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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

linguistics in turn.

Objective: Cognitive linguistics holds that the connection between linguistic form and meaning is not absolute arbitrariness, and language is motivational. Motivation refers to the non-arbitrariness and demonstrable connection between language form and meaning. From the aspect of students' acquisition, when the students realize the motivation of Chinese characters' word-building and word-building, they will try to "practice" the word-building and word-building according to this motivation, so as to turn the identification of Chinese characters into the experience of Chinese characters, so as to deepen the impression of Chinese characters and reduce the errors and errors of Chinese characters.

Subjects and methods: Cognition is the intelligent process of cognition and knowledge acquisition, involving a series of random, psychological and social behaviors such as learning, memory, language, thinking, spirit and emotion. Cognitive impairment refers to the abnormality of advanced brain processing related to the above-mentioned learning, memory and thinking judgment, which leads to severe learning and memory impairment, as well as the pathological process of aphasia, apraxia, loss of recognition or disability. The purpose of this study was to investigate the intercultural psychological cognitive impairment of 100 college students in China by using the Statistical Scale of Basic Situation and the Scale of Mental Adaptation (Zung Scale of Depression).

Study design: A survey of 100 overseas students from colleges and universities in China was conducted. Randomly selected 10 universities, each university randomly selected 10 foreign students, a total of 100 foreign students conducted a questionnaire survey, a total of 100, 98 recovered, the number of effective copies 96.

Methods: Using Excel to count the cognitive impairment of foreign students in Chinese grammar teaching.

Results: Through the analysis, the main conclusions are as follows: the overall cognitive status of overseas students is good, and they belong to the group without cognitive impairment. Gender, type of students, time of study abroad, cross-cultural experience, family economic conditions have a significant impact on the psychology of overseas students. Homesickness is an important factor causing the psychological depression of overseas students in China. Family members and friends are important social support to alleviate the psychological depression of overseas students in China, and the school support from Chinese teachers and administrators is not significant. Overseas students preferred to do hobbies to deal with negative emotions. It is also found that the improper attitude of teachers in teaching Chinese as a foreign language can easily affect the psychology of foreign students. The researchers conducted in-depth interviews with foreign students with higher levels of depression, to gain a basic understanding of the factors that contribute to their higher levels of depression. The conclusion of this study can be used as a reference for the management of foreign students in the tested schools, and has a direct reference for daily management.

The results of this survey use 1 to 5 grades to quantify the influence values of specific factors, 1 means irrelevant, 2 means slight influence, 3 means ordinary influence, 4 means obvious influence, and 5 means full influence. In order to reduce the great error caused by individual subjectivity in the assessment, the evaluation values of 50 foreign students are adopted and the average values are rounded off to obtain the results. The specific statistical tables are shown in Table 1.

Table 1. Statistics of cognitive impairment in Chinese grammar teaching for foreign students

| Factor | Aphasia | Out of use | Denial | Go astray |
|-----------------------|---------|------------|--------|-----------|
| International student | 4 | 5 | 3 | 3 |

Conclusions: Compared with Chinese college students, the group of overseas students in China is a group that should be focused. Foreign students in China pose a new challenge to the education system and management mode of foreign students in Chinese universities. Colleges and universities should provide foreign students with a variety of services to solve their educational, emotional and health problems in the course of their studies in China.

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ANXIETY OF FINANCIAL MANAGEMENT STAFF AND ITS COUNTERMEASURES

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