

literature on local folk music culture is collected and analysed in a comprehensive manner and explored in depth. The second method is musical analysis. Selecting classical local folk music works for analysis, and carrying out a comprehensive musical analysis of the melody, language, accompaniment and singing techniques of the corresponding musical works. Third, the case analysis method. A large amount of data and literature on local folk music was collected and collated to understand and analyse in detail how the inner and outer content of the music contributed to the musical works of local classical folk songs.

Result: In this study, a comprehensive and in-depth interpretation of the musical characteristics of local folk song works was carried out from the perspective of psychology, and the actual musical melodies of local classic folk song music works were analysed, with emphasis on the musical values, cultural characteristics and national psychological content contained in them, and this was used as a basis for exploring the optimal development path for the inheritance and development of local folk song music art. The study also explores the musical characteristics of classical local folk songs and summarises the methods of singing them, thereby supporting the continuation of local folk songs. In the study, a comprehensive overview of local folk song music is carried out, completing the exploration of local classical ethnic psychology, regional folk customs, local customs, and literary culture, providing more reference support for music learners and relevant singers to launch the study and performance of local classical folk song music works and local ethnic music. In addition, through the deep excavation of the art of local classical folk music, this study has achieved to provide more adequate methodological and theoretical support for the singing of local classical folk music works by the relevant singers, which strongly supports the better inheritance and development of local folk music and ethnic culture.

Conclusion: Local folk song listening music has more obvious local characteristics, contains rich local cultural resources, can show the psychology of local ethnic groups, the state of life, has a high value of exploration. As for the classical music works of local folk songs, they belong to the representatives of local ethnic groups and folk songs, and the composition of the tunes, melodic direction and application of lyric in the corresponding works are all more elaborate and have a high exploration value, which can realize a more vivid and vivid display of the musical and cultural contents, group psychological connotation, daily life habits and customs of local people and ethnic groups. The music of local folk songs has a unique song structure, melodic features and rhythmic rhythms, and by analysing these elements, the psychological and cultural connotations of the local ethnic groups can be deeply explored and revealed, providing more reference support for music learners and relevant singers in the study and performance of local classical folk music works and local ethnic music. At the same time, in order to better realise the singing of local folk music works, it is necessary for the relevant singers to reasonably handle local folk song singing, lyrics analysis and singing emotions as well as stage performance movements in the actual singing process, and to fully understand the local cultural background and ethnic psychology, effectively find the regional rhythm of local folk songs and increase the stage singing exercises, so as to achieve the effect of improving the quality of singing of local folk music works. This will enable the students to achieve the maximum value in the promotion and transmission of local folk music.

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INFLUENCE OF CHINESE AND WESTERN CULTURAL PSYCHOLOGICAL DIFFERENCES ON TRANSLATION IN THE CONTEXT OF INTERCULTURAL COMMUNICATION

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Background: With the deepening of China's foreign exchanges, the differences between different ethnic and national cultures have led to communication problems in foreign exchanges, and the psychological differences of culture between different nationalities needs to be respected based on the background of intercultural communication, so as to solve the problems in communication. Culture is the soul of a nation and a country, guiding the direction of the human spiritual world and an important theoretical basis for irrigating people's minds. If a nation or country lacks culture, that nation will lose its spiritual drive. Culture is the fruit of human wisdom summed up in practice, and there is inherent culture in all fields. The ability to understand and express oneself orally is distilled from culture and regarded as

an ability of cultural transmission, and only with these abilities can one master culture and form a cultural mind of one's own. In fact, cultural communication is a process of cultural transmission, which requires the communicator to stand on the other side's mind and transmit cultural content to the other side from the perspective of cultural differences, so as to strengthen cultural communication and reach mutual consensus. The goal of intercultural communication is thus to strengthen communication and enhance cooperation. The Chinese and Western cultures have significant differences in their respective historical environments and also have different outstanding achievements, and only through cultural exchange can the two sides achieve mutual integration and common progress and development. After the reform and opening up of China, close cultural exchanges with Western countries began, and in a series of intercultural communication activities, both sides complete their communication through language conversion, which is the traditional culture of a country behind the language. During intercultural communication, not only must the surface meaning of the language be accurately expressed, but also the hidden connotations must be conveyed to the other party. But for intercultural communication activities, language is often influenced by various factors, thus showing different contexts and meanings, especially the influence of the psychological differences between Chinese and Western cultures, resulting in a diversity of translation strategies.

Objective: To achieve good intercultural communication and interaction, to break the time and space barriers between Chinese and Western cultures, to address the impact of cultural differences, to understand the impact of the psychological differences of culture between Chinese and Western cultures on translation, and to propose effective countermeasures to promote barrier-free communication and interaction between Chinese and Western cultures.

Subjects and methods: Starting from the background of intercultural communication, we explore the influence of the psychological differences of culture between China and the West on intercultural translation, and use this as a research object to explore effective intercultural translation strategies. The literature research method was adopted, and a large amount of literature was reviewed to grasp the basic theoretical knowledge of translation, so as to lay the foundation for the next study. The case study method was used to analyse examples of translations of literary works in order to better grasp translation responses.

