

enriching emotions, and enhancing adaptability. In the survey results, five levels from 0 to 4 are used to quantify the impact of specific factors. 0 means irrelevant, 1 means slight influence, 2 means normal influence, 3 means obvious influence, and 4 means sufficient influence. The results of the interview were counted with Excel software.

Results: Through the analysis of the beneficial effects of painting art on the psychological development of children with autism (shown in Table 1), the actual application results can be obtained. The art of painting can stimulate the potential of children with autism, and to a certain extent allow children with autism to break through themselves and stimulate their creativity. In the process of painting, it can strengthen exercise for children with autism whose cognitive ability is poor. Their cognitive abilities. The art of painting can effectively enrich emotions. Children with autism need a way to express their emotions and loneliness. Art education can euphemistically allow children to express their emotions. At the same time, the art of painting can enhance adaptability and reduce the inner harm of children with autism to some extent. This is a way of communication for children with autism and a purely emotional expression.

Table 1. The beneficial effects of the art of painting on the psychological development of children with autism.

Factor	Excitation potential	Rich emotions	Enhance resilience
Children with autism	4	4	4

Conclusions: The art of painting has a beneficial effect on the psychological development of children with autism. In the process of learning painting, children with autism use lines from the beginning, to the perception of colors, and then to the performance of specific characters. This is the gradual intervention of the art of painting process. In this process, teachers should continue to encourage students, so that children with autism will gradually form social awareness and improve their ability to adapt to society.

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THE APPLICATION OF NEUROLOGICAL DISEASES OF CHILDREN AND ADOLESCENTS IN LANGUAGE TEACHING FOR CHILDREN WITH SPECIAL NEEDS

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Background: Special children mainly refer to their physical, psychological or social interactions with certain obstacles. This phenomenon makes their own development different from ordinary people. Therefore, this type of students cannot directly learn from the general education environment. To obtain good learning results in the middle school, this means that teachers must use special educational methods to teach and guide, so as to stimulate the students' potential to a great extent. This requires language training, cognitive training, life training, etc., based on the children's own characteristics, and they can be organically combined in the actual teaching process. Only in this way can they play a more important role. Under normal circumstances, the language of normal children is acquired through daily life, active imitation, life experience, etc., and does not require special teaching. For special children, their own language system develops relatively slowly and cannot self-learning. Without the intervention of professionals, their language skills will not be significantly improved, they may even degenerate, and in severe cases, they will completely lose their language skills. Therefore, special education teachers must use unique teaching methods to intervene in time for children with special needs, so that their language ability gradually develops and approaches the normal level, and different methods can be used for different types of special children.

Language is a complex social communication symbol system, which requires more participation in cognitive ability. Due to the influence of many subjective and objective factors, children with special needs have obstacles in language fields such as phonetics, vocabulary, grammar, and pragmatics. Studies have shown that the incidence of speech and language disorders in children with special needs is 67%. The average sentence length of children with special needs is shorter, and 10-year-old children are only equivalent to the language ability level of 4-5-year-old normal children. Language is not only an important tool for social communication, but also an important medium for children's learning. Therefore, it plays an important role in language teaching for children with special needs.

Objective: At this stage, with the continuous reform and innovation of China's education system, relevant personnel pay more attention to the education of children with special needs, and are committed to seeking scientific and effective measures to strengthen education and teaching so that they can receive

high-quality resources in this environment and promote Comprehensive improvement of its own comprehensive quality. Due to their own different characteristics, special children also have a certain gap in their acceptance and comprehension in the learning process, especially when they face greater challenges in language training, the rehabilitation education of children and adolescents in neurological disease for special children It has a positive effect and will effectively improve the development of its language ability to a certain extent.

Subjects and methods: Child and adolescent psychiatry includes mental development disorders, attention deficit hyperactivity disorder, stuttering and other content. Learning this theoretical content can effectively improve the language skills of children with special needs, help them establish an optimistic attitude, and cultivate good interpersonal skills. In the survey results, five levels of 1-5 are used to quantify the impact value of specific factors. 1 represents irrelevant, 2 represents slight impact, 3 represents general impact, 4 represents significant impact, and 5 represents sufficient impact. In order to reduce the impact Individual subjective causes large errors. The language ability of 500 special children in a certain city was tested, and the average was finally selected, and the result was determined by rounding off.

Results: A full understanding of child and adolescent psychiatry theory can effectively improve the language ability of children with special needs. The improvement of language ability promotes the intellectual characteristics, sensory ability, social behavior, communicative ability and neuromotor of special children to have varying degrees of changes, as shown in Table 1. Integrate child and adolescent psychiatry into the language teaching of special children, and analyze the physical, psychological and behavioral characteristics of special children. Through the improvement of language ability, the characteristic children's communication with others gradually increases, and the personality becomes gradually outgoing, which improves the communicative ability. At the same time, the learning of knowledge also began to have a desire for knowledge, and their own sensory ability gradually improved. Due to the change of personality, I am more willing to participate in outdoor sports, and my body functions have also been enhanced.

Table 1. The influence of child and adolescent psychiatry on the language of children with special needs.

Factor	Intellectual characteristics	Sensory ability	Social behavior	Communicative competence	Neuromotor
Special children	5	3	4	4	5

Conclusions: With the increasing emphasis on children with special needs, a large number of scientific and reasonable teaching strategies have been continuously applied in the actual teaching process. Among them, children and adolescents' neurological diseases have achieved good teaching effects in language teaching, to a certain extent. To promote the development of special children's language ability, relevant teachers should appropriately adopt theories of children and adolescent neurological diseases to promote the better growth of special children.

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THE EFFECT OF CLOTHING COLOR MATCHING ON NERVE REPAIR IN PATIENTS WITH COLOR COGNITIVE IMPAIRMENT

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Background: In the human sensory organs, more than 83% of the information is obtained through vision, and the eyes are the most important organ of humans. From a functional point of view, the human eye has different abilities to receive light, color and analyze images, thereby forming perception to recognize the shape, color and space of the object. The theory of three primary colors believes that there are three types of cone cells in the human retina that are responsible for receiving colors. In the order of their spectral sensitivity peak wavelengths, they are called short (S), medium (M), and long (L) cones. Types, and the cause of color cognitive impairment is related to the absence or functional defects of these three types of cone cells. Color cognition disorders are manifested as color blindness and color weakness. Red-green color blindness is the most common among colorblind groups, blue-yellow blindness is the second, and full color