

Subjects and methods: This paper studies the cultural communication and adaptation of students with communication and adaptation barriers in foreign language teaching from three aspects: stimulating students' interest in learning English, perfecting teachers' teaching methods and creating a good English learning environment.

Study design: A total of 100 students with communication adaptation disorder were randomly selected to be surveyed, regardless of age, gender and major. Questionnaire survey was conducted between 20-30min time limit, and overtime was invalid. There were 100 questionnaires, 96 questionnaires and 93 valid questionnaires.

Methods: Using Excel to count the influence of cultural communication of students with communication adaptation disorder in foreign language teaching.

Results: In this survey, the influence value of specific factors is 0-4, which means irrelevant, 1 means slight influence, 2 means general influence, 3 means obvious influence, and 4 means full influence. In order to reduce the great error caused by individual subjectivity in the evaluation, the evaluation value of 100 students is rounded off to the average, and the result is obtained. The specific statistical table is shown in Table 1.

Table 1. Influence of cultural communication of students with communication adaptation disorder in foreign language teaching

Factor	Interest in learning	Teaching method	Learning environment
Student	3	4	4

Conclusions: With the continuous spread of economic globalization in the world, English, as a universal language, plays a vital role in cultural exchange and communication. Teachers should not only perfect their own teaching methods, but also arouse students' interest in learning English. Schools should also devote their efforts to students' English learning.

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APPLICATION OF ART AND DANCE EDUCATION IN THE CULTIVATION OF EMOTIONAL PERCEPTION ABILITY OF PATIENTS WITH AFFECTIVE DISORDER

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Background: Among various forms of artistic expression, dance is the most historic and oldest art category. Its essence is to use the body language of the human body to achieve the purpose of expression. Dance has many functions. It can not only exercise people's body and form, but also cultivate their sentiment and pleasure their body and mind. It can also unite groups and contact feelings through emotional expression. As an educational course, art and dance education has significant educational significance, including cultivating ideological and moral quality, enhancing aesthetic ability and enriching knowledge system. In the aspect of cultivating ideology and morality, the training process of art and dance education is relatively difficult, which can make the educational objects establish the spirit of hard work. The standardization and unity of art and dance education and training can promote the formation of team cooperation consciousness and collective honor concept of educational objects. The etiquette rules included in art and dance education can cultivate the character of self-esteem and self-confidence on the basis of adjusting the emotion of the educational object. At the level of enhancing aesthetic ability, art and dance education can make the body of educational objects more beautiful and improve their artistic cultivation level. At the level of enriching the knowledge system, art and dance education includes allusions and knowledge of many kinds of dances, so that the educational objects can appreciate the diversified artistic value and spiritual connotation of dance. Affective disorder is a common mental disease. The causes of affective disorder are mainly divided into three factors, namely biochemical factors, genetic factors and social psychological factors. The main manifestations of patients with affective disorders are abnormal high or low emotion, slow thinking, cognitive and behavioral changes, etc. Patients with severe affective disorders may even have extreme behaviors such as self-mutilation and suicide. The emotional perception ability of patients with affective disorder will continue to decline or change due to the development of the disease. Art and dance education can cultivate the emotional perception ability of patients from the perspective of cultivating their sentiment and help them return to their normal mental state.

Objective: The main treatment methods of patients with affective disorders include physical therapy, drug therapy and psychotherapy. Generally, comprehensive treatment is adopted to control the symptoms

of patients. After a certain course of treatment, the mental stability of patients can be maintained and their mental health level can be improved. This study will analyze art and dance education as a treatment, and explore its application effect in the cultivation of emotional perception ability of patients with affective disorders.

Subjects and methods: 260 patients with affective disorders were randomly selected from four hospitals by stratified cluster random sampling. A questionnaire was designed and distributed to 260 patients with affective disorders to explore the impact of art and dance education on the cultivation of patients' emotional perception ability.

Study design: 260 patients with affective disorder were divided into control group and experimental group with 130 patients in each group. Firstly, the two groups were treated with traditional comprehensive treatment. On this basis, the experimental group was given art and dance education. After three months of intervention treatment, the emotional perception ability of the two groups was evaluated and compared. A total of 260 questionnaires were distributed in this study, and a total of 255 valid questionnaires were recovered, with a questionnaire recovery rate of 98.08%.

Methods: The questionnaire was mainly emotional intelligence questionnaire, which was mainly divided into four dimensions. It was evaluated by 5-level scoring method. From 1 to 5 points, it indicated five different degrees of compliance from complete non-compliance to complete compliance. The higher the evaluation score of the scale, the stronger the emotional perception of the patient. Using Excel software and spss19 0 software for statistical analysis of patient evaluation data.

Results: Before the experiment, the comparison of emotional perception in the four dimensions between the two groups showed that there was no significant difference ($P > 0.05$). After the experiment, the scores of emotional perceptions in the four dimensions of patients in the control group changed slightly and remained almost stable. The scores of patients in the experimental group showed a certain improvement, indicating that art and dance education can improve the emotional perception ability of patients with affective disorder. There was significant difference in the scores between the two groups ($P < 0.05$). See Table 1 for details.

Table 1. Comparison of emotional perception between the two groups before and after the experiment

Group		Control group	Experience group	<i>t</i>	<i>P</i>
Before experiment	Emotional perception	15.09±3.17	15.27±2.99	0.471	0.638
	Emotional use	17.94±2.52	18.03±1.98	0.320	0.749
	Emotional understanding	16.49±2.78	15.87±2.64	1.843	0.066
	Emotion management	13.53±2.41	13.07±2.77	1.429	0.154
After experiment	Emotional perception	14.99±3.51	17.52±3.04	6.212	0.000
	Emotional use	18.23±2.39	19.14±1.55	3.642	0.000
	Emotional understanding	17.01±2.65	18.25±1.87	4.359	0.000
	Emotion management	13.78±2.73	15.92±2.54	6.544	0.000

Conclusions: Art and dance education can effectively cultivate and improve the emotional perception ability of patients with affective disorder from the four dimensions of emotional perception, application, understanding and management, and can promote the recovery of mental health of patients with affective disorder.

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RESEARCH ON MODERNIST PAINTING THEORY UNDER COGNITIVE IMPAIRMENT

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Background: Cognitive impairment is a common mental disease, mainly manifested in memory impairment, learning impairment, executive dysfunction, aphasia, apraxia and other symptoms. The causes of cognitive impairment are diverse, including craniocerebral trauma, environmental factors, mental and psychological abnormalities and so on. There is an interactive relationship between various symptoms of cognitive impairment, which will accelerate the deterioration of patients' condition, resulting in cognitive impairment becoming a serious psychological disease with great difficulty in the process of diagnosis and treatment. Cognitive impairment will have a great negative impact on patients' self-care ability, and it is a heavy burden on patients themselves and their families. Moreover, due to the complex functional structure