND MENTAL HEALTH EDUCATION IN COLLEGES AND UNIVERSITIES

Xinlong Li

Kashi University, Kashi 844006, China

Background: Ideological and political education is the product of human society with the emergence of class and state. It has a strong ideological ideology of the ruling class, that is, it aims at the political needs of the country and exerts an organized and targeted political and ideological influence on students. With the continuous improvement of China's educational practice, ideological and political education is more scientific and systematic, and the curriculum system runs through the whole student era. As the future talent reserve army of the country, the ideological concept and personality structure of college students are not yet fully mature. The ideological and political education of college students is related to the stability of the whole country and nation. The course of Ideological and political education includes ideological education, political education and other sub contents. Ideological education is based on Marxism to guide students to establish correct socialist values, internalize Ma Zhe thought and guide the practice of real life. Political education is mainly to publicize and interpret the latest major national principles and policies to students, popularize legal knowledge, and enable students to understand national trends from the perspective of all-round development. To sum up, the core goal of ideological and political education in colleges and universities is to train students to become qualified successors of socialism.

Our society is in a critical transition period. Contemporary people are facing multiple life pressures such as economic pressure, work pressure and competition pressure, which leads to various negative psychological states. Health includes not only physical function health, but also mental state health. Mental health is the cornerstone of individual sustainable development. The standards to measure individual mental health include psychological age and behavior in line with physiological age characteristics, the ability to control emotions, good communication ability, correct self-awareness ability and the ability to adapt to social life. Mental health education includes popularizing relevant knowledge in the field of psychology and guiding students to correctly examine themselves in order to correct their cognitive bias. Using psychological means to teach students to perceive emotional changes and help students realize effective control of emotions. Cultivate students' good communication skills and actively adapt to social life. The core goal of mental health education is to train students to improve their personality structure, prevent psychological imbalance and relieve their negative emotions. Mental health education and ideological and political education are interrelated and different from each other. Mental health education is the psychological support of ideological and political education, and ideological and political education guides the direction of mental health education. The organic integration of ideological and political education and mental health education aims to cultivate college students into high-quality talents with socialist values with Chinese characteristics.

Subjects and methods: Anxiety is a common emotional disorder in adult psychological counseling. The Self-rating Anxiety Scale (SAS) was used to evaluate the mental health status of college students. College students were divided into experimental group and control group. The students in the experimental group received the integrated course of Ideological and political education combined with mental health education. The students in the control group a received the ideological and political education alone, and the students in the control group B received the mental health education course alone. The teaching duration of the two groups was controlled to 3 months. The experimental data were SPSS23.0 software for statistics.

Results: As can be seen from Figure 1, before the experiment, the scores of the self rating anxiety scale of the experimental group and the control group were about 50, with no significant difference ($P > 0.05$). After the three-month teaching experiment, the SAS scores of each group decreased, among which the students in the experimental group who received the integrated course of ideological and political education combined with mental health education decreased the most significantly, and the score decreased to 21.2, which was statistically significant ($P < 0.05$). Secondly, the scores of students in control group B who received mental health education courses alone decreased significantly, and the scores decreased to 28.7. This shows that the organic integration of ideological and political education and mental health education can effectively alleviate students' anxiety and improve students' psychological quality.

Conclusions: Mental health is the cornerstone of one's sustainable development, and political thought guides one's development towards the country. As the pillars of the country, colleges and universities should pay attention to students' mental health problems while exerting political influence on students, help students better adapt to the socialist living environment and guide students to devote themselves to the cause of communism. The results show that the integrated curriculum of ideological and political education combined with mental health education can effectively improve students' mental health quality. The integrated curriculum not only applies political thought to students, but also combines the concept of Marxist philosophy with the actual environment to teach students to correctly treat individual psychological problems and effectively relieve their own negative emotions from the perspective of connecting

development.

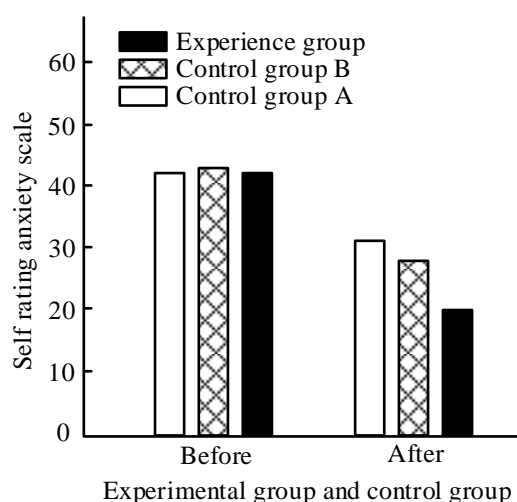


Figure 1. Experimental result diagram

* * * * *

THE INFLUENCE OF FOREIGN LANGUAGE TRANSLATION TEACHING ON COLLEGE STUDENTS' PSYCHOLOGY FROM THE PERSPECTIVE OF CROSS-CULTURAL COMMUNICATION

Wenhui Lu

Department of Foreign Languages, Jinzhong University, Jinzhong 030619, China

Background: Cross cultural communication refers to the symbolic communication process between people from different cultural backgrounds. The goal of effective cross-cultural communication is to create shared meaning for different individuals in interactive situations. For people in different language environments, the obstacles to their communication do not only exist in language. Due to the influence of different cultural backgrounds, Chinese and foreign people have different views on things, and their expression methods and language habits are certainly different. Therefore, foreign language translators face that even if they have learned a foreign language and have rich grammar and vocabulary reserves, they will still be unable to correctly understand the connotation and situation of the sentences expressed by the other party in the process of formal translation and communication. From the perspective of cross-cultural communication, foreign language translation teaching cannot only provide a strong guarantee for learners' communication quality, but also a magic weapon to achieve efficient communication. From the perspective of cross-cultural communication, foreign language translation teaching can promote the improvement of translation teaching quality, help foreign language translation teachers comprehensively consider the culture of the original text and the internal or external contextual factors of the target reader's language for some sentences with specific cultural background, and complete the equivalent translation of cross-cultural communication, so that the target language can feel the cultural background and vivid meaning of the original sentences, so as to realize the communication between the primitive author and the reader.

College students often have fear in translation learning. Due to the weak basic knowledge of language, insufficient word reserves and the influence of Chinese thinking, they are prone to excessive fear in foreign language translation learning. Fear seriously restricts the improvement of college students' learning ability. In the process of college students' foreign language learning, few learners are really engaged in professional foreign language translation, which makes college students prone to useless psychology in the process of learning. With the rapid development and continuous improvement of China's foreign language learning, translation plays an increasingly important role in the process of China's economic development. In addition, because college students live in the same language and cultural environment for a long time, it is easy to form a single thinking mode and psychological mode, which increases the difficulty for students to understand the culture of other countries and nationalities. Traditional foreign language translation teaching pays more attention to the teaching of language forms, and often ignores helping students