Result: In order to achieve a more positive and effective cultural exchange, it is necessary to do a good job of English translation in all fields and to understand the impact of the psychological differences between Chinese and Western cultures on translation work in the field of intercultural communication, which is reflected in the following aspects: firstly, regional cultural influence, below the formation of culture is related to the natural environment, regional differences affect the quality of translation and also hinder the effectiveness of understanding cultural exchange and communication. Secondly, the influence of national culture, understanding the cultural differences between China and the West, collecting the unique rural style and the excellent history with distinctive regional characteristics, and understanding the differences between China and the West in terms of regional culture. Finally, religious cultural influences, religious beliefs are usually transmitted along with the development of human culture, including not only the religious beliefs of the region, but also foreign religious beliefs influenced by national consciousness, and all of the above factors are influencing cultural translation.

Conclusion: To grasp the influence of the psychological differences of culture between China and the West on intercultural communication and cultural translation, and to propose effective paths for achieving intercultural communication translation. For example, follow the principle of decency and express the meaning precisely. Respect cultural differences in the translation process, avoid touching any taboos, play the positive role of translation as much as possible, and achieve the fundamental goal of communication based on the language of both sides of intercultural communication. The translator should elaborate the most precise meaning in each cultural communication activity, focusing on the reciprocal meaning of words in the language, the cultural communication context of the different languages, and the accuracy and comprehensiveness of the meaning of the words expressed. In addition, it is also necessary to combine language translation with real-life contexts, paying attention to the linguistic environment not just the linguistic environment of the translated text, but also the linguistic environment of the source text, so that both sides of the exchange can communicate and communicate in different cultural contexts and avoid translation errors. Different countries have their own unique cultural systems, and the cultural differences between China and the West will have different degrees of impact on translation. Based on the intercultural communication perspective, translators are required to understand the cultural background in depth and express the true meaning of the language to the audience in a reasonable way in the process of translation, so as to strengthen the communication and interaction between Chinese and Western cultures.

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ENGLISH VOCABULARY TEACHING STRATEGIES FROM THE PERSPECTIVE OF PSYCHOLOGICAL VOCABULARY

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Background: The education of English vocabulary is very important for students' language learning, and on this basis, it can continuously promote the development of all aspects such as semantic memory. Psychological vocabulary is a modern viewpoint, which mainly believes that users of each language have a structure in their hearts, and learning and educating vocabulary according to the structure and content can further deepen the understanding of the meaning of words. To a certain extent, there is a certain difference between mental vocabulary and vocabulary in the dictionary, but both contain semantic and lexical knowledge. The words in the brain are more permanent and stable, while the words in the dictionary are arranged in order, more stable but limited in number. Therefore, in the education work, the staff should run through the psychological vocabulary in the teaching, so as to improve the quality of English teaching.

Objective: Vocabulary is the foundation of English learning. For English learning, only by strengthening the teaching quality of vocabulary can we improve the difficulty of English vocabulary teaching according to the actual needs of students, and further expand the content and scope of English teaching. In view of this situation, this paper will focus on the research on the English vocabulary teaching method based on the perspective of psychological vocabulary, and construct the basic framework of psychological vocabulary, so that students can learn vocabulary more conveniently and efficiently.

Subjects and methods: English vocabulary teaching based on psychological vocabulary can help teachers better integrate reality in the process of daily teaching, so that students can further improve the quality and efficiency of learning, thereby enhancing students' understanding of vocabulary. In the specific work, we can start from the following aspects: First, vocabulary teaching is to use vocabulary learning to drive the overall quality of English teaching, and to use psychological vocabulary storage to strengthen students' understanding and memory of vocabulary. Therefore, the staff can build a semantic memory model, and strengthen the connection between vocabulary and students in the process of model construction, so that students can enhance learning efficiency on the basis of understanding the meaning of vocabulary. For example, when learning "organization", teachers can ask students to collect the English abbreviations of some international organizations, and then combine the students' vocabulary collection to build a model and expand related vocabulary. In addition, during the "inward" learning, students can be asked to think, and try to learn "external" English on the basis of seeking English rules, and then use the understanding of vocabulary to deepen students' memory of vocabulary. Second, use word formation. Many English words are composed of different factors, such as "babysit", etc., and many words are also divided into prefixes and suffixes. These two parts are very clearly distinguished. The prefixes only differ in meaning, but the nature of the vocabulary has no effect; the suffix changes the nature of the word. For example, "beauty" means "beautiful", and "ful" is an adjective suffix. For example, "beautiful" is an adjective, meaning "beautiful". Therefore, when teachers explain, they need to explain "suffix" first to Expand vocabulary. Learning in this way can make it easier for students to infer word meaning when faced with unfamiliar words. For example, when reading an article, if you see an unfamiliar word containing "ful" words, although you may not know it The specific meaning, but it can be inferred as an adjective according to the suffix, and then practice the context to infer the meaning of the vocabulary. This method will further deepen students' understanding of vocabulary in the subsequent learning process and effectively improve the quality of students' learning. The third is to divide a large number of vocabulary according to the frequency of vocabulary use. For example, in many colleges and universities in China, when learning vocabulary, the division of "high-frequency vocabulary" and "low-frequency vocabulary" will be carried out, and then students will be encouraged to use it in their daily life. Increase the use of "high-frequency vocabulary" in the learning process, so that students can understand the inner meaning of vocabulary with higher quality. In addition, due to certain differences in different language systems, when translating vocabulary, it is very likely that there is ambiguity, and learning by using the division of vocabulary frequency can reduce this drawback and improve the quality of vocabulary learning.

Result: All in all, a reasonable teaching method is the key to promoting the quality of English vocabulary learning. Teachers should pay more attention to psychological teaching in daily learning, and further improve students' ability to use vocabulary, so that students can use the knowledge they have learned to construct in daily learning. Vocabulary network, deepen vocabulary memory.