

EFFECTS OF JAPANESE PEDAGOGICAL GRAMMAR ON LEARNING AND MEMORY IMPAIRMENT OF STUDENTS

Xinyu Man

Foreign Language Teaching and Research Department, Heilongjiang University of Chinese Medicine, Harbin 150060, China

Background: Memory impairment is a condition in which an individual is unable to remember or recall information or skills. It may be permanent or temporary memory impairment caused by pathophysiological or situational causes. Memory, including memory, maintenance, reproduction, has a close relationship with neuropsychological function. Based on neurophysiological and biochemical studies, memory is divided into transient memory (within minutes and seconds), short-term memory (several days) and long-term memory (months and years). Memory and forgetting are accompanied by time law and selectivity. The most quickly forgotten new materials, and gradually developed to forget the distant things, once attracted high attention to things more difficult to forget. As mentioned earlier, memory disorders are more common, and treatment varies according to the disease that causes them. Some reversible memory disorders, such as vitamin B1 deficiency that causes Wernicke's encephalopathy (Cossack off's syndrome), are treated with vitamin B1 early, and memory is restored. Pseudodementia can be improved with psychotropic drugs and/or psychotherapy. Most of the memory disorders of irreversible dementia, symptomatic treatment to alleviate some symptoms, delay the progress of the disease, reduce the burden of caregivers have a certain role. Of course, the prevention of memory impairment varies from disease to disease. Generally speaking, reasonable diet, moderate exercise, good at learning, positive mood and other healthy lifestyle to prevent the occurrence of memory impairment has some help.

Grammar is the relationship between the rules and structure of a language, is the basis for learning a language. Mastering grammar is a necessary and sufficient condition for mastering a language. There are thousands of languages in the world, and knowing grammar is a stepping stone to learning almost any language. Basic Japanese grammar teaching adopts a systematic teaching method, which can not only make students' thinking clearer, but also facilitate students to associate systematically with related knowledge points, deepen students' impression and improve the learning effect. This can help students to complete the task of learning basic Japanese grammar more quickly, with higher quality and higher efficiency. In the teaching of basic Japanese grammar, we adopt the way of multimedia teaching, combining grammar knowledge with corresponding sentences to teach. Teachers can also add vivid pictures and wonderful videos to help students understand and memorize the basic knowledge of Japanese grammar and make up for the drudgery caused by the theoretical teaching of Japanese grammar. The active classroom atmosphere of Japanese teaching grammar is also of great help to enhance students' interest in learning, improve classroom teaching effect and achieve subject teaching objectives. In addition, group communication is often used in the classroom to learn basic Japanese grammar. Through group discussion, students can find their own advantages to improve their confidence in learning, and also can find their own insufficient to help students make up for their deficiencies, so as to achieve better learning and growth. Moreover, the student-centered teaching model is also more in line with the modern education to promote students, activities, experience as the three-centered education theory.

Objective: The innovation of basic Japanese grammar teaching is embodied in many aspects, among which the most outstanding and effective teaching methods are: systematic knowledge teaching, novel and diverse teaching methods and mobilizing students' enthusiasm.

Subjects and methods: The symptoms of memory impairment are various, including memory impairment, forgetting, falsification, fabrication and superficial memory. Based on Japanese pedagogical grammar, this study analyzes the effects of memory impairment on students. Totally 15 memory impaired students and 15 normal students were randomly selected as subjects. Before the study, 15 students with learning and memory impairment were told the aim and general method of the study. They agreed and volunteered to cooperate with the study. The form of this study is to select a language teacher, gather 15 memory impaired students and 15 ordinary students to teach at the same time, and monitor the whole process of teaching. Teachers are required to treat the 30 students equally and not treat them in a special way. Through video observation after class, the effect of improving learning and memory impairment of students under the intervention of Japanese teaching grammar was analyzed and statistically.

Methods: Using Excel to count the effects of Japanese grammar on improving students' learning and memory disabilities.

