

atmosphere.

- (2) Teachers should stimulate students' learning motivation and enlarge students' learning enthusiasm.
- (3) Teachers should communicate with students to stimulate students' interest in learning.

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THE CONSTRUCTION OF IDEOLOGICAL AND POLITICAL CONTENT OF COLLEGE CURRICULUM FROM THE PERSPECTIVE OF COGNITIVE PSYCHOLOGY

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Background: Bruner, the representative of cognitive psychology, and Ausubel, the contemporary, are famous American psychologists. They believe that the essence of learning is to actively form cognitive structure, and students' learning process should be a transformation process from passive acceptance of knowledge to active acquisition of knowledge. By differentiating and integrating the existing cognitive structure, we can actively form a new cognitive structure. Therefore, Bruner and Ausubel both pay attention to the positive role of cognitive structure in the learning process and the construction of cognitive structure. The acquisition, processing, storage and use of information is the core of cognitive psychology. Its research is to explain individual psychological activities and speech acts, focusing on reminding the internal psychological mechanism of cognitive process. In ideological and political teaching, we should use cognitive psychology theory, emphasize the role of students' intelligence, and comprehensively cultivate students' ability to use ideological and political theory knowledge to solve practical problems in learning and life.

Objective: At present, the ideological and political course teaching in colleges and universities often ignores the cultural knowledge structure built by college students in the past learning process, focuses on the scholastic profound theoretical expression and concept explanation, stripping the political and cultural nature of the ideological and political course education in colleges and universities, resulting in the simplification of classroom teaching resources and the rigidity of teaching forms, and the teaching effect is obviously poor. It even brought some negative effects. Ideological and political teaching based on cognitive psychology should pay attention to the research on the cognitive process of learning subjects. The key to learning ideological and political theory well is to make full use of the special mechanism and function of the brain, form a cognition of the information and laws of Ideological and political language, and master the structure of ideological and political theory through analysis and understanding. In terms of teaching structure and organization, teachers should try to guide students step by step according to the differences of students' cognitive level, follow the law of cognitive development, from shallow to deep, from easy to difficult.

Subjects and methods: 200 students from a university are selected to build an elective course of Ideological and political education, which lasts for 1H and 1-2 sessions a week. The students were divided into two groups of 100. There was no significant difference in thought and academic achievement between the two groups before the experiment. In the experimental group, with the help of cognitive psychology, cognitive psychology emphasizes the situational characteristics of teaching, that is, the processing of symbolic information. According to the principle of cognitive psychology, information processing is mainly driven by concepts. When making class planning, teachers must fully consider students' original knowledge structure and original cognitive model, so that the concepts of new and old knowledge appear repeatedly in the interaction, so as to effectively give play to students' concept driving role. The control group only carried out daily teaching. The experimental time was 2 months. Excel software was used to count the academic achievements of the two groups of students before and after the experiment.

Results: The statistical results of the academic performance of the two groups of students before and after the experiment are shown in Table 1. It can be seen from Table 1 that there is basically no difference in the scores of the two groups of students before the experiment, while after the experiment, the scores of the students in the experimental group are significantly higher than those in the control group.

The above results show that teachers should not only pay attention to the relationship between new knowledge and original knowledge, but also pay attention to students' psychological emotion, that is, pay attention to students' original knowledge level, original experience, possible difficulties in learning, and students' emotional state. We should pay special attention to actively guide students to change their learning methods, guide students from "learning" in high school to "learning" in university, and advocate the moral education learning method of "active participation, willing to explore, exchange and interaction". Highlight the cultivation of students' teaching consciousness and behavior as learning subjects, strengthen

the complementarity and mutual promotion of students' knowledge structure and cognitive structure, stimulate students' patriotic emotion, and make the theory of love week become the internal driving force for students to realize the value of life. It can be said that the teaching of ideological and political course also integrates the educational ideas and models of formal aesthetic education, aesthetic education and emotional education, pays attention to the promotion and development of human nature and personality, and pays attention to the cultivation of human emotion and culture.

Table 1. Academic performance of two groups of students

Group		Average value
Experience group	Before experiment	75
	After the experiment	91
Control group	Before experiment	74
	After the experiment	83

Conclusions: The above results show that teachers should not only pay attention to the relationship between new knowledge and original knowledge, but also pay attention to students' psychological emotion, that is, pay attention to students' original knowledge level, original experience, possible difficulties in learning, and students' emotional state. We should pay special attention to actively guide students to change their learning methods, guide students from "learning" in high school to "learning" in university, and advocate the moral education learning method of "active participation, willing to explore, exchange and interaction". Highlight the cultivation of students' teaching consciousness and behavior as learning subjects, strengthen the complementarity and mutual promotion of students' knowledge structure and cognitive structure, stimulate students' patriotic emotion, and make the theory of love week become the internal driving force for students to realize the value of life. It can be said that the teaching of ideological and political course also integrates the educational ideas and models of formal aesthetic education, aesthetic education and emotional education, pays attention to the promotion and development of human nature and personality, and pays attention to the cultivation of human emotion and culture.

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COGNITIVE IMPAIRMENT IN CHINESE GRAMMAR TEACHING FOR FOREIGN STUDENTS

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Background: Nowadays, a variety of grammatical theories are emerging one after another, and new grammatical theories have injected new vigor into the study of grammar and Chinese grammar. So, teachers of Chinese as a foreign language should pay close attention to the new trend of contemporary grammar study, fully absorb the new achievements of Chinese grammar study and apply them to teaching Chinese as a foreign language. Facts tell us that teachers of Chinese as a foreign language know grammar and learn some grammar theory, which will greatly improve the quality of teaching Chinese as a foreign language. Today, more than ten years later, earth-shaking changes have taken place in teaching Chinese as a foreign language, and various grammatical theories have emerged one after another. The new grammar theory gives the study of grammar and Chinese grammar. Injected new vitality. Therefore, teachers of Chinese as a foreign language should pay attention to the new trend of contemporary grammar study, fully absorb the new achievements of Chinese grammar study and apply it to TCFL. Cognitive linguistics theory is well worth learning, understanding and mastering, because it has a strong explanatory power to grammar. It not only makes grammar know what it is, but also what it is. The introduction of cognitive linguistics into the teaching of Chinese grammar can enhance the image, experience and motivation of foreign students' acquisition of Chinese, overcome the negative transfer brought by their mother tongue, reduce the errors in learning Chinese, and speed up the learning of Chinese and reduce the difficulty of learning Chinese.

Cognitive linguistics is a new and interdisciplinary subject which insists on the philosophy of experience, focuses on the study of body experience and cognition, and focuses on the study of conceptual structure and meaning. It mainly includes perceptual experience, categorization, cognitive model, construal and so on. It interprets grammar in terms of cognitive style and experience. Language teaching as a foreign language and second language acquisition as a Chinese language learning can be guided by cognitive