

(3) Enrich teaching forms and stimulate students' enthusiasm. In the process of wind music training and teaching, teachers should grasp the development direction of students, implement corresponding teaching adjustment under the personalized development needs of students, do a good job in teaching guidance, constantly enrich the teaching path, stimulate students' enthusiasm for wind music training, make students actively participate in the process of wind music training, and fundamentally improve the quality of wind music training. Classroom collective teaching is an important way for students to obtain wind music knowledge and conduct wind music training. It plays a very good role in promoting students' wind music training. In the process of teaching, teachers should grasp the division of levels in classroom collective teaching, and set teaching tasks to varying degrees in combination with students' individual differences, so as to ensure that students can continuously improve their teaching tasks and realize the improvement of teaching benefits. Multimedia teaching can enrich the classroom content with the help of multimedia pictures and videos, reduce the difficulty of wind music teaching, make students deeply understand wind music knowledge, and greatly improve the classroom capacity of wind music training. It is an indispensable key part of wind music training and teaching in the new era. As a new teaching method of wind music training, group teaching can form targeted training on the basis of students' needs, and form hierarchical groups in combination with students' individual differences, so that students can closely follow the progress of wind music training, complete wind music training tasks with high quality and efficiency, and fundamentally improve the benefits of students' wind music training. In the process of Xiao training, the author forms different difficult training tasks through group teaching, allows students to train freely, learn and help each other in the group, and forms a harmonious group atmosphere, which is of great positive significance to the growth of students.

(4) Build a practice platform and expand training space. In the process of wind music training, teachers should grasp the practice platform in an all-round way, form a targeted platform system on the basis of students' psychological needs, and let students carry out corresponding training, so as to ensure the coordination between wind music training and students' development. In the process of carrying out the above practice, teachers can first let students appreciate the wind music works, let students improve their artistic creation ability in combination with specific wind music content, apply the knowledge and skills in training to the practice process, and comprehensively improve the students' wind music performance level. Secondly, teachers can provide students with corresponding performance platforms, let students understand the shortcomings of their own training in real performance, grasp their own training, and realize the comprehensive optimization of students' knowledge and ability.

Conclusions: Wind music training plays an important role in improving students' music literacy and aesthetic ability. During learning, teachers should guide students to teach systematically and hierarchically, and cultivate students' solid theoretical basis and performance skills, so as to promote the all-round development of wind music teaching in our country.

* * * * *

EXPLORING THE REFORM OF COLLEGE ENGLISH VOCABULARY TEACHING FROM THE PERSPECTIVE OF COGNITIVE PSYCHOLOGY

Zijian Tang

School of Foreign Language, Jiaying University, Meizhou 514015, China

Background: Vocabulary is the basic unit of language. In the use of language, the use of vocabulary is one of the important standards to measure the language level. Teaching practice shows that the "quality" and "quantity" of students' mastery of vocabulary is an important standard to measure the level of English teaching. With the in-depth development of foreign language teaching research, the importance of vocabulary teaching has been widely recognized. However, in English teaching, students often face difficulties in word memory. Words, as an important part of English learning, restrict the improvement of students' foreign language ability. Many students can't remember words. They basically use the method of rote memorization in middle school to remember words. In order to take CET-4 and CET-6, many students bought vocabulary books related to CET-4 and CET-6. They basically forgot after reading them. Some students threw the books aside after reading them. Some students use a variety of methods to quickly remember a large number of words in a short time, but they forget them soon. Vocabulary teaching is also a headache for foreign language teachers. Usually, the teacher's examination of vocabulary is to urge through dictation, which is based on vocabulary. Therefore, it is not enough to learn words only in class time. We should guide students to learn independently from a cognitive perspective.

Cognitive psychology is a science whose main research object is the cognitive process in human psychological phenomena. It originated in the 1960s and developed rapidly after the 1970s. In the 1980s, it has become a popular new school in western psychology. Cognitive psychology has two broad and narrow senses. Cognitive psychology in a broad sense includes structuralism psychology, psychologist psychology and information processing psychology. In a narrow sense, cognitive psychology is information processing psychology. It integrates the knowledge of computer theory, artificial intelligence, psychology, linguistics, neuroscience, cognitive science and other disciplines, studies the cognitive process inside the human brain and various behaviors and laws in the process of language learning from the perspective of information processing, and focuses on exploring the storage and extraction of information involved in the memory process of the human brain. Its view is that the information of the external world first enters people's brain with sensory stimulation. After sensory information enters the brain, it goes through a series of processing processes to transform the sensory information into an organized and meaningful whole. However, this transformation process is not simply adding up the received information. People's brain encodes, remembers and stores the input stimuli according to past experience. When people need to use this information, they can retrieve, select, extract and use it through the brain.

Cognitive psychology believes that the occurrence of cognitive learning experiences the following classes: (1) Short-term sensory memory. Among all the sensory information, only a small part of the information that can enter the short-term memory, and the vast majority of the information disappears. (2) Attention and selective awareness. The information in short-term memory can enter consciousness only after being noticed. Children only have selective perception when they concentrate. (3) Long term memory. After processing in short-term memory, the "coded" information can enter long-term memory. Only information that enters long-term memory can be remembered. In the process of coding, "people use various methods to combine new information with known information" in order to make new information enter long-term memory. Most of the information entering long-term memory is associative mode. In addition, the theory that plays a great role in cognition is prototype theory. The prototype theory was put forward by Rosch (1975). From the perspective of cognitive linguistics, knowledge exists in the human brain in the form of network. In this network, some knowledge is at the center and some knowledge is at the edge. The central knowledge is the prototype of the network, which is easier to extract and remember.

Objective: Vocabulary learning is not only an important aspect of language acquisition, but also an important part of foreign language teaching. To understand college English vocabulary teaching from the perspective of cognitive psychology, this paper expounds the process of students' cognition of English vocabulary and vocabulary information processing, in order to improve the effect of College English vocabulary teaching.

Subjects and methods: (1) The pronunciation and form of English words are inconsistent. When we come into contact with and learn English, it is not difficult to find that the pronunciation and spelling of many words are very different. Sometimes we only write the wrong words according to the pronunciation. This is mainly because English is influenced by other languages in the process of its development and evolution, such as French. English continues to develop and enrich itself by absorbing some words in these languages, which eventually leads to the inconsistency between English vocabulary pronunciation and spelling. In some words, several letter combinations only make one sound. This feature of English vocabulary brings great difficulties to English learners.

(2) The frequency of English vocabulary affects vocabulary memory. Whether in our study or daily communication, words with high frequency are easier to remember than words with low frequency. Because when we first come into contact with new words, our memory of them is not strong. If these words appear frequently, we can teach them every time when they appear. This process is the process of recognizing them again. For example, the basic vocabulary "I", "you", "he" or "she" in English, etc. Therefore, the frequency of vocabulary is one of the factors affecting vocabulary learning.

(3) The memory of English vocabulary needs the existence of context. When we learn new English words, if we memorize words in the corresponding context, the effect will be better than memorizing words alone. Context plays a very important role in the process of learning and understanding vocabulary. At the same time, context can help us distinguish the meaning of words. There are many homonymous polysemy words in English vocabulary. With the existence of context, we can easily remember and understand words. Therefore, context is also one of the important factors affecting English vocabulary learning.

Results: (1) The application of associative memory in English vocabulary teaching. According to the above analysis, there are many inconsistencies between pronunciation and spelling in English vocabulary. For this problem, we can use associative memory to remember vocabulary. For example, when memorizing irregular words, we can use words with associative spelling rules to help memory, such as "W" he the "R" can be memorized through we at "her", "m" our in NG can be memorized through "m" or in NG, etc. In addition, we can use opposite words or relative words to associate and memorize words, which not only improves the memory quality but also shortens the memory time. For example, "Old" and "young", not "her" and

“father”, etc.

(2) The application of episodic memory in English vocabulary teaching. This episodic memory method of English vocabulary is derived from the research on the development of sunny memory in cognitive psychology. Generally speaking, people’s memory process of external information can be divided into three stages. First, people receive external information, we call it feeling, then they have 10 to 20 seconds of memory when they receive information. Because their memory time is relatively short, we call it short-term memory, and finally people process it through the brain so that it will not be forgotten for a long time, we call it long-term memory. When teaching new English vocabulary, teachers can guide learners to connect with the vocabulary they have learned and remembered before to help them remember. When learners receive new words, they mobilize the existing relevant information in the brain and combine the known information with the new information. In this way, the information in short-term memory can be transformed into long-term memory. Therefore, this situational memory method plays a great role in English vocabulary teaching and learning.

(3) The application of forgetting rule in English vocabulary teaching. After learning new knowledge, if we can’t repeat the memory in time and strengthen the learning of knowledge, then some of the heart knowledge entering short-term memory will be forgotten, which is difficult to enter long-term memory, and the final teaching effect can’t reach the ideal state. According to the principle that people forget knowledge at different speeds reflected in the forgetting curve, students should be guided to review and memorize words in time in English vocabulary teaching, which can make heart words appear in the brain constantly, deepen the impression, and form relevant neural connections in the brain, to improve the efficiency of memorizing words.

Conclusions: In short, it is of great significance to guide the practice of College English vocabulary teaching from the cognitive theory of foreign language acquisition and the contemporary cognitive learning view, which opens a door to a more scientific and effective way of English teaching.

* * * * *

RESEARCH ON EDUCATIONAL MANAGEMENT MEASURES OF COLLEGE STUDENTS FROM THE PERSPECTIVE OF MENTAL HEALTH

Lei Wang¹ & Junwei Guo²

¹*Department of Police Administration Science, Railway Police College, Zhengzhou 450053, China*

²*Department of Criminal Science and Technology, Railway Police College, Zhengzhou 450053, China*

Background: The open management system of colleges and universities determines the socialization and diversification of students’ thoughts and behaviors. As an important means to scientifically ensure the orderly and effective development of college education and teaching, college student management must pay close attention to school rules and regulations and students’ ideological quality education, standardize students’ words and deeds with strict rules and regulations, and deepen students’ ideological connotation with scientific educational thought. Thought is the guide of behavior, and advanced thought is based on healthy psychology, which can effectively ensure that the ideological depth and behavior of college students are highly in line with the style of contemporary college students. Therefore, strengthening college students’ mental health education is an important task of colleges and universities. Although colleges and universities have set up professional psychological education courses, However, for students’ psychological conditions in their study and life, counselors also need to carry out systematic and standardized management, find problems in time through students’ fine words, deeds and abnormal behavior, and take effective measures to scientifically dredge and regulate students’ psychological problems, prevent and eliminate psychological diseases, and timely intervene and treat emergency psychological crises, college counselors need to standardize students’ words and deeds, scientifically guide students’ thinking, and always pay attention to students’ mental health, which is also the core link of college student management, college counselors need to constantly strengthen the learning of their professional knowledge and skills of mental health, effectively grasp the dynamic process of college students’ psychology, actively build good psychological adjustment measures, prevent and eliminate college students’ illegal and criminal behaviors caused by psychological problems, and create a healthy psychological environment, so as to effectively ensure the scientific application of college students’ knowledge and skills, Since college students enter school, counselors need to pay attention to students’ mental health from the following aspects.

Objective: In recent years, college students’ illegal and criminal behaviors caused by mental health problems occur frequently, some even high IQ crimes. Their serious circumstances not only damage the