Results: In this survey, 0 indicates no effect, 1 indicates slight effect, 2 indicates general effect, 3 indicates obvious effect, and 4 indicates intense effect. In order to reduce the large error caused by individual subjective factors in the assessment, 15 students with memory impairment were assessed and averaged. The specific statistical table is shown in Table 1.

Through the research, it is found that using Japanese pedagogical grammar in students' learning, students' initiative, interest and efficiency have been improved greatly. It can be said that the grammar of Japanese education plays a certain role in improving students' learning and memory disabilities.

Conclusions: Grammar is an important part of language learning. Using Japanese pedagogical grammar will make students more interested in learning basic grammar knowledge, so as to learn various subjects more quickly and efficiently. In the rapid development of today's society, the need to constantly explore new teaching models in order to promote personnel to be better trained.

Table 1. Effects of Japanese pedagogical grammar on learning and memory impairment of students

Factor	Initiative	Interest in learning	Learning efficiency
Memory impaired student	3	3	4

Acknowledgement: The research is supported by: 2019 general research project of higher education teaching reform research in Heilongjiang Province: Analysis of College Japanese teaching behavior based on "JF can do" system (fund No.: SJGY20190636).

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THE ADJUVANT TREATMENT EFFECT OF FOLK TRADITIONAL SPORTS ACTIVITIES ON PATIENTS WITH BEHAVIOR DISORDERS

Wenjie Gao

College of Physical Education, South-Central University for Nationalities, Wuhan 430074, China

Background: Behavior disorder is the result of various psychological process disorders, which can be caused by various reasons. According to the motivation and purpose of their behavior and the effect of their behavior, they can be divided into behavior regulation disorder, behavior pattern and expression disorder, intention disorder and other behavior disorders. Behavioral disorders can occur alone, such as theft mania and homosexuality, and can also be associated with other diseases, such as numbness, impulse, suicide and so on. In will activities, the behavior dominated and controlled by will is called volitional movement. Different from impulsive behavior, it has the characteristics of being regulated and controlled by conscious initiative, having definite goals, overcoming difficulties and based on random movement. The behavior caused by external stimulation and driven by passion is called impulse. It has the characteristics of blindness, affected by emotion, lack of conscious initiative regulation, short duration and generally negative and destructive. Behavior disorder is not only common and more prominent in clinic, but also has a greater impact and harm on the health, safety, surrounding environment and social order of patients in medical treatment, nursing and ward management. The symptoms and effects of these disorders are different. It is worth paying attention to diagnosis, treatment and so on. Among them, the imbalance in thinking, speech and emotion is also clearly reflected, and they are closely related to each other. Therefore, the disorders of thinking, speech and emotion are inseparable from the obstacles of motor behavior.

Folk traditional sports are a collective, model, traditional and life-oriented sports activity created by a certain people, inherited and enjoyed by a certain people, and integrated into and attached to the customs and habits of people's daily life (such as festivals, rituals, etc.). It is not only a sports culture, but also a life culture. Folk sports refer to the sports form spread in folk customs or folk culture and folk life style. It is a special cultural form produced and developed to meet people's various needs. As an integral part of human sports culture, it affects people's social life in many ways, such as attraction, promotion, penetration, integration, infection, cohesion, purification and so on. Moreover, it is also a comprehensive system with a huge structure of species, genera, classes and orders. Characteristics of folk traditional sports: (1) People's concept and intention to participate in folk sports activities are relatively clear, mainly from faith and inclined passion. (2) It is quite traditional in time and space. (3) It has strict standardization, and participants can consciously comply with and maintain it. (4) It has certain universality. (5) Mainly in the form of mass activities, with great competitive characteristics. (6) Obvious social benefits. (7) Most projects are more or less religious. Moderate sports activities can not only improve physical and psychological quality, but also the best way to resist and control physical and psychological diseases.

Objective: Because of folk custom, traditional sports activities are more easily accepted by local people. According to the psychological and behavioral barriers of some people in contemporary society, the folk traditional sports intervention applied in this study can provide an effective sports rehabilitation program, and is expected to be popularized in the population, so as to improve the national mental health level